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AUGUST 15, 2002

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SUBJECT

Progress Report: North Idaho College

**NORTH IDAHO COLLEGE
STRATEGIC PLAN AND PROGRESS REPORT**

**To
THE STATE BOARD OF EDUCATION**

PRESENTED BY
MICHAEL BURKE, PH.D.
President

August 2002

Background

North Idaho College is Idaho's oldest public community college, having been founded in 1933 as Coeur d'Alene Junior College. It began with a faculty of nine, held its classes on the third floor of the City Hall, and was financed entirely from public contributions. In July, 1939 the North Idaho Junior College District was formed encompassing most of Kootenai County. In 1960, the district incorporated the remaining areas of Kootenai County, bringing the district to its present size. Currently, the college has as its service area the five northern counties of Idaho¹. The name of the college was changed to North Idaho College in 1971 in accordance with a law passed by the 41st Idaho Legislature.

Since 1950, North Idaho College has received unrestricted accreditation from the Northwest Association of Schools and Colleges. Additional approval and accreditation for specific programs have been granted by the following agencies: The National League of Nursing, the Idaho State Board of Nursing, and the Idaho State Department of Vocational Education.

Revenue for North Idaho College is derived primarily from annual legislative appropriations, property taxes from the local district, and student tuition and fees. The college also receives gifts, grants, and endowments for scholarships and development from many sources, both public and private, primarily through the North Idaho College Foundation.

I. MISSION, VISION, AND VALUES

In 1998, the North Idaho College Strategic Planning Committee was reconstituted and charged to revisit the existing college plan and revise or reaffirm the college's mission and goals. Working with a planning consultant, the 22-member committee revised the college mission, wrote a college vision statement, and created a new set of value statements. In addition, the committee drafted a set of "key initiatives" for 1999-2002. These documents were subsequently reviewed by the campus at large and adopted by the

¹ Boundary, Bonner, Kootenai, Shoshone, and Benewah Counties

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North Idaho College Board of Trustees in 1999. Presently, they are used to direct the college's departmental planning and budgeting processes.

The college's Vision Statement, as revised in 1999, reads:

North Idaho College will be:

- ♦ *A comprehensive community college, a regional leader in an integrated education system, and a catalyst for positive change.*
- ♦ *A student centered institution that embraces innovation and flexibility in response to community needs.*
- ♦ *The first choice of students seeking an accessible and affordable quality education.*
- ♦ *A caring, supportive learning community where the principles of equality are modeled and promoted*
- ♦ *An institution dedicated to scholarship, personal growth, and lifelong learning.*

Key to this Vision Statement is the acknowledgement of the college's role as a comprehensive community college, its regional service area of the five northern counties of Idaho, and its intent to remain a student-centered institution.

The newly revised Mission Statement reads:

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

While the emphasis upon student success, teaching excellence, and lifelong learning has not changed, the college community affirmed the institution's overall mission to improve the quality of life for its communities.

Furthermore, the Strategic Planning Committee also adopted a set of Value Statements for the college. As adopted, the values upon which North Idaho College bases its Mission and Vision Statements are the principles, standards, and qualities the college considers worthwhile and desirable. The college ensures that its values are freely chosen, publicly affirmed, and consistently acted upon. North Idaho College recognizes that the quality of its faculty and staff is key to the accomplishment of its mission. Those Value Statements are:

Pursuing Excellence

Since 1933, North Idaho College has built a tradition of meeting the educational needs of its students and community. Having established itself as a quality comprehensive community college, NIC fully commits to pursuing the highest obtainable standards in all its endeavors.

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Promoting Scholarship

North Idaho College is dedicated to cultivating a respect for learning and the power of the learning process. It provides and nurtures an environment designed to inspire the on-going search for knowledge. The college encourages and recognizes the scholarly pursuits of its students, faculty, and staff.

Ensuring Access to Education and Training

North Idaho College provides access to comprehensive educational programs for a broad range of students. The college strives to offer affordable tuition, appropriate learning assistance, and an environment free of barriers and discrimination.

Upholding Ethical Practices and Integrity

North Idaho College models the highest standards of ethics and integrity and consistently applies fairness, honesty, and accountability in its educational offerings, professional interactions, and business practices.

Serving the Community

North Idaho College is sensitive to community needs and issues. As such, the college values responsiveness and offers educational opportunities to empower individuals and organizations.

Fostering Human Dignity

North Idaho College models, promotes and upholds respect, compassion, and equality for all persons, allowing for the co-existence of individual differences that are vital to a diverse learning community.

Modeling Citizenship

North Idaho College models and teaches the necessary skills, abilities, and attitudes that exemplify responsible participation in a democratic society--participation that embraces justice, equality, inclusiveness, service, and acceptance.

Furthering Cooperation and Collaboration

North Idaho College embraces participatory governance. As a community partner, the college willingly shares resources and expertise and is eager to learn from the experiences and perspectives of others.

Maintaining Accountability

The college is accountable for the quality of its programs and services and for the responsible use of its fiscal and intellectual resources. It regularly tests this accountability against recognized standards of excellence.

Nurturing Creativity

North Idaho College provides a nurturing climate of innovative and creative thought, where expressiveness, originality, and imagination are encouraged and supported.

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II. KEY INITIATIVES

During the Strategic Planning process, the committee focused not on the universe of potential planning initiatives but upon the “critical few” initiatives that, when accomplished, would significantly change the college in a positive way. As the college now reaches the end of this three-year strategic plan, the **six key initiatives** are shown below with the outcomes achieved during 1999-2002:

Initiative 1: Planning and Assessment

Goal: Develop a systematic planning and assessment process to assure the accountability and on-going improvement of the college and its programs.

Outcomes:

- 1. Implemented an annual departmental planning and assessment process that is integrated with Strategic Planning and Outcomes Assessment efforts.*
- 2. Established an institutional research capability that supports planning and evaluation.*
- 3. Developed a process to better coordinate planning and budgeting activities.*
- 4. Created a climate of planning that is respected throughout the college, that is being well-utilized, and that is contributing to the college's decision-making processes.*

Initiative 2: Educational Programs

Goal: Provide high-quality educational programs in response to a wide range of student and community needs.

Outcomes:

- 1. Developed learning outcomes on the course, program and degree level, and integrated the identified general education abilities throughout the college's curriculum.*
- 2. Expanded the college's portfolio of Applied Technology programs to address current and emerging workforce needs to include an A.A.S. degree in Carpentry and the development of a teacher's aide certificate and A.A.S. degree.*
- 3. Enhanced basic skill offerings and services to better prepare students to benefit from further higher educational experiences.*
- 4. Increased access to training opportunities and services for the incumbent workforce.*
- 5. Expanded Community Education programming in response to local community needs.*
- 6. Enhanced learning opportunities and services that enrich our students, our employees, and our community.*

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7. *Worked closely with area high schools to provide dual credit opportunities.*

Initiative 3: Technology

Goal: Ensure effective educational and institutional information systems exist to support students and staff throughout the college service areas.

Outcomes:

1. *Strengthened the college network infrastructure and improved the student data system.*
2. *Upgraded the equipment for the college's web services and the college website.*
3. *Completed the college's Technology Plan that established projects, timelines and resources needed to develop and maintain technology systems and technology related services.*
4. *Updated software and software licensing for the college's online courses and for the course management system.*

Initiative 4: Educational Access

Goal: Use flexible delivery systems to provide students throughout the college service area with broad access to educational opportunities.

Outcomes:

1. *Ensured that flexible programs and services existed to meet the college's educational goals by surveying students, businesses and community groups twice a year.*
2. *Renewed the distance education consortium agreement with ten school districts in the college's five county service district.*
3. *Completed software upgrades to increase the capability for student navigation on the web and for student testing online.*
4. *Improved services to students and increased efficiency by upgrading the college infrastructure with a new server complex to support Distance Education's online offerings.*

Initiative 5: Institutional Growth

Goal: Ensure that college programs and facilities meet the educational and training needs of a growing regional population and that this population is aware of the programs and services offered by the college.

Outcomes:

1. *Identified the educational and training needs of the college service area and developed informational and promotional campaigns to ensure that area residents were aware of the programs and services available through the college.*
2. *Ensured that admissions, advising, and registration processes were user-friendly and accessible to all students. Students are now able to apply, register, sign-up for financial aid, pay for courses,*

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and order books online. Advising has been expanded through phone-in services.

3. *Maximized the development of the main Coeur d'Alene campus to take full advantage of the investment already made at this unique and beautiful location.*
4. *Continued discussions to explore additional campus sites, in collaboration with educational and community partners, so to ensure the college facilities meet the needs of a growing regional population.*

Initiative 6: Collaboration/Community

Goal: Form appropriate partnerships to meet the educational and training needs of the college service area.

Outcomes:

1. *Continued partnerships with the University of Idaho, Lewis-Clark State College, Idaho State University and North Idaho College through the NICHE agreement.*
2. *Collaborated with participating area school districts to ensure students transition effectively between secondary schools and higher education.*
3. *Continued on-going, cooperative relationships between the college, local businesses, other educational entities, and community organizations throughout the service area. Signed an historic agreement to develop an educational corridor along Northwest Boulevard from Interstate 90 to North Idaho College with the City of Coeur d'Alene, the University of Idaho and North Idaho College.*
4. *Strengthened the relationship between North Idaho College, the Coeur d'Alene Tribe, and other culturally diverse groups in the region.*

As Key Initiative One indicates, planning and assessment have become a priority of the college since 1999. Presently, we are completing the implementation of the 1999-2002 Strategic Plan. Comprehensive planning at the departmental level has tied planning to budgeting for the FY02 and the FY03 cycle. We have also completed a comprehensive technology planning process and published a Technology Plan for the college. Furthermore, we have recently completed two assessment surveys using national instruments from the American College Testing Service. The *Student Opinion Survey* was given to 900 students in Spring 2002, and the *PACE (Personal Assessment of the College Environment) Survey* was given to 702 college employees in Fall 2001. Both surveys provided data on a variety of key issues, and the PACE survey provided comparisons to a normed base of colleges in the nation. The college also completed a comprehensive evaluation of course offerings compared to other community colleges to ensure we are providing the proper courses in various disciplines.

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The intent of both the comprehensive planning process and the assessment process is to provide a framework by which the college can grow and expand its offerings while maintaining excellence in its programs and services to students.

III. INSTRUCTIONAL ISSUES

1. Accreditation

As part of our on-going accreditation process, North Idaho College will participate in a self-study and re-accreditation process during the 2002-2003 academic year. The Assistant Vice President for Planning and Assessment, Kathleen Christie, and faculty member, Marilyn Wudarcki, have co-chaired the accreditation self-study process. This two-year project has included extensive work on the part of an eight-member Executive Team, a 35-member Accreditation Steering Committee, and nine college teams made up of over 50 college employees. At present, the following steps have been taken:

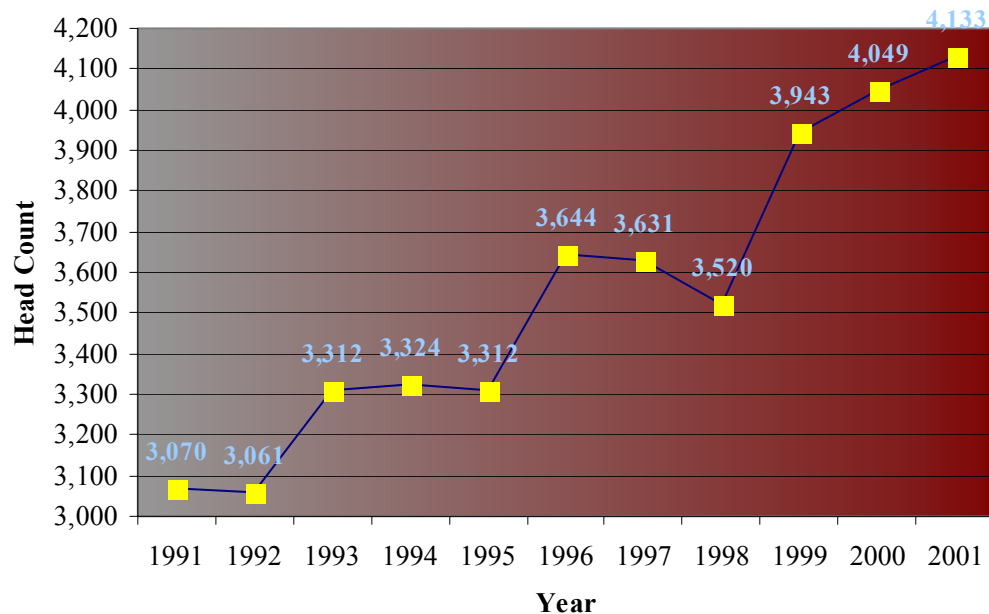
- a. All college departments, both instructional and support departments, have completed a self-study process. Instructional departments created comprehensive notebooks to be used as exhibits during the on-site visit in April, 2003.
- b. Nine campus teams are nearing completion of detailed reports on the nine accreditation standards required by the Northwest Association of Schools and Colleges, Commission on Colleges.
- c. The Accreditation Executive Team has extensively reviewed the reports on the accreditation standards throughout the Summer, 2002.
- d. Early Fall, 2002, will be dedicated to the final review process by campus teams, followed by the publishing of the self-study document at the end of 2002. The final document will be submitted to the reviewers in early 2003.

In addition to this institutional reaccreditation initiative, the college continues to be involved in regional and discipline-specific accreditation efforts primarily in health-related fields.

2. Enrollment

North Idaho College has experienced significant enrollment growth in every facet of its endeavors in recent years. Growth in credit enrollment is illustrated in the chart below:

North Idaho College Fall Enrollments



In addition to general credit enrollment, the following highlights detail the recent growth experienced by numerous programs at North Idaho College:

- a. From Fall, 1998 to Fall, 2001, total enrollment has increased from 3,520 students to 4,133 students, representing a 17.5% increase in headcount.
- b. For the same time period, overall FTE enrollment is up 15 % and Professional-Technical FTE has increased 33%
- c. The minority student population has grown from 177 (Fall, 1998) to 246 (Fall, 2001), a 39% increase. Most of this growth is in the Hispanic and Native American students populations.
- d. During the 2001-2002 year, the Workforce Training Center produced 7,546 enrollments in 1,608 classes. Training was also completed in China for companies including Phillips Petroleum and the Bank of China. A residential office suite was established in Dongguan, China. As a one-of-a-kind project, the Fort Sherman Institute, was created as a response to Idaho's call to join the nation's initiative against terrorism. The Institute offers anti-terrorism, workforce protection, and hostage survival training to both public and private entities.
- e. The ABE/GED program served 2,401 students in 2001-2002. Overall instructional hours were 45,710, with an average of 33 hours per student.
- f. The college experienced a 21.5% growth in enrollment for Summer, 2002.

Finally, it is anticipated North Idaho College will have at least a 5% overall increase in credit enrollments in Fall, 2002.

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3. Curriculum

The credit curriculum at North Idaho College is limited to the freshman and sophomore level courses that fully transfer to colleges and universities in the region. Additionally, the college offers pre-college level courses in reading, writing, and mathematics for students who need refresher work in basic skills before attempting college-level coursework.

The college curriculum has been expanded to provide students with options that reflect the changing fields of study. Several changes made by North Idaho College via its Curriculum Council are highlighted below:

- An A.A.S. degree in Carpentry was approved and will begin in Fall, 2002.
- The college faculty have created 38 internet-based courses which are experiencing rapid enrollment growth.
- The development of a Teacher's Aide certificate and A.A.S. degree is underway.
- The new "Freshman Experience" course, developed to assist at-risk students with their transition to college, has been successfully offered for the last two years.
- The Native American Studies program is presently being offered with good student enrollments.

The college completed a comprehensive evaluation of course offerings compared to other community colleges to ensure we are providing the proper courses in various disciplines. The program review process continues to be a tool for curricular revisions across the disciplines.

As this list indicates, North Idaho College enrollment growth has driven significant changes to the college's curriculum as the college strives to provide relevant educational and job-specific training programs for its students. It should also be mentioned, however, that the Emergency Medical Technician (EMT) program scheduled to begin Fall, 2002, was deleted due to recent budget cuts.

4. Research

Not applicable.

IV. INFRASTRUCTURE ISSUES

1. Personnel

a. Staffing

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First and foremost, North Idaho College prides itself on its student-centered approach, and that approach is predicated on a cadre of caring, talented faculty, staff, administrators, and board members. As of Spring, 2002 the college staff comprised:

- i. 136 full-time faculty
- ii. 208 adjunct/part-time faculty
- iii. 548 full and part-time classified staff
- iv. 110 full and part-time professional staff
- v. 47 managerial staff

In addition, the college offices utilize numerous federal work-study students.

b. Major Projects

Development is underway to produce a Search Guidebook to aid the hiring authorities on campus with their recruitment and selection processes. This tool will be paired up with training and strategic advice.

A new performance appraisal system was facilitated by Human Resources and developed by the college community. Almost a dozen training workshops were conducted with supervisors to enhance their understanding and use of the new system. A new 360-degree performance review system is also being evaluated for future use, especially when rating managers and administrators.

Policies and procedures were developed and continue to be so, involving various members of the college work force, toward the goal of building a strong HR infrastructure.

2. Finance

a. Revenue

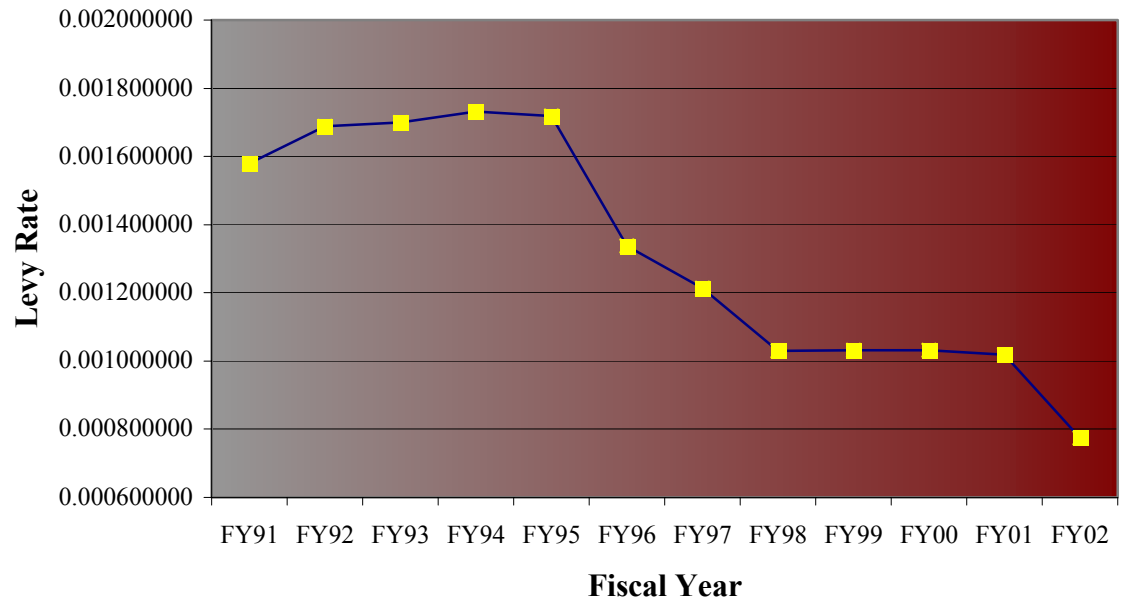
At present, the college receives funding from three primary sources:

- i. The state, via an allocation from the legislature to community colleges that is split evenly between the College of Southern Idaho and North Idaho College. For FY02, this figure (prior to holdback) was \$14,354,732 (55%).
- ii. The students, via tuition and fees. For FY02, this figure was \$5,459,862 (21%).
- iii. County taxes and payments from local property tax and payments from other counties for students attending North Idaho College. In FY02, this figure was \$5,552,387 (21%).

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Of particular interest to local residents is the property tax levied by the college. As the chart below indicates, the college has consistently lowered its local levy rate since 1994. This has been made possible by the increased state allocation that has allowed us to replace local tax dollars with state funds.

North Idaho College Property Tax Levy Rate



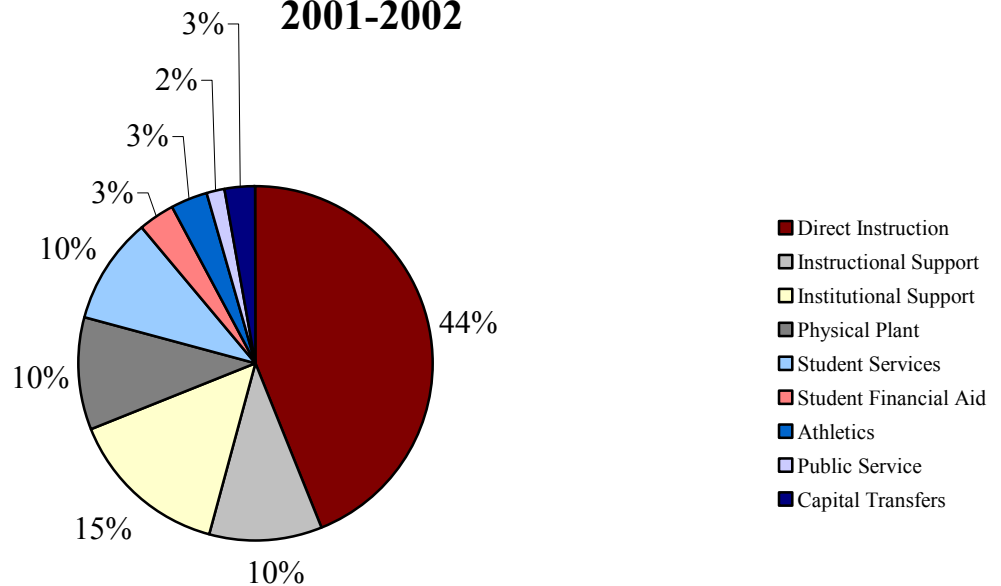
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b. Expenditures

The college budget for FY02 was allocated in the following categories:

Expenditures	
Direct Instruction	\$11,463,256
Instructional Support	\$2,625,255
Institutional Support	\$3,871,590
Physical Plant	\$2,679,083
Student Services	\$2,495,891
Student Financial Aid	\$871,430
Athletics	\$841,430
Public Service	\$491,222
Capital Transfers	\$698,010
Total	\$26,037,221

**North Idaho College Expenditures Fiscal Year
2001-2002**



As would be expected, the bulk of funding is allocated to direct instruction and instructional support, as defined by NACUBO standards. It should be noted that the Board of Trustees, through its "Financial Benchmarks," reviews the trends for expenditures to monitor how the total budget is allocated to best support student success and the college mission.

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c. Financial Benchmarking

As mentioned above, the North Idaho College Board of Trustees developed a set of Financial Benchmarks in 2001. These benchmarks are presently being used to guide the Board of Trustees as they deliberate financial decisions and annually set institutional budgets.

3. Grants and Contracts

The Office of Grant Coordination has been incorporated into the Office of Development under the leadership of the Director of Development and Executive Director of the Foundation, Rayelle Anderson. The intent is to more fully integrate the grant writing and grant development process into the larger fund development strategies of the college. While the use of grants to fund activities at North Idaho College has been relatively small, it is anticipated that the college will use more external funds to meet its mission and to support student success in the future.

Presently, the college has an array of grants that support activities and services on campus, which, in all likelihood, would not be available otherwise. These grants include:

a. Idaho Humanities Council

To support the college's annual "Popcorn Forum" chautauqua convocation and performance series.

Award: \$28,904 over the past 7 years.

b. U.S. Department of Education

To support the Student Support Services / TRIO program for academic support services for "at-risk" students.

Award: \$190,000 per year for four years, with re-awarding possible.

Additional supplemental grant for the first year of the Student Support Services program totaled \$24,362.

c. U.S. Department of Education

To support the Educational Opportunity Center / TRIO program

Award: \$190,000 for four years, with the possibility of additional funding.

d. U.S. Department of Commerce Economic Development Agency

To create and support interactive video conferencing at local public school sites.

Award: \$990,000.

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- e. U.S. Department of Commerce Rural Utility Service
To develop a distance education consortium between NIC and 5 regional hospitals for health care instruction.
Award: \$499,000.
- f. Sloan Foundation
To develop a distance learning curriculum for the Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) program.
Award: \$30,000.
- g. J.A. & Katheryn Albertson Foundation
For a Blended Early Childhood Education / Early Childhood Special Education Teacher Certificate program.
Award: \$4,230.
- h. Idaho Commission on the Arts.
Various humanities projects.
Awards: \$14,000 since 1984.

4. Facilities

The campus completed a comprehensive Facilities Master Plan in 1999 that outlined the challenges facing the college, given its beautiful yet confined location on Lake Coeur d'Alene. Additionally, the plan addressed growth at the Workforce Training Center in Post Falls that is home to all of the college's non-credit training courses and the Professional-Technical Academy operated by a consortium of the three local school districts.

From this extensive Facilities Master Planning effort came the top priorities for North Idaho College for the immediate future:

- a. Residence Hall
The construction of the \$5 million residence hall was completed in December, 2001 on the site of the old dormitory, razed in 1998. The 200-bed facility is fully funded by rental charges to the students. The hall begins its first full-year of operation Fall, 2002.
- b. Health & Sciences Building
This \$11.9 million facility designed to house the college's exceptional Nursing program, our Allied Health programs, and our burgeoning Physical Sciences programs was put on hold with the financial challenges currently facing the state. The building was approved in 2001 by the Legislature, and the conceptual design was completed and reviewed by the Department of

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Public Works. It was projected to be built on the current baseball field and was to be ready for classes in Fall, 2004. NIC is now exploring creative funding strategies, both public and private, to make the Heath & Sciences building a reality in the future.

c. Longhouse Learning Center

This facility, intended to honor the rich cultural history of the college site and to provide classroom and student space for our Native American Studies program, was designed by Johnpaul Jones of Seattle. His work in this field includes the Longhouse at Evergreen College, in Washington, and the Museum of the American Indian for the Smithsonian Museum, in Washington, D.C.

Related to the projected facilities planned on the campus are several issues that surfaced during and after the 1999 Facilities Master Planning process:

a. Parking

The lack of parking has been an historical problem for North Idaho College, now exacerbated by the recent student growth here in Coeur d'Alene. The City has also been impacted by students forced to park in adjacent neighborhoods. To help resolve the parking issue, the City Council recently passed an ordinance that restricts parking in the Ft. Sherman neighborhoods adjacent to the college to residents only. To address this loss of parking for students, a parking lot on campus was developed in Summer, 2002, to accommodate 117 cars. The college will also continue a "park and ride" shuttle service, using nearby city parking lots.

b. Sandpoint Center and Kellogg Outreach

Given the need to find alternative sites for instruction, the college, the City of Sandpoint, and the Bonner County Commissioners entered into an agreement in 1999-2000 to create the Sandpoint Center of North Idaho College. This site currently houses college credit courses as well as the ABE/GED efforts in Bonner County. A 2002 community impact report on the Sandpoint Center showed that 1,251 students have enrolled in courses or programs. In Shoshone County, the college has moved its ABE/GED program into a newer and larger facility in Kellogg in order to accommodate student enrollment growth in the Silver Valley. In addition, the Vice President for Instruction, Dr. Jerry Gee, has had discussions with the Shoshone County Commissioners regarding a facility for credit programs being established in Kellogg.

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c. NICHE

The Northern Idaho Center for Higher Education (NICHE) opened in Fall, 2000 on Highway 95 and Interstate 90. This “parking-friendly” location allowed potential students access to advisors for North Idaho College, the University of Idaho, Lewis-Clark State College, and Idaho State University. NICHE is now being relocated with the University of Idaho to enhance collaborative efforts.

d. ABE/GED Program Moves Off Campus

To better serve students and to help address the lack of classroom and parking space on campus, the ABE/GED program moved its operation to downtown Coeur d’Alene to a 4,200 square foot facility in Summer, 2002. Services will be more accessible and available to a greater number of potential ABE/GED students.

e. Harbor Center

The upcoming moves off campus to the Harbor Center by the University of Idaho and Lewis-Clark State College will also provide needed space for North Idaho College offices and programs. The Vice President for Instruction and the Distance Education Department moved to the former University of Idaho office spaces in the Molstead Library, and Disability Support Services and the TRIO grant staff will move to the former Lewis-Clark State College building later in Fall, 2002.

Parenthetically, it should be noted that the FY02 college budget included substantial funds for new technology to support the residential facility. As part of our Technology Plan, we purchased hardware capable of supporting the Residence Hall users. Additionally, we upgraded our capacity to serve off-site students (e.g. Sandpoint) and distance learners (e.g. Internet students) in FY02.

V. ADVANCEMENT

The North Idaho College Foundation, founded in 1977, is a separate 501(c)(3) non-profit organization governed by a volunteer Board of Directors comprised of civic-minded community leaders. The Foundation solicits, accepts, and manages gifts to benefit the academic mission of North Idaho College.

The mission of the Foundation is to encourage private support for the academic mission of North Idaho College. To this end, the foundation will:

- Create public awareness of and promote community pride in the college's educational programs and services;

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- Provide scholarships to deserving students;
- Build an endowment to support both student and college needs in perpetuity;
- Partner with the college to develop the physical plant of the campus to meet the changing needs of students;
- Manage the assets of the Foundation prudently for the ultimate benefit of the college.

As of June 30, 2000, the assets of the Foundation were:

Scholarship Endowment	\$4,443,621
General Scholarship and Designated Funds	\$289,663
Unrestricted Funds	\$756,907
Land, Buildings, and Other Assets	\$2,114,937
Total	\$7,605,128

The efforts of the Foundation to support North Idaho College fall into three main categories: scholarships, facilities, and employee recognition and support. The recent accomplishments in these three areas are highlighted below:

1. Scholarships for Students
 - a. Since the incorporation of the North Idaho College Foundation in 1977, an estimated \$2 million has been distributed through scholarships. Nearly \$1.5 million of the \$2 million total has been given away in just the past six years.
 - b. Out of the total net assets of the Foundation, over 80% is designated and managed for scholarships.
 - c. Through the Foundation, \$343,930 in scholarships was awarded in FY02 to over 350 students.
2. Facility Needs
 - a. The Molstead Library/Computer Center was constructed in 1991, and \$600,000 was provided by the North Idaho College Foundation.
 - b. In 1992, the Foundation raised over \$15,000 to help furnish and remodel the historic Ft. Sherman Officers' Quarters.
 - c. The Workforce Training and Community Education Center was built by the Foundation in 1994 and recently expanded to provide the college with a facility it could lease and utilize to foster the growth of the very successful course offerings. When the debt on the building is met, the Foundation will offer the facility to the college for \$1. This asset is currently valued at over \$2 million.
 - d. The North Idaho College Children's Center was remodeled and expanded in 1998 to better meet the needs of North Idaho College students and programs with over \$430,000 in financial support provided by gifts raised by the Foundation.

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3. Investing in Employees
 - a. Through the North Idaho College Grants Program, which was established in 1994 to encourage outstanding instruction and support services, 74 grants have been funded totaling \$407,232
 - b. Since the mid-1980's, the North Idaho College Foundation has funded nearly \$65,000 in employee service awards.

VI. Concluding Remarks

North Idaho College has a long tradition of academic excellence in support of student success. At present, the most significant challenges to the institution come from the growth it is experiencing as a consequence of that excellence, and the financial challenges it is now facing due to the economic recession. Through comprehensive and pervasive planning processes, the college has been able to expand its capacity to serve a growing student population. In addition, it has chosen to find new avenues, primarily through technology, to enfranchise students who have significant barriers to attending college. As economic conditions continue to unfold, North Idaho College is determined to find ways to meet the educational needs of North Idaho without compromising the quality of our programs and services for a new generation of students.

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SUBJECT

Progress Report: Idaho School for the Deaf and the Blind

Angel Ramos will present the report

Idaho School for the Deaf and the Blind
Strategic Plan 2002-2007

SUMMARY REPORT

- 1) Lindamood-Bell Learning Process (LMB) has completed the third semester of a three-year collaborative study with ISDB. Test results show that students who participated in the study made substantial progress in the areas of reading and language comprehension. This research project was made possible by an \$86,000 grant from LMB and the Albertson Foundation. As part of this project, four teachers were trained to be LMB specialist.
- 2) A comprehensive 6th-12th-grade program called L.E.A.D. (Learning, Experiencing, Achievement by Doing) will be offered to students starting with the 2002-2003 school year. This program will be an alternative to the Academic program and will allow students to obtain the knowledge and skills they need to be successful in an environment where teachers will use diverse educational strategies not available in the Academic program. The goal of L.E.A.D. is to enable some students to increase their academic skills and return to the Academic program while enabling other students to continue on to the real world of work and success.
- 3) The Elementary Department has been completely revamped. Teachers no longer have their individual classrooms—instead, teachers share a common office with individual private space and a common meeting area. Teachers also have the same preparation period. Individual classrooms have been replaced with a Reading Lab, Math Lab, and Writing/Language Lab. Elementary students are grouped into three skill levels in each area and receive instructions based on their skill levels. This skill group and lab concept, along with the LMB teaching strategies, has resulted in the majority of our elementary students—deaf, hard of hearing, blind and visually impaired—reading at or above grade level.
- 4) The Residential Cottage program has also been improved. Students will need to participate in one of various educational activities that will be available to them Monday-Thursday from 3:30 pm to 5:30 pm. A study room has been created, manned by teachers and teacher assistants, which will provide students assistance with schoolwork. The study room will be accessible from 3 pm to 5:30 pm and again from 6:30 pm to 8:30 pm. Students are expected to study/read a minimum of two hours after school each day.
- 5) ISDB made history by hiring a blind individual—Dr. Paul Ajuwon—to an administrative position. Dr. Ajuwon is the first administrator who is also blind in the school's history. Dr. Ajuwon, who will be both Director of the Outreach Program and Principal of our Blind/Visually Impaired Program, currently holds

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- certification in administration and has an extensive background in the education of blind and visually impaired students.
- 6) ISDB teachers will be participating in a one-week long computer workshop sponsored by the Albertson Foundation as part of their in-service activities in August. Teachers and Outreach staff in the Blind/VI program will also be receiving training on IntelliTools, a computer instructional tool designed specifically for blind and visually impaired students.
 - 7) ISDB's financial condition was greatly strengthened when the SBE passed a motion that ISDB is a school for budgeting purpose, which the Governor, state legislators, and the Joint Finance Appropriations Committee all concurred with. As a result, ISDB received the same holdback and budget reduction as other public schools (2.5%). ISDB also succeeded in having legislation passed allowing ISDB to establish a contingency fund similar to the contingency funds public schools are allowed to establish.
 - 8) Although not part of our strategic plan, ISDB has made significant grounds in improving the safety of our students and staff.
 - a) The receptionist area has been moved so that it faces the main entrance to the school building, enforcing the policy of that all visitors must sign in at the administration office.
 - b) A local paging system was purchased so that both deaf and hearing staffs can be notified immediately of an emergency. In the past, emergency notification was made by our speaker system, which alerted hearing staff that then alerted staff who were deaf. Under the new local paging system, staff members who are deaf will have a vibrating pager and those who are hearing will have an audio pager. Two paging devices strategically located throughout the school will notify all staff of an emergency, with a third paging device available for emergency personnel.
 - c) Students and staff received training on emergency procedures from the local SWAT, a mock SWAT rescue was held, and communication issues among SWAT members and our unique students resolved.
 - 9) ISDB is closer to our goal of becoming a technological school:
 - a) The Department of Fiscal Management approved the creation of an Instructional Technology position to enable the development of our Internet instructional program—SchoolMation.
 - b) SchoolMation will allow parents to view their child's curriculum, test scores, homework assignments, and provide information on their child's teachers. SchoolMation will also contain instructional lessons developed by teachers for our unique students in both Sign Language and voice. These instructional lessons will be accessible to students at our main campus and those that we serve throughout Idaho, as well as their parents. Sign language lessons will also be available to parents via SchoolMation. We expect SchoolMation to also be accessible to Spanish-speaking parents as well.
 - c) The main building has Internet wireless capability and all high school students have access to a personal laptop.
 - d) All cottages have at least two computers and Internet access.

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- e) 92% of teachers have passed the Technology Competency exam and all teachers will be taking one-week of computer instructions as part of their in-service program in August.
 - f) An Instructional Development Lab was created where teachers can develop instructions for the Internet (SchoolMation) and receive professional assistance.
- 10) ISDB had an outstanding recruiting year. We advertised extensively via the Internet, professional journals, and made personal recruiting trips. ALL of our new teaching staff has master's degrees in their respective areas and our new Director/Principal of the Blind/VI program has a doctorate degree. Additionally, they all qualify for Idaho certification in their specialty area.

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SUBJECT

Presidents' Council Report

Dr. Michael Burke will give the report

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SUBJECT

Strategic Plan Approval

BACKGROUND

Idaho Code provides that all state agencies create and update annually a strategic plan for submittal to the Division of Financial Management (DFM). Additionally, Board policy provides that Board governed institutions/agencies/school submit their plans annually to the Board for approval prior to submission to DFM.

DISCUSSION

Plans for BSU, ISU, UI, LCSC, CSI, NIC, EITC, IDPTE, IDVR, IEPBS, and ISDB have been submitted to the Board office. Included here are the major goals from each plan for the Board's review and approval. Full copies of each plan are available from the Board office upon request.

BOARD ACTION

A motion to approve the strategic plans for BSU, ISU, UI, LCSC, CSI, NIC, EITC, IDPTE, IDVR, IEPBS, and ISDB

Moved by _____, Seconded by _____. Carried Yes ___ No ___



Meeting the Challenge: A Strategic Plan 2000-2005

Executive Summary

The comprehensive planning process conducted during the 1999-2000 academic year confirmed that the fundamental strategic directions announced in Boise State University's 1994 strategic plan and pursued since then remain sound and relevant today. Major departures or changes of direction are not warranted. Hence the updated plan reasserts the four major strategic initiatives that have directed the university's progress since 1994:

- 1) Manage growth while preserving and enhancing access;
- 2) Enhance academic quality and reputation;
- 3) Improve management and administrative functions; and,
- 4) Develop the university's human resources.

Specific objectives identified with each of these four major strategic initiatives have been updated or added to reflect progress achieved, current conditions, and future aspirations. In contrast to the 1994 strategic plan, which called for ambitious new undertakings such as acquisition of a satellite campus in Canyon County, installation of a new management information system, or creation of a theme-based residential Honors College, the updated strategic plan emphasizes continuity, follow-through, and consolidation of gains.

Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005 affords a road map for the continued development of Boise State University through the year 2005. The strategic plan identifies four major strategic initiatives and more than 100 specific objectives – some major, some relatively minor – that should direct the institution's activities in the immediate future. From the many specific objectives listed, at least a dozen themes emerge. In summary, Boise State University should continue to:

- 1) Pursue its "distributed campus" strategy, disseminating programs and services geographically, technologically, and chronologically;
- 2) Construct or expand capital facilities to accommodate growth, both on the Boise Campus and the Boise State West Campus;
- 3) Manage enrollment growth at approximately 2% annually if funding is available, with student recruitment focussed on the preferred student profiles identified in the university's Enrollment Management Plan;
- 4) Integrate technology into academic instruction and research, student services, and business operations;

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- 5) Emphasize enhancement of teaching and learning, with special focus on opportunities for applied learning in real world settings;
- 6) Enhance the general education (core curriculum) experience, with special focus on improved student success and increased retention of students, and review all curricula to facilitate articulation and to eliminate unnecessary obstacles to timely academic progress;
- 7) Add new academic and professional-technical programs in accord with public demand and available resources;
- 8) Increase support for graduate education and research;
- 9) Increase fund raising efforts to support scholarships, capital facilities, and academic enrichment programs;
- 10) Improve communication within the campus community and with external constituents, with emphasis on coordinated and effective marketing;
- 11) Enhance management and administrative functions, with emphasis on improved service, efficiency, and accountability; and
- 12) Enhance the quality of the "Boise State experience" by recruiting and retaining excellent faculty and staff and by promoting increased cultural diversity and an enriched sense of community.

These themes constitute a five-year agenda for Boise State's ongoing cycle of annual planning, implementation, and evaluation. Each year, broad-based planning meetings will be held to report results, evaluate progress, and establish priorities for the subsequent year. *Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005* will function as a living document, subject to amendment or refinement if conditions warrant, but nonetheless setting a clear direction for the university's continuing development in the years to come.

Idaho State University Strategic Plan Summary
2000-2005
(2002 update)

Mission

As a regional public Doctoral/Research--Intensive University, ISU meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as family practice, dental, and pharmacy residency programs. Through programs in pharmacy and health-related professions, Idaho State University is the state's lead institution for education in the health professions and related biological and physical sciences. The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs and is a Center for the Doctor of Arts degree, designed specifically to prepare college teachers. As a part of its community college function, ISU provides students high quality professional education and technical training in response to the needs of private industry.

Vision

Idaho State University used a broad vision for the future with sensitivity to present budgetary realities to construct the current Strategic Plan, consisting of the following objectives:

- **Continuing Efficiency:** As the institution continues its quest for additional resources, it will operate at the high level of efficiency that has marked the past decade.
- **New Revenues:** ISU will strive to develop new sources of revenue. This includes the capital campaign, increased efforts in annual fund raising, new initiatives in federal line item appropriations, and the revitalization of summer school and continuing education.
- **Mission and Outreach:** Guided by its mission, the University will continue to deliver its health profession programs throughout the state of Idaho. Examples of such efforts include a major initiative in the Boise area, developments in ISU's Institute for Rural Health and Telehealth project, efforts to produce mental health workers, and a review of our current and potential medical education programs.
- **Institutional Recognition:** As it enters a new millennium, the University will build on its Centennial Celebration to ensure that it is recognized locally, statewide, and nationally for the high quality of its educational programs and value of its services and research.
- **Enrollment and Quality:** Within the constraints of the current budget reductions, the

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University will continue a course of modest growth (where capacity exists) while increasing the quality of its student body.

• **Growing Sophistication:** Across its program array, the University has been increasing the sophistication of its offerings. By increasing enrollment in doctoral programming, the institution will achieve Carnegie classification Doctoral/Research Universities-Extensive. Research and scholarly activity will grow significantly concomitant with its graduate programs, meet state and national needs, and achieve regional and national stature in selected areas. ISU's participation in INRA will be an important component in achieving these aims. As entry-level and first professional degree expectations escalate across the health professions, ISU will see more of those programs at the master's and doctoral level. Its College of Technology is the first in Idaho to build offerings at the baccalaureate and graduate levels. ISU will continue innovative links between its Colleges of Technology and Engineering to create new programming

Goals

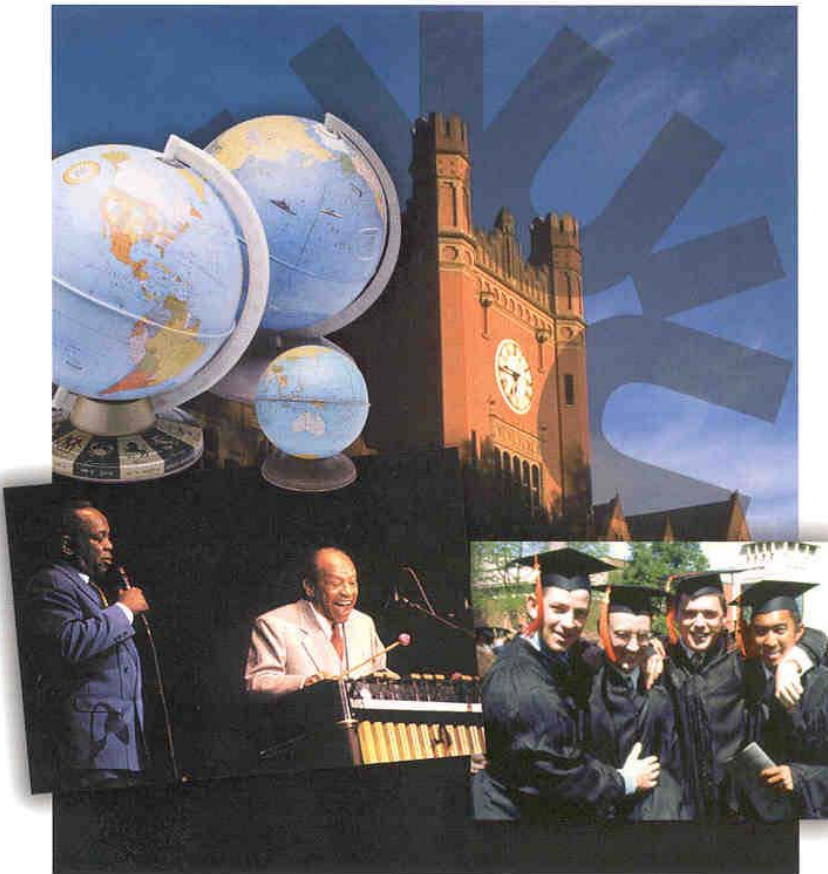
Building on the Idaho State Board of Education's 2000-2005 Statewide Strategic Plan, ISU's 2002 revision retains its six institution-specific complementary goals but updates some elements to reflect the impact of the current budget reductions.

1. Continue to provide **access** to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission.
2. Provide an **effective and efficient** learning environment that serves students of varied ages, abilities, needs, and backgrounds.
3. Conduct **research** consistent with the state, regional and national public service missions and the University's undergraduate and graduate programs.
4. Provide **quality** educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events.
5. Hire and retain a **faculty** that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
6. Manage University resources to provide appropriate staff and **support** while maintaining a quality learning environment.

Tradition.

A new millennium. New opportunities and challenges.
A new strategic plan. The University of Idaho is on
its way to the 21st century.

With the collective vision of the university community, including alumni, industry leaders and other friends, the University of Idaho has developed a plan for its future that is truly strategic. The plan reaffirms the heritage of the institution's research land-grant roots, yet sharply focuses the foundations of that heritage – teaching, research and outreach. It is a plan that captures the power of today's information technology revolution to better serve Idaho and its citizens.

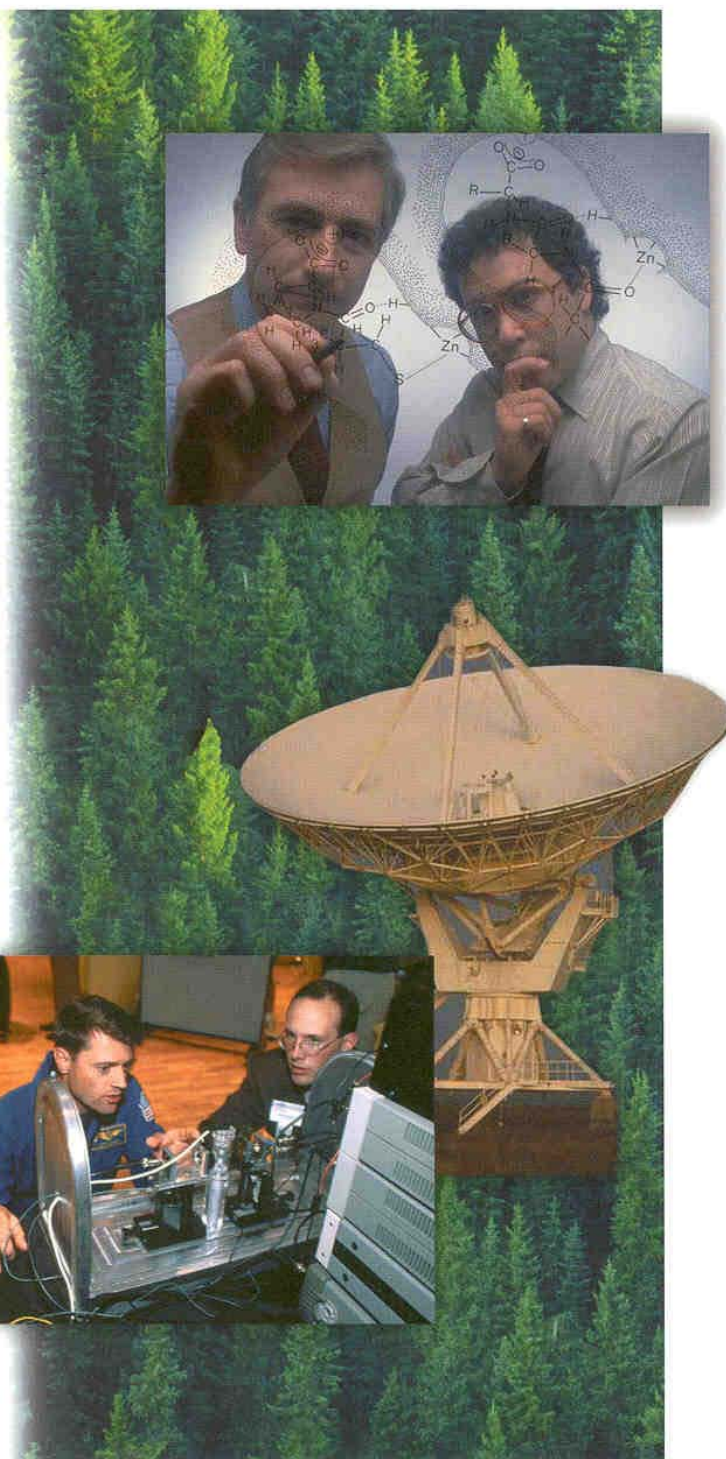


Teaching/Undergraduate Education:

Goal 1: Enhance the University of Idaho's undergraduate experience, and make the university a residential campus of choice in Idaho and the West.

This goal is aimed at providing an educational experience that features a top-notch curriculum, the benefits of a residential campus, exposure to a diverse, multicultural, international environment, undergraduate research opportunities and the advanced technology training to truly prepare students to be innovative, productive members of the 21st century work force. UI aims for a university experience that will keep Idaho's best and brightest in state to attend college and that will attract students with talent and skills to come and stay in Idaho. Statistically, students more often than not end up working in the state where they attended college.

Change.



Graduate Education and Research:

Goal 2: Be a globally competitive center for high-quality graduate, professional, and research programs.

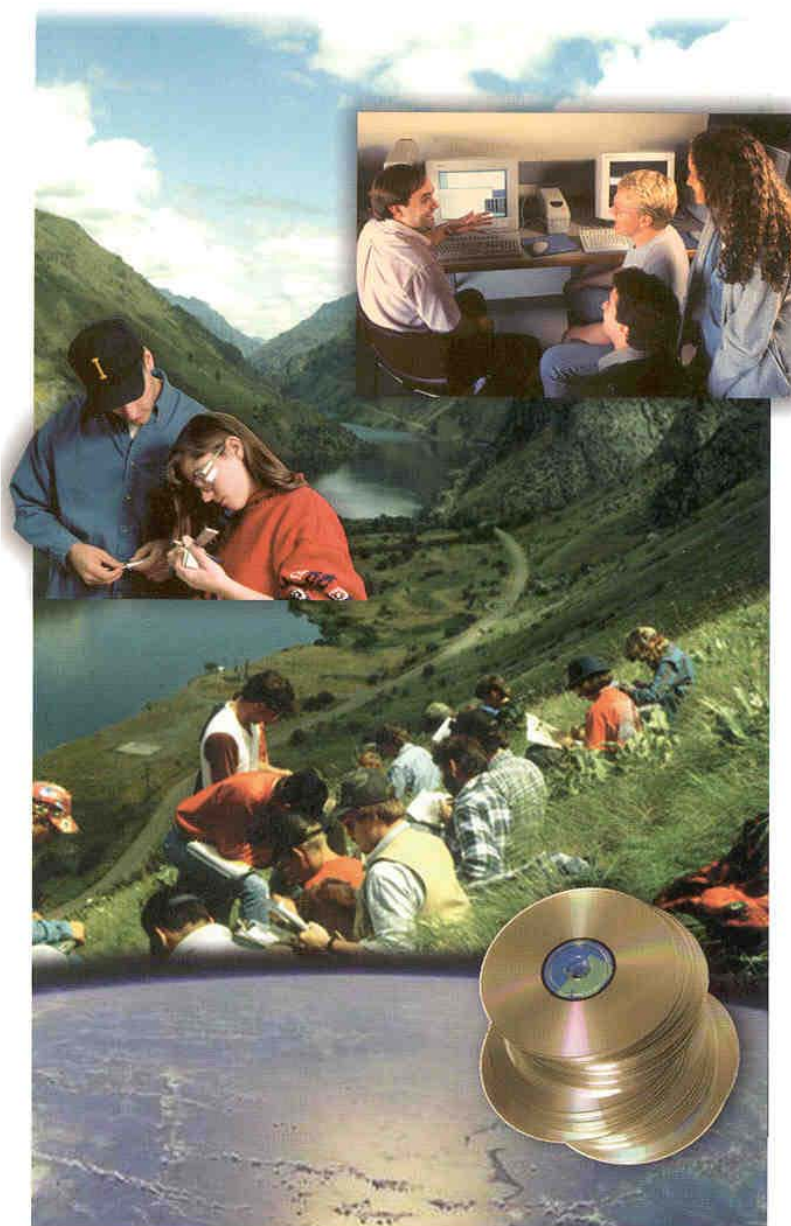
In a world measured in quarks and gigabytes, new knowledge is power – economic power. The total research activity at the University of Idaho places it among the best research institutions in the United States in terms of the number of doctoral degrees granted, the amount of contract and grant money generated and resulting discoveries. By building world-class interdisciplinary research and professional programs in focused academic areas, the University of Idaho will work to attract, educate and retain some of the finest minds in the world and continue to build partnerships with business and industry, government agencies and other institutions. This goal is aimed at strengthening the graduate education and research enterprise to provide Idaho with the new knowledge “muscle” it needs to be economically competitive.

Excellence.

Outreach:

Goal 3: Expand the capacity and delivery of outreach programs and services in keeping with the University of Idaho's land-grant mission.

From its beginnings, the University of Idaho has operated outside the confines of the ivory tower to bring higher education service to citizens throughout Idaho. Access to higher education throughout the state and region is key to providing the new knowledge, skilled work force and continuing education services that will create, attract and retain new industry in the state. The University of Idaho is implementing university-wide outreach, broadening the role of the Cooperative Extension Service. The expansion will add offerings and services at its Resident Instruction Centers at Coeur d'Alene, Boise, Idaho Falls and Twin Falls, and take full advantage of the technological advances of the day to help Idahoans meet the economic challenges of the future. This goal is aimed at extending select university educational and research programs to higher education customers throughout the state, region and nation for economic and social development.



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Lewis-Clark State College Strategic Plan Summary

Scope: The LCSC Five-Year Strategic Plan (FY03-07) is not an update of the material forwarded to the Board in 2001. Rather, it is a new document, cover-to-cover, representing a different approach to strategic planning adopted by LCSC after a two-year study and trial period.

History: The Strategic Plan for FY03-07 incorporates lessons learned in LCSC's internal strategic study conducted from 1999 through Spring 2001. The new plan institutionalizes the integrated strategic planning, programming, and budgeting approach set into motion by the College's new President in Fall 2001. This new strategic approach was tested under fire during the 2001-2002 academic year in which LCSC's administration, staff, faculty, and students worked as a team to sustain quality programs for a growing enrollment despite cutbacks in State funding for general education, professional-technical training, and previously-approved construction.

Focus: A major pitfall of some higher-education "strategic" plans is a focus on over-arching goals, with weak procedural connections to the detailed planning, programming, assessment, and budgeting processes through which goals are translated into operational results. The LCSC Strategic Plan outlines the goals and concrete objectives of the SBOE and DPTE, and it provides responses to the "institutional and external issues" tasking in the Board's policy guidance for annual strategic plan reports; but, the main focus of the plan is on process. The plan defines an annual cycle involving all functional units at LCSC in an integrated planning, programming, and budgeting process. Within this concrete process, the emphasis is placed upon program management, as opposed to other approaches that may concentrate on elaboration of goals...or the execution of incremental, across-the-board (salami-slice) changes to institutional budgets. The centrality of programs within the LCSC planning, programming, and budgeting process establishes solid links among the College's strategic vision, role and mission, goals/objectives, and the quality of the academic/professional-technical/community programs we provide to Idaho citizens from all walks of life. While strategic goals and budget allotments are key drivers, the real impact of LCSC on people is made through our programs.

Major Goals/Elements of the LCSC Strategic Plan:

- Clarification of LCSC's vision and operational approaches (see pp. 4-6). LCSC makes a unique contribution to higher education in Idaho by providing high quality programs [as evidenced by U.S. News "Top 4-yr Public College in the West" ranking] for traditional baccalaureate education, professional-technical education, and community college/community support functions in a single, seamless institution. LCSC's One State, One Team, One Mission approach provides access to Idahoans throughout Region II and beyond [as evidenced by the 2002 Lumina Report finding that LCSC is the most "affordable" 4-yr college/university in Idaho] and keeps our customers in the driver's seat by making teaching, personal interaction, and applied learning paramount.

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- Active, systematic involvement of those LCSC people at the cutting edge of our business—the functional line units—in developing unit action plans to fulfill the strategic guidance promulgated by SBOE/DPTE and the President. [Top-to-bottom and cross-institutional engagement and robust communication throughout the annual LCSC planning, programming, and budgeting cycle are the means by which LCSC programs are shaped—not add-on activities to achieve “buy in” after key decisions have already been made.]
- Establishment of an annual strategic planning cycle (see Annex C, p.30) that defines when and how: 1) strategic guidance is promulgated from the senior LCSC leadership to line units for use in developing unit action plans and programs; 2) initial plans are reviewed and refined by functional area groups with cross-institutional inputs; 3) planning options are presented and refined by an iterative (vertical and horizontal) review process; 4) detailed budgets are developed to support programs; 5) programs/budgets are cross-balanced and approved; 6) strategic plan updates and budget requests are forwarded to the State; and, 7) systematic program reviews are conducted to assess execution of LCSC programs and provide a feedback/adjustment mechanism for the annual planning, programming, and budgeting cycle.
- Implementation of a new, streamlined organizational structure for LCSC—developed during the strategic planning efforts of AY2001-2002 (see Annex A, pp. 26-27).
- Establishment of an annual mechanism to translate overall goals/objectives of SBOE, DPTE, and LCSC (outlined in pp. 7-12 of Strategic Plan) into actionable Presidential Program Guidance (detailed in Annex D of Strategic Plan—internal LCSC distribution only) to guide development of Unit Action Plans. Program Guidance for the current planning, programming, and budgeting cycle (i.e., execution of FY03 programs, planning/programming for FY04-07, budget development for FY04) addresses the following areas:
 - Review/revision of LCSC’s current institutional role and mission statement
 - Review/revision of LCSC’s institution-unique Performance Measures
 - Update of LCSC’s Program Review process and Assessment Plan
 - Growth targets for Foundation/Alumni support campaigns
 - Strategies for compliance with Title IX (athletic scholarship) mandates
 - Institution-wide tasking to support NASC accreditation visit
 - Goals for International Exchange Conference
 - Goals for reconfiguration of Honors program
 - Goals for faculty and staff compensation increases and workload study
 - Cost-accounting process for course delivery
 - Review of demand and course scheduling patterns
 - Planning for equipment modernization for LCSC School of Technology, Region II Tech Prep support, and support of Professional-Technical instructor training

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- Goals for enhancement of LCSC security and emergency planning
- Strategic goals for long-term facilities planning
- Guidelines on strategic budgeting issues (reserve mechanisms, new program starts, budget deficit reduction, etc.)
- Review of business practices (adoption of cost-saving measures, collaboration on service contracts with other institutions, etc.) and records management plan
- Review/update of Pioneer Net communications/network plan
- Enrollment growth targets for AY02-03 through the end of the Five-Year Strategic Plan
- Coordination/integration of student services; targets for new/expanded student services
- Tracking (remediation efforts) of short- and long-term program adjustments imposed as a result of FY03 holdbacks, construction delays, etc.

**COLLEGE OF SOUTHERN IDAHO
STRATEGIC PLAN**

GOAL I: SERVICE

STRATEGY:

Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance.

ACTION AREA A: Student Service

Action Item 1) Assure a student's continuing access to educational and training opportunities by: eliminating student/CSI contact barriers; insuring collaboration among student service departments; communicating interactively with the College community, other institutions of higher education, and community at large.

Action Item 2) Establish a convenient, user-oriented student services system sometimes referred to as "one stop service".

Action Item 3) Reinvigorate programs to increase recruitment, retention, and placement of students.

Action Item 4) Institutionalize a minimum standard of "computer literacy" for degree-seeking students and expectations of compliance.

Action Item 5) Offer classes at nontraditional times.

Action Item 6) Develop opportunities for students with young families.

ACTION AREA B: Diversity of Student Body

Action Item 1) Adopt a College definition of diversity that includes multicultural, highly able, and international students.

Action Item 2) Expand recruitment of multicultural, highly able, and international students.

Action Item 3) Recharge programs that promote understanding of diversity internally and externally.

ACTION AREA C: Communication

Action Item 1) Establish a user-friendly College-wide electronic communication system that interactively communicates institutional and departmental voice, data, and video messages.

Action Item 2) Communicate system-wide announcements and news items of general interest to the internal community.

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Action Item 3) Establish a systematic survey process to obtain input about the quality of service exhibited by the College, internally, with former students, and with the community at large.

Action Item 4) Establish a representative committee to invite to the college campus-wide speakers of general interest (not classroom guests).

Action Item 5) Assure that the “open door” policy on campus continues and is extended to communications that are not face-to-face.

ACTION AREA D: Quality

Action Item 1) Develop process for balancing student growth with quality instruction.

Action Item 2) Set expectations for quality programs and services by assuring that standards of performance and measurements of compliance are in place.

Action Item 3) Assure quality of instruction in all programs in cooperation with faculty, department heads, division directors, and deans.

GOAL II: INNOVATION

STRATEGY:

Discharge duties inventively and creatively. This entrepreneurial environment is fostered by administrators and all other employees who undertake thoughtful, insightful, and forward-looking decisions and reasonable risk may be a part of the College enterprise. The goal of “Innovation” is both to establish and to maintain the inventive spirit of the College.

ACTION AREA A: Programs and Program Review

Action Item 1) Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately.

Action Item 2) Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function; student preparation and instructional methods; student performance and outcomes. Take corrective action where indicated.

Action Item 3) Assure that the needs of special populations and persons with disabilities of the College are anticipated.

Action Item 4) Routinely assess the competitive marketplace for higher education.

ACTION AREA B: Technology

Action Item 1) Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology.

Action Item 2) Provide faculty, staff, and administration experience with emerging technologies.

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Action Item 3) Continuously analyze, regularly report upon and make recommendations related to improvement opportunities in distance learning, internet, and the evolving data, video and voice technologies.

Action Item 4) Cooperate in community-wide communication networks in discharge of the College's responsibility in the context of homeland security.

ACTION AREA C: New Funding

Action Item 1) Maintain and establish cordial working relationships with supervisory agencies and elected officials.

Action Item 2) Foster acceptance of the expectation that employees participate in seeking funding to supplement State general fund monies.

Action Item 3) Promote grant development and foundation activities.

GOAL III: PARTNERSHIPS

STRATEGY:

In the development and delivery of programs and services internally, cooperate and collaborate effectively and efficiently across administrative boundaries and, externally with the other educational institutions, businesses, and community organizations.

ACTION AREA A: Internal Partnerships

Action Item 1) Develop outreach centers with services at all campus sites.

Action Item 2) Establish standards and expectations for sharing of resources and cooperation between and among departments and between technical and academic disciplines.

Action Item 3) Establish program-development assistance for faculty to further the grant request process.

ACTION AREA B: Service Area School Districts

Action Item 1) Establish regular administrative and faculty interaction with counterparts at school districts.

Action Item 2) Develop pathways for 2+2+2 programs.

ACTION AREA C: Higher Education Partnerships

Action Item 1) Broker four-year degree and advanced degree offerings in the service area by surveying, advocating and developing delivery or expansion of programs with appropriate institutions of higher education.

Action Item 2) Cooperatively construct a higher education center for the easy access of service area students to four-year and advanced degree offerings.

Action Item 3) Develop pathways that lead from high school to four-year degree programs.

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ACTION AREA D: Community Partnerships

Action Item 1) Maintain and clarify the process for responsiveness to training requests from business.

Action Item 2) Continuously review comprehensive policies and procedures for discharge of Local Emergency Planning Committee duties.

Action Item 3) Create just-in-time training opportunities.

Action Item 4) Provide organizational leadership in regional economic development.

Action Item 5) Maintain and invigorate partnerships with community organizations to further cultural and artistic programs and events.

GOAL IV: FULLY DEVELOP RESOURCES

STRATEGY:

Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources.

ACTION AREA A: Human Resources

Action Item 1) Institute and refine system-wide professional development and renewal.

Action Item 2) Create a database tracking system for professional development.

Action Item 3) Cooperatively review personnel classification system; job descriptions; and evaluation process.

Action Item 4) Reaffirm salary competitiveness goals.

Action Item 5) Develop a process leading toward greater employee diversity to reflect a more diverse student body.

ACTION AREA B: Facilities and Grounds as a Resource

Action Item 1) Ensure that buildings and landscaping are student and environmentally friendly including landscaping with lowered water demand.

Action Item 2) Develop grounds and facilities that are safe.

Action Item 3) Expand use of classroom buildings in non-traditional times.

Action Item 4) Maintain open spaces and buildings consistently at the traditional high level of appearance and function.

Action Item 5) Provide buildings and facilities for community use in a way that is consonant with increasing energy, maintenance, and opportunity costs and fees-for-use.

Action Item 6) Fully develop the Wood River Valley facility as indicated by program offerings.

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ACTION AREA C: Financial Resources

Action Item 1) Manage and invest money resources prudently on behalf of the public in the service area.

Action Item 2) Develop budgets annually and provide budgetary responsibility and accountability.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
AUGUST 15, 2002**

**NORTH IDAHO COLLEGE
Strategic Plan Summary**

Mission Statement

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

Initiatives and Goals for 1999-2002

Initiative 1: Planning and Assessment

Goal: Develop a systematic planning and assessment process to assure the accountability and on-going improvement of the College and its programs.

Initiative 2: Educational Programs

Goal: Provide high-quality educational programs in response to a wide range of student and community needs.

Initiative 3: Technology

Goal: Ensure effective educational and institutional information systems exist to support students and staff throughout the College service areas.

Initiative 4: Educational Access

Goal: Use flexible delivery systems to provide students throughout the College service area with broad access to educational opportunities.

Initiative 5: Institutional Growth

Goal: Ensure that College programs and facilities meet the educational and training needs of a growing regional population and that this population is aware of the programs and services offered by the College.

Initiative 6: Collaboration/Community

Goal: Form appropriate partnerships to meet the educational and training needs of the College service area.

EASTERN IDAHO TECHNICAL COLLEGE

2002-2006 STRATEGIC PLAN

CORRELATED WITH THE

**IDAHO STATE BOARD OF EDUCATION
STRATEGIC PLAN**

**STRATEGIC PLAN FOR PROFESSIONAL-
TECHNICAL EDUCATION**

AND

**EASTERN IDAHO TECHNICAL COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN**

Mission Statement

Eastern Idaho Technical College provides high-quality educational programs that meet the diverse needs of the citizens of its nine-county service area and the state of Idaho. We offer an excellent learning environment and deliver a variety of learning opportunities to our students. The College serves by being a minimal-cost, open-door institution that advocates for the needs of the individual. The College champions technical programs, customized industry training and retraining, developmental and basic skills instruction, workforce and community education, economic development, distance education, and student services.



GOAL 1

Deliver high-quality, minimal cost educational programs in professional-technical fields, short-term customized training, community education, and basic skills training to meet the needs of students, businesses, industries, and the EITC service delivery community.

Objectives

Develop a five-year Strategic Plan and implement the EITC Institutional Effectiveness Plan in concert with the State Board of Education.

- Collect, analyze, and distribute data from specific measures.
- Set, measure, and report performance goals.

Expand access for all programs and services offered by the College to all populations in the service area.

Develop outreach centers to meet the educational needs of Region VI.

Expand and enhance the number of business and industry training contracts to assure fiscal self-sufficiency for Environmental Safety and Health Division.

Conduct instructional program assessments to ascertain currency and relevance which will lead to gainful employment.

Obtain national CAAHEP accreditation for Dental Assisting program

Obtain NATEF certification for Diesel Technology program.

Positively place 90% of all graduates.

Upgrade supervised industry work experiences to increase student learning opportunities in all required field experiences.

Expand clinical sites for Surgical Technology program.

Expand industry certification opportunities in instructional programs.

Enhance learning opportunities in student organizations and competitions.

Reaffirm Northwest accreditation.

Expand the course offerings in the General Education Division.

GOAL II

Provide comprehensive services to enhance student success: advising, counseling, career planning, placement, basic skills assessment, remediation, and GED completion.

Objectives

Ensure seamless transitions for students from ABE, GED, and developmental courses into employment or full-time programs.

Identify employability skills (SCANS) competencies and ensure inclusion college-wide

- Continue administration of employer satisfaction surveys and alumni satisfaction surveys.
- Conduct employer needs surveys for all program changes and new program development.
- Increase Writing Center access, math tutoring, and student satisfaction of services.
- Expand Testing Center services to include proctoring of exams for all courses.
- Increase the number of students entering nontraditional training programs.
- Increase special populations students enrollment.
- Bring the College website into compliance with ADA guidelines.
- Acquire a student union center for student activities and organizations.
- Increase Center for New Direction access to all students.
- Maintain comprehensive student recruitment and placement services.
- Conduct an annual evaluation of compass scores of applicants in coordination with division managers.
- Increase recruitment efforts of minority students.
- Streamline the financial aid process.
- Improve college access for non-English speaking residents by using faculty and staff translators.

GOAL III

Establish and maintain partnerships with area school districts, universities, businesses, industries, government agencies, and other regional entities.

Objectives

- Expand outreach opportunities for full-time instruction, Adult Basic Education, Workforce Training, emergency services training, and adult career development throughout Region VI.
- Promote the delivery of Workforce Training Network customized training in Region VI and/or statewide.
- Increase the number of articulated courses with institutions of higher education to ensure seamless transitions for students.
- Continue active involvement with regional Workforce Investment Board and as a One-Stop Center affiliate partner and enhance relationships with one-stop partners.
- Expand EITC community involvement.
- Continue to implement COMPASS testing for high school students in the service delivery area to facilitate remediation prior to graduation.
- Continue to host high school students on the EITC campus for recruitment activities.
- Continue efforts to improve public image and relations of the college with the community.

outreach training center to meet the educational needs of Region VI.

Develop a brochure unique to workforce training that targets businesses to increase enrollment in work force training programs.

GOAL IV

Effectively and efficiently utilize financial, physical, and human resources through the use of sound administrative practices.

Objectives

Continue the development of new funding streams through the State Board of Education, the State Legislature, the Foundation, and grants.

Provide professional development, industry certification, and skills upgrade opportunities for faculty and staff.

Continue improvement of adjunct faculty training and new faculty orientation.

Plan and construct a Health Education Building.

Continue activities to increase energy efficiency campus wide.

Continue the Foundation's support for the library collection.

Complete a comprehensive Technology Master Plan.

- Prepare and maintain an accurate computer network map.
- Prepare a campus-wide information technology inventory and conduct a comprehensive information technology needs assessment.
- Refine policies and procedures for information technology purchasing, installation, network access, and licensing.
- Develop a portable distance education system.

Upgrade the EITC web site.

Develop an online catalog in a searchable, printable format.

Develop, implement, and maintain a comprehensive records management plan.

Maximize profitability of the EITC bookstore.

Reduce motor pool maintenance costs.

Acquire business office point-of-sale software capability that is interactive with other accounting software.

Increase the involvement of division managers and faculty in budget development.

Increase foundation unrestricted endowment fund by 10% in FY02.

Increase foundation scholarships by 5% in FY02.

Support faculty professional development within the limits of college resources.

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Division of Professional-Technical Education

2003-2007 Strategic Plan Summary

Mission Statement: The mission of the Professional-Technical Education System is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Vision Statement: Professional-Technical Education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring other than a four-year college degree as well as training workers already in the workplace.

Goal I: Provide leadership and technical assistance that will continuously improve the quality of Idaho's professional-technical education system.

Objective 1: Promote initiatives that improve the quality of professional technical education.

Objective 2: Develop and improve the delivery of professional-technical programs and services, including: Agriculture Science and Technology, Business and Office Technology, Career Guidance, Emergency Services Training, Family and Consumer Sciences, Health Professions, Marketing Education, Tech Prep, Technology Education, Trade and Industry, and Workforce and Technical Training.

Objective 3: Provide qualified professional-technical educators.

Objective 4: Provide workforce development systems with the information needed to make informed decisions about education and training.

Objective 5: Cooperate with state agencies and contractors that develop and provide public sector training courses.

Goal II: Provide individuals access to professional-technical programs and services that enable them to develop and execute educational plans, make informed career choices, and develop their skills and knowledge in order to be globally competitive workers, responsible citizens, and lifelong learners.

Objective 1: Increase the availability of high demand training programs / options.

Objective 2: Provide counselors, teachers, counselor educators, counseling students, and administrators with information and resources to develop the necessary skills for effective career counseling of students.

Objective 3: Provide information to explain the role and contribution of professional-technical education.

Objective 4: Strengthen linkages with local, regional and state agencies to provide training for new and existing industries.

Objective 5: Align secondary and post secondary professional-technical education.

Objective 6: Assist middle schools / junior high schools in defining and implementing exploratory professional-technical education and family and consumer sciences.

Objective 7: Expand opportunities that help targeted individuals participate in rigorous

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professional-technical programs and services.

Goal III: Ensure that professional-technical education is relevant to Idaho's continued economic, rural, and community development

Objective 1: Assess, prioritize and forecast professional-technical workforce needs.

Objective 2: Develop a continuous improvement process system to assess program outcomes.

Objective 3: Develop, review, and implement curricula to assure that current standards are met.

Objective 4: Develop and improve professional-technical education incorporating industry standards, requirements of licensure, certification and employer expectations.

Objective 5: Provide access to the latest equipment and technology in professional-technical education programs to meet industry standards.

Objective 6: Maintain a system supporting high placement and completion rates for students who complete technical programs.

Goal IV: Ensure maximum benefit from professional-technical education resources through efficient operations and management.

Objective 1: Review, revise and implement policies to make efficient use of State Professional-Technical Education System resources.

Objective 2: Ensure funds designated for the State Professional-Technical Education System are consistently managed to support the Role and Mission.

Objective 3: Maintain the financial and accounting systems for the Division and the State Professional-Technical Education System.

Vocational Rehabilitation Program Goals 2002-2006

Goal #1 - Continually Improve The Division's Performance

OBJECTIVES:

- #1 Enhance services for those with Mental Illness (MI); those in Adult Correction Programs; and in our School-Work Transition Program.
- #2 More fully utilize the expertise of the Counselor Council.
- #3 Focus on recruitment, training and retention of qualified staff.
- #4 Enhance revenue opportunities for all VR programs.
- #5 Serve individuals from minority backgrounds
- #6 Exceed a 75% client employment retention rate.
- #7 Streamline the Vocational Rehabilitation process.
- #8 Improve core business processes and infrastructures through the leveraging of Information Technology, resource planning, and business processes.
- #9 Utilize Information Technology to its maximum capacity.
- #10 Strengthen existing service delivery system statewide with emphasis on rural areas.
- #11 Establish a comprehensive Division Safety and Loss Control program.
- #12 Improve transportation options to enhance employment opportunities for individuals with disabilities through involvement with the Public Transportation Interagency Working Group (IWG).

Goal #2 - Pursue Relevant Program Expansion to Meet Customer Needs.

OBJECTIVES:

- #1 Increase the number of School-Work Transition projects throughout the State
- #2 Increase the number of Adult Correction projects statewide
- #3 Ensure the complete and effective implementation of Gemini and Famis (Caseload and Fiscal Management Systems) statewide, fully utilizing current staff.
- #4 Strengthen and expand the Juvenile Corrections Program
- #5 Investigate the rehabilitation needs of Idaho's aging population with disabilities.
- #6 Provide adequate Assistive Technology resources statewide.

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- #7 Ensure VR staff has basic knowledge of the Social Security Ticket To Work Employment Program.

Goal #3 – Establish VR as the Primary Source on Information Relating to Vocational Training, Education and Employment of People with Disabilities

OBJECTIVES:

- #1 Ensure continued awareness of the value of the Vocational Rehabilitation Program with the State Board of Education.
- #2 Increase awareness in the Office of the Governor of the value of IDVR's participation in Idaho Works One-Stops with regards to serving persons with disabilities and strengthen the relationship with the State Workforce Development Council.
- #3 Update and implement an effective Division Marketing Plan.
- #4 Ensure the statewide availability of information about Vocational Rehabilitation, employment and disability issues.
- #5 Establish rehabilitation specialty areas for Regional Managers.
- #6 Ensure a continuing close working relationship with the State Rehabilitation Council and support SRC's efforts in terms of their advocacy for IDVR and its mission.

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Idaho Educational Public Broadcasting System
Strategic Plan Summary
(2003-2007)

(Please note there are no changes to our strategic plan.)

IdahoPTV Vision

Inspire, enrich, and educate the people we serve, enabling them to make a better world.

IdahoPTV Mission

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Providing quality educational and cultural television and related resources;
- Creating Idaho based programs and resources;
- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

IdahoPTV Strategies

1. Provide high quality television and web programming.
2. Foster and nurture collaborative partnerships.
3. Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
4. Broadcast programs, and provide related resources, that specifically serve the needs of underserved audiences, which include children, ethnic minorities, and learners and teachers.
5. Provide additional access to citizens anywhere in the state to IdahoPTV and PBS resources, which support citizen participation and educational goals, via the WWW.
6. Progress towards DTV implementation, as a “statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies.”
7. Contribute to a well-informed citizenry.
8. Provide relevant Idaho-specific information.
9. Be a relevant educational and informational resource to all citizens.
10. Seek increased levels of state, local, and private sector support.

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Idaho School for the Deaf and the Blind (ISDB)

Strategic Plan Summary

(2003-2007)

(Please note there are no changes to our strategic plan.)

ISDB Vision

As part of the educational system of Idaho, the Idaho School for the Deaf and the Blind is committed to working with local educational districts, parents, vocational rehabilitation and other state agencies to insure that the educational needs of every deaf, hard of hearing, blind, and visually impaired child in Idaho are not only met, in accordance with state and federal regulations and guidelines, but also lead to academic, occupational, and personal success of these citizens of Idaho.

ISDB Mission

To promote and maintain excellent and comprehensive educational opportunities for every deaf, hard of hearing, blind and visually impaired child from 0 to 21 years of age in the state of Idaho. This shall lead to the highest potential for an adult life of independence and self-sufficiency: a meaningful personal, family and community life; and a useful, productive occupational life.

ISDB Strategies

1. Ensure that ISDB continually modifies and improves its curriculum for students focused on outcome goals set forth in the ISDB Vision and that meet the new state standards as established by the State Board of Education.
2. Fully utilize technology to enhance instructional, residential, and operational programs at ISDB that:
 - a. Increase daily job productivity.
 - b. Expand (or replace) sensory input available to staff and students.
 - c. Support the best available human learning theory for all instruction.
3. Develop a comprehensive transition program by collecting necessary data and working collaboratively with the DVR, CSI, and other stakeholders.
4. Develop a coordinated staff development program and to secure the necessary trainers, materials, and fiscal resources to guarantee its implementation.
5. Provide a comprehensive variety of services through the Outreach Program for children who are deaf, hard of hearing, blind, and/or visually impaired and develop a support system for their parents and other service providers.
6. Provide a comprehensive Cottage Life Program consisting of specialized services designed to meet the needs of students served, successful transition from school, and production of media items intended to provide consumers a forum to share information resulting in greater awareness of services available.
7. In cooperation with the State Board of Education and the budget process, obtain resources to meet the needs of the ISDB program.

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SUBJECT

Idaho State Historical Society – Appointment of New Member

BACKGROUND

A vacancy on the Board of Trustees of the Idaho State Historical Society occurred on April 3, 2002, due to the resignation of Mary Gin Kennedy of Moscow. Idaho Code 67-4124 provides that the State Board of Education will appoint the members to the Idaho State Historical Society Board of Trustees. Board policy provides that the ISHS Board of Trustees will, on behalf of the Board, advertise and solicit for vacant positions.

DISCUSSION

The Idaho State Historical Society issued a news release seeking nominees to the position to all media in District 2, which encompasses Clearwater, Idaho, Latah, Lewis and Nez Perce counties. In addition, a notice was mailed to all historical societies and museums in the district. On June 20, 2002, a nominating committee comprised of ISHS Trustees Lorna Bard, Tony Edmondson, and Merwin (Bob) Swanson reviewed the applications and conducted interviews. In a July 16, 2002, telephone conference call, the Idaho State Historical Society Board of Trustees reviewed the findings of the nominating committee and unanimously voted to recommend to the State Board of Education that John Swayne be appointed to fill the remaining term of the District 2 vacancy through December 31, 2004. Margaret Bostick and Patricia Clyde were the second and third recommendations of the Board.

BOARD ACTION

To approve the appointment of John Swayne to the Idaho State Historical Society Board of Trustees for a term set to expire on December 31, 2004.

Moved by _____, Seconded by _____. Carried Yes ___ No___

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
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SUBJECT

Final Reading: Section IV. Organization Specific Policies and Procedures, Subsection C. Idaho Educational Public Broadcasting System (IEPBS)

BACKGROUND

In August 2000, the Board added requirements to policies governing the IEPBS that advisory statements be run at least once per day and be printed on various materials, and that reports provided on programming activities be broken down into specific categories. This action was in response to legislative intent language included in the appropriation bill for FY 01 (July 1, 2000 – June 20, 2001). At the June 2001 meeting, the Board acted to remove various references to the legislative intent language; however, kept the requirements to run disclaimers and require additional reports.

DISCUSSION

Proposed policy changes include:

1. Remove requirement to broadcast advisory statements.
2. Revise requirement for overview report such that it can be forwarded to the Board before their regularly scheduled meetings and not be included in the agenda each time.
3. Remove requirements for quarterly reports of broadcasting activities in specific categories, and instead provide that records of broadcasting activities be kept and reports be provided to the Board upon request.
 - a. The categories listed came from the FY01 appropriation bill legislative intent language. These categories are not generally used by the industry, and thus, require staff at IPTV to subjectively determine where each show should be classified.
 - b. Board approved performance measures will continue to be received and include information relative to broadcasting activities, such as:
 - 1 - The percentage of broadcast hours of closed-captioned programming to aid visual learners and the hearing impaired.
 - 2 - Broadcast programs that specifically serve the needs of children, ethnic minorities, learners and teachers, a well-informed citizenry (public affairs programming), and Idaho-specific programming and productions.
 - c. The Board would continue to receive draft reports of monthly programming decisions, reports of viewer input, and the overview of important activities.
 - d. IPTV receives quarterly ratings reports that place programs into industry categories. The industry categories are applied more objectively, and evolve with changing formats. These reports could be provided to the Board upon request to provide an additional look at what is being offered.

The Board approved the changes for first reading in June 2002. No changes have been made since first reading.

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BOARD ACTION

A motion to approve for final reading the changes to Section IV. Organization Specific Policies and Procedures, Subsection C. related to the Idaho Educational Public Broadcasting System.

Moved by _____, Seconded by _____. Carried Yes ___ No___

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: C. Idaho Educational Public Broadcasting System

April 2002

C. Idaho Educational Public Broadcasting System

1. Purpose

The Idaho Educational Public Broadcasting System provides administrative, operational, and programming expertise, direction, guidance, and assistance to the management and staff of Idaho's three (3) public television stations. In addition, the general manager develops long-range planning, goals and objectives, and procedures for public broadcasting to ensure fiscal and programming accountability and credibility and to ensure adherence to local, state, and federal regulations.

2. Delegation of Authority

The general manager serves at the pleasure of the State Board of Education. The Board delegates to the general manager as the chief executive officer the responsibility to manage, coordinate, and supervise the Idaho Educational Public Broadcasting System and Idaho's three (3) public television stations in compliance with this policy and all other directives of the Board. The chief executive officer is also responsible for the preparation and submission of an agenda for matters related to the Idaho Educational Public Broadcasting System for Board review and action.

3. Organization

Central management and systems personnel, after consultation with station management, institutional administration, and the local friends' boards, develops, establishes, and maintains station policies and standards related to programming, operations, and fund-raising activities for the three (3) stations in Idaho.

4. Internal Policies and Procedures

The general manager may establish additional policies and procedures for the internal management of the Idaho Educational Public Broadcasting System and stations that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

5. Compliance

- a. The State Board of Education is the holder of the Federal Communications Commission licenses to operate the transmitters, translators and related facilities of Idaho Educational Public Broadcasting System.
- b. The general manager is responsible for ensuring adherence to local, state, and federal regulations by all public broadcasting operations in the State of Idaho

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: C. Idaho Educational Public Broadcasting System

April 2002

for which the Board is the designated licensee of the Federal Communications Commission.

6. Programming Policies and Procedures

- a. The State Board of Education and Idaho Educational Public Broadcasting System subscribe to the Statement of Principles of Editorial Integrity in Public Broadcasting as adopted by the Board in 1987.
- b. IEPBS shall follow written procedures for choosing and scheduling programs. Such procedures, and any changes or amendments thereto, are subject to prior review by the Board.

c. ~~Viewer Discretion and Advisory Statements~~

- ~~(1) IEPBS shall utilize the Television Rating System of the National Association of Broadcasters for the purpose of airing Viewer Discretion Announcements as appropriate. However, such rating system shall not be a determinative factor in the program selection process.~~

- ~~(2) At least once each broadcast day at various times, and at other times as appropriate, IEPBS shall broadcast an announcement in a form substantially similar to the following:~~

~~Events and depictions appearing on this Idaho Educational Public Broadcasting System that are broadcast for the purpose of providing in-depth news coverage, documentaries and information valuable for Idaho citizens, may at times show acts that, if committed in Idaho in reality, would be violations of Idaho criminal laws. The Idaho Educational Public Broadcast System and the Idaho State Board of Education expressly offer such programs as a part of IEPBS's highest priority of programming and not for the purpose of promoting, supporting or encouraging the violation of any Idaho criminal statutes.~~

- ~~(3) On all programming materials printed or distributed by IEPBS, and on air at least once each broadcast day at various times and at other times as appropriate, the following paragraph shall be included, or broadcast, in a form substantially similar to the following:~~

~~As a part of the Idaho Educational Public Broadcasting System highest priority of programming in broadcast (among other things, in-depth news coverage, documentaries and information valuable for Idaho citizens) some content may be controversial. IEPBS and the State Board of Education encourage families to exercise decisions as to values important to them to determine whether to watch any IEPBS program. In order to assist families in~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: C. Idaho Educational Public Broadcasting System

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~~making the decision, information about programming is available on-line, by phone and in writing.~~

d. IEPBS shall report to the State Board of Education a draft copy of its monthly programming decisions in advance as directed by the Board or the Executive Director. Such prior notice shall be sufficient to allow the Board to monitor and review such decisions as required by law.

e. IEPBS shall monitor viewer input and report a monthly summary of communications from viewers regarding programming and related issues from the previous month.

f. IEPBS shall report an overview of important activities of IEPBS ~~for~~before the Board's regularly scheduled meetings.

g. IEPBS shall keep records of all broadcasting activities, and provide reports to the State Board of Education ~~with quarterly reports of, all broadcasting activities in the following categories upon request.~~

~~(1) K-12 Education~~

~~(2) Higher Education~~

~~(3) Public Safety~~

~~(4) Lifelong Learning~~

~~(5) Cultural and Family Enrichment~~

~~(6) Character Education and Virtues Embodied in 1995 HCR 19~~

~~(7) In-depth news coverage~~

~~(8) Documentaries~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
AUGUST 15, 2002

SUBJECT

Final Reading: Section III. Postsecondary Affairs, Subsection P. 17. Students Called to Active Military Duty

BACKGROUND

After the September 11, 2001 attack, awareness heightened regarding the treatment of students called to active military duty in the middle of an academic term. Some institutions have formal policies regarding how they will accommodate students, while others respond informally on a case-by-case basis. Interest has arisen in having a general statewide policy that will set forth basic requirements to best meet student needs and show support for those students serving in the U.S. Armed Forces.

DISCUSSION

Board staff worked with representatives from all of the institutions in compiling a draft policy, and will continue to work with the representatives between the first and final reading to come to consensus on a few remaining issues.

The new policy requires institutions to provide at least the following:

- That each institution work to meet the individual student's needs, including the option to continue working with existing instructors once the student is called away.
- That the activated student may elect to completely withdraw, and, in accordance with institutional policies, either receive a "W" or no indication of enrollment in his or her transcript. Standard withdrawal deadlines and limitations will not apply.
- That tuition and/or fees will be completely refunded, as well as a pro-rated refund of paid student housing fees, meal-plans, or any other additional fees.

Since first reading, one change has been made. The policy now provides that standard withdrawal deadlines and limitations will not apply; however, it is up the discretion of each institution whether the transcript reflects that the student withdrew. Because of federal financial aid and NCAA regulations, institutions are not at liberty to always simply erase courses from a student's transcript, thus, allowing institutional discretion is more workable.

BOARD ACTION

A motion to approve for final reading the changes to Section III. Postsecondary Affairs, Item P.17 related to Students Called to Active Military Duty.

Moved by _____, Seconded by _____. Carried Yes ___ No ___

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. Postsecondary Affairs

Subsection: P. Students

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17. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
AUGUST 15, 2002

SUBJECT

Proposed Rule Change - 08.02.03 K-12 Assessment Program

BACKGROUND

Last session, the Legislature approved the Board's new comprehensive assessment program through the administrative rule process. However, the House Education Committee requested that the Board come back in the next session and remove a reference to nonpublic students participating at their own expense.

DISCUSSION

By removing the reference to nonpublic students participating at their own expense, each school district will use their own discretion in testing nonpublic school students; however, currently, most districts allow nonpublic students to participate in testing at no expense as long as they test during the regular testing window.

Additional changes to the proposed rules come from the Assessment & Accountability Commission, who recommend that all newly adopted tests (levels test and the Idaho Standards Achievement Test) be renamed. They propose that all be referred to as Idaho Standards Achievement Tests, with distinctions made by grade level.

Approval as proposed rules allows staff to initiate the administrative rules process. A final version of the rule with any changes made during the rules process will be before the Board for final approval before it goes to the Legislature.

BOARD ACTION

A motion to approve as proposed rules 08.02.03.111 Assessment Testing in Public Schools with changes as indicated.

Moved by _____, Seconded by _____. Carried Yes ___ No ___

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111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually. The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)

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

- a.** Measure and improve student achievement; (3-15-02)
- b.** Assist classroom teachers in designing lessons; (3-15-02)
- c.** Identify areas needing intervention and remediation, and acceleration; (3-15-02)
- d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

- e.** Inform parents and guardians of their child's progress; (3-15-02)
- f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

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

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

03. Content. The comprehensive assessment program will consist of multiple assessments, including level tests, the Idaho Reading Indicator, the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), and the Idaho Standards Achievement Test (ISAT). (3-15-02)

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K- 12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. ~~Non-public school students at those same grade levels are encouraged to participate at non public school expense.~~ All students who are eligible for special education shall participate in the statewide assessment program. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. English Language Learners (ELL) students who have been in an English speaking school for less than one (1) year and score a 1 or 2 on the Pre-LAS or LAS, or a 1 or 2 on the Woodcock-Munoz, or an A or B on IPT, or limited or intermediate on the Macualitas may be excluded from testing. If the student does not have a local language score they are not excluded from testing. (3-15-02)(____)

05. Scoring And Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill,

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disaggregated group reports, and pressure sensitive labels. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (3-15-02)

~~06. Comprehensive Assessment Program~~ (Effective April 1, 2002). In a timeframe specified by the State Board of Education, all students in grade nine (9) and random samples of students in grades ten through twelve (10-12) will take the Idaho Standards Achievement Test, and students in grades two through nine (2-9) will participate in level testing on Language Arts/Communications and Math Standards. Each assessment will be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess. (3-15-02)

~~076. Comprehensive Assessment Program~~ (Effective August 1, 2002). The State approved comprehensive assessment program is outlined in Subsections 111.07.a. through 111.07.m. Each assessment will be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in social studies, science, health and humanities. (3-15-02)

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

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

c. Grade 2 - Idaho Reading Indicator, ~~Level Testing~~ Grade 2 Idaho Standards Achievement Test ~~on~~ covering Language Arts/Communication and Math Standards. (3-15-02)()

d. Grade 3 - Idaho Reading Indicator, ~~Level Testing on~~ Grade 3 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (3-15-02)()

e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, ~~Level Testing on~~ Grade 4 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (3-15-02)()

f. Grade 5 - Direct Writing Assessment, ~~Level Testing on~~ Grade 5 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (3-15-02)()

g. Grade 6 - Direct Math Assessment, ~~Level Testing on~~ Grade 6 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (3-15-02)()

h. Grade 7 - Direct Writing Assessment, ~~Level Testing on~~ Grade 7 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (3-15-02)()

i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, ~~Level Testing on~~ Grade 8 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (3-15-02)()

j. Grade 9 - Direct Writing Assessment, ~~Level testing on~~ Grade 9 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. Ninth grade students who meet eligibility criteria as established by the State Board of Education and who have parent approval may take the High School Idaho Standards Achievement Test (ISAT). (3-15-02)

k. Grade 10 — High School Idaho Standards Achievement Test (ISAT)*. (3-15-02)

l. Grade 11 — High School Idaho Standards Achievement Test (ISAT)*. (3-15-02)

m. Grade 12 — High School Idaho Standards Achievement Test (ISAT)*. (3-15-02)

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n. ~~*ISAT~~—Students who do not receive a proficient score on a portion or portions of the High School ISAT will retake the appropriate portion or portions each time thereafter that it is offered. Once a student achieves proficiency on a portion or portions of the assessment, regardless of which grade level, nine through twelve (9-12), that student is not required to continue taking that portion or portions. (3-15-02)

087. Comprehensive Assessment Program Schedule ~~(Effective August 1, 2002).~~ (3-15-02)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)

b. Level testing will be administered twice annually in September and May. (3-15-02)

c. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)

d. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

e. The Idaho Standards Achievement Test will be administered twice annually in October and May. (3-15-02)

098. Costs Paid By The State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; (3-15-02)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)

d. Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)

109. Costs Of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

140. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

121. Test Security. Test security is of the utmost importance. School districts will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. (3-15-02)

132. Demographic Information. Demographic information will be required to assist in interpreting test results. It may include but not be limited to race, sex, ethnicity, special programs, Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status. (3-15-02)

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143. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

~~a. State developed level tests (grades 2 – 9). (3-15-02)~~

b. The Idaho Standards Achievement Tests (grades ~~40-122-9~~ and High School). (3-15-02)()

c. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.14.c.i. through 111.14.c.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-02)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

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SUBJECT

Proposed Rule Change - 08.02.03 K-12 Humanities Standards

BACKGROUND

Last session, the Legislature approved the Board's newly adopted Humanities Standards through the administrative rule process. However, the House Education Committee requested that the Board come back in the next session with remissions to the preamble of these standards. Additionally, the Humanities subcommittee has met several times over the past few months and made additional changes to the standards.

DISCUSSION

General statements of opinion have been removed from the preamble, or introduction, to the Humanities standards as requested by the Legislature. Other changes include:

1. Preamble:

- Tighten wording in all preambles to include only the most significant differences between the strands.
- Eliminate repetitive sections (regarding requirements for humanities credits) that exist in other sections of board rule.
- Eliminate unnecessary language that includes more than a basic description of the document's organization.

2. Standard breakout column:

- Reviewed all sections for consistency in the number of breakouts and made necessary changes.

3. Content Knowledge and Skills column:

- Remove items from content knowledge and skills that are too specific and belong instead in a teacher's guide, not a rule.
- Align all column two items with standard breakouts to assure more consistency between column one and column two.

4. General editing work:

- Remove passive voice and wordy sentence structure throughout.
- Apply consistency in use of "e.g.," and parenthetical use, relating to items included in examples.

5. Organizing Principle: Combine two strands into one:

Interdisciplinary Humanities and *Humanities in a Historical Context* (World History).

Most significantly, the subcommittee voted unanimously to combine two high school strands that have caused some confusion and replication as the document has evolved. These two strands apply only to high school course offerings. As the subcommittee examined the sections closely, they noted that much of the material was identical or at least very similar, even down to classroom applications for teachers.

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- a. The three strands of Interdisciplinary Humanities, Visual and Performing Arts, and Foreign Language are broad categories. Humanities in a Historical Context (World History) is a course.
- b. Most educators teaching World History approach it as a political history course, not an interdisciplinary course. An interdisciplinary World History course falls under the interdisciplinary strand.
- c. Need to eliminate possible confusion regarding what courses qualify as meeting the humanities requirement.
- d. An interdisciplinary history class (broader than only World History) involves more than one discipline. A purely politically based World History course belongs in the social studies curriculum as an elective course.

Approval as proposed rules allows staff to initiate the administrative rules process. A final version of the rule with any changes made during the rules process will be before the Board for final approval before it goes to the Legislature.

BOARD ACTION

A motion to approve as proposed rules 08.02.03.107 and 08.02.03.856-993 related to the Humanities Standards with changes as indicated.

Moved by _____, Seconded by _____. Carried Yes ___ No ___

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

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

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

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

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

04. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, ~~world history~~, or foreign language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (3-15-02)

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

856. GLOSSARY OF HUMANITIES TERMS.

The following definitions apply only to Sections 856 through 954 of these rules. (3-15-02)

01. Aesthetics. A branch of philosophy that deals with issues of beauty. The questions and ideas of aesthetics define what society considers art: the creation and response to art, the role of art in society, and the standards for judging and interpreting the significance of art. (3-15-02)

02. Application. The practice of using one's knowledge, techniques, and skills to produce a product. (3-15-02)

03. Appreciation. A sensitive awareness; in the context of the arts, a recognition of aesthetic values. (3-15-02)

~~**04. Arts Criticism.** A framework for considering art through description, interpretation, evaluation, theorizing, and making informed judgments. (3-15-02)~~

054. Artifact. A product of civilization, such as a tool or ornament, that shows human workmanship or modification. (3-15-02)

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- 065. Authentic Materials and Resources.** Materials created by people living in their culture (such as a country's newspapers, magazines, or menus) or native speakers themselves. (3-15-02) ()
- 076. Creative Expression.** An imaginative response that exhibits both feeling and core knowledge of an art form. (3-15-02)
- 087. Culture/Cultures.** A group that influences ways of perceiving, valuing, behaving, and believing. ~~(Vesta Daniel Ed.D.) ()~~ (3-15-02)
- 098. Disciplines.** Specific fields of study within the arts and humanities such as ~~(visual art, music, theatre, dance, literature, philosophy).~~ (3-15-02)
- 109. Diversity.** The condition of being different, inclusive of wide ethnic representation, varied viewpoints, and range of abilities. (3-15-02)
- 110. Ethical/Ethics/Ethical.** Relating to moral action, motivation, conduct or character. The discipline dealing with what is good and bad and with moral duty and obligation; behaving according to those determinations. (3-15-02) ()
- 121. Expository Writing.** Writing that is neither descriptive nor narrative and whose primary function is to explain and/or define. (3-15-02)
- 132. Genre.** A category of artistic, musical, or literary composition characterized by a particular style, form, or content. (3-15-02)
- 143. Historical/Culture/Living Culture.** A culture, civilization that has existed in the past; ~~as opposed to one that is current and/or evolving.~~ (3-15-02)
- ~~**15. Improvisational Interpretation.** A performance, speaking or acting, that is delivered without the use of a script. (3-15-02)~~
- 164. Integrate.** To incorporate into a larger unit. (3-15-02)
- 175. Interdisciplinary Humanities.** A study of two (2) or more related disciplines within the state- adopted list of humanities subjects. (3-15-02)
- 186. Interrelationships.** Mutual or reciprocal relationships of arts and humanities disciplines. (3-15-02)
- 197. Literary Work.** An example of writing that possesses the qualities or characteristics of letters, human learning, or literature. (3-15-02)
- 2018. Nationalism.** A sense of national consciousness, placing primary emphasis on the culture and interests of a particular nation. (3-15-02)
- ~~**21. Persona.** An individual's social façade or front as perceived by others. (3-15-02)~~
- 2219. Reasoned Dialogue.** The process of presenting a calculated discussion of ideas through logical means (e.g., research, debate, analysis, judgment). (3-15-02)
- 230. Replicate.** To repeat or duplicate a product or process. (3-15-02)
- 241. Speculate.** To examine an idea or process and determine a logical outcome. (3-15-02)

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~~25. **Structural Analysis.** The act of studying how the parts of a work or product are put together.~~ (3-15-02)

~~262. **Style.** An accustomed manner or method of creating or performing as sanctioned by an accepted standard.~~ (3-15-02)

~~273. **Translate.** To turn into one's own or another language; to change an activity or idea from one (1) form into another.~~ (3-15-02)

857. IDAHO HUMANITIES STANDARDS.

~~All Idaho students have the right to develop a basic understanding of the humanities disciplines. In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression. These standards offer a framework for student's achievement in the arts and humanities and are organized into four three categories:~~

- ~~a) Interdisciplinary Humanities.~~
- ~~b) Visual and Performing Arts.~~
- ~~c) Foreign Language.~~ (3-15-02)

~~**01. **Humanities.** (Two (2) credits required). A course interdisciplinary humanities, visual and performing arts, world history, or foreign language. Other courses such as literature, philosophy, architecture, comparative world religions may satisfy the humanities standards. The course syllabus must be approved by the State Department of Education to assure alignment with the Humanities standards. These varied courses of study hold one (1) concept in common: they all attempt to explain in distinctive ways what it means to be human. In addition, students literate in the humanities:**~~ (3-15-02)

~~a. Become fully empowered to explore human worth and individual destiny.~~ (3-15-02)

~~b. Gain tools that aid them in analyzing the claims of others and making reasoned judgments.~~ (3-15-02)

~~c. Possess the potential to face their futures with essential strengths.~~ (3-15-02)

~~d. More importantly, students who communicate in another language, create a musical sound, provide a dramatic experience, value a work of art, or develop a new idea can more profoundly enjoy life.~~ (3-15-02)

~~**02. **Student Achievement In The Humanities.** The following document offers a framework for student achievement in the humanities. Three (3) committees of content specialists, business and minority representatives, and educational professionals helped develop the Humanities Standards. These people represented all regions of Idaho; they volunteered their time and expertise, and, through the process, learned much about the relatedness of the humanities. Not every important idea made its way onto paper. However, the essential information remains. Various courses within the humanities disciplines are organized into four (4) groups:**~~ (3-15-02)

~~a. Interdisciplinary Humanities;~~ (3-15-02)

~~b. Visual and Performing Arts;~~ (3-15-02)

~~c. World History; and~~ (3-15-02)

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~~d. Foreign Language. (3-15-02)~~

~~03. **Humanities Standards Not A Curriculum Guide.** The Idaho Humanities Standards outline essential information and skills and are not intended to be read as a curriculum guide. The state standards set the goals for what a student in Idaho should know and be able to do in the humanities disciplines. Local school districts will provide classroom opportunities for students to produce measurable products that meet those standards. (3-15-02)~~

~~041. **Interdisciplinary Humanities.** The interdisciplinary humanities standards are based on the assumption that connections exist between all aspects of human behavior, the arts and humanities disciplines chronicled through history. Through interdisciplinary study, the student should acquire knowledge and skills that promote understanding of these connections as they exist among two or more of the following areas: the disciplines of literature, history, philosophy, architecture, music, art, drama, dance, visual and performing arts, and foreign language or comparative world religion. The standards carry the presumption that the student has acquired the basic knowledge of each discipline prior to undertaking these studies. (3-15-02)~~

~~052. **Visual And Performing Arts.** The Idaho Standards for Arts Education are a statement of what every Idaho student should know and be able to do in The Visual and Performing Arts standards address four (4) arts disciplines - music, visual art, theatre, and dance. Their scope is grades K-12, and they speak to address both content and achievement. Practicing the arts disciplines is fundamental to the healthy development of children's mind and spirit, a prerequisite for one becoming a healthy and effective world citizen. For this reason, the arts cannot be separated from the very meaning of the term "education". We know from long experience that no one can claim to be truly educated who lacks basic knowledge and skills in the arts. Arts education benefits the student because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. When study and competence in the arts reinforce one another, the joy of learning becomes real, tangible, and powerful. (3-15-02)~~

~~06. **World History Humanities (Humanities In A Historical Context).** World History Humanities exposes the student to the wide diversity of expression chronicled through historical development. With an expanded worldview, the student now defines "self" through the humanities - the expression of individuality and connectedness to mankind as a citizen of the world. Through World History Humanities, the student learns how ideas, beliefs, and values have profoundly influenced human actions throughout history. Religion, philosophy, art, and popular culture have all been central to the aspirations and achievements of all societies, and have been a mainspring of historical change from earliest times. A student's exploration of this sphere of human activity, through literature, sacred writings and oral traditions, political treatise, drama, art, architecture, music, and dance, deepen their understandings of the human experience. (3-15-02)~~

~~073. **Foreign Language.** Language and communication are at the heart of the human experience. The state of Idaho must equip students with linguistic and cultural skills to communicate in a culturally diverse society. It is presumed that the The Foreign Language standards address basic language acquisition skills (speaking, listening, reading, writing, observing), are taught in all language courses receiving humanities credit. The material below is designed to integrate the study of a In addition, foreign language courses satisfying the humanities core requirement include instruction in with cultural contexts and critical thinking, and performance skills. (3-15-02)~~

858. INTERDISCIPLINARY HUMANITIES – KINDERGARTEN THROUGH GRADE 3.
Interdisciplinary Humanities standards do not apply at these grade levels. (3-15-02)

859. -- 865. (RESERVED).

866. VISUAL AND PERFORMING ARTS - KINDERGARTEN THROUGH GRADE 3, SECTIONS 867 THROUGH 872.

867. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS

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DISCIPLINES.

868. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
01. Understand the historical and cultural contexts of the visual and performing arts.	a. MUSIC:
	1. Name the historical or cultural background of musical selections learned.
	2. Identify the country or region of musical selections learned.
	3. Describe the role music plays in today's society.
	b. VISUAL ARTS:
	1. Recognize key differences in art works from two different time periods or cultures.
	2. Identify the purpose of a work of art that was created in the past.
	3. Describe the role visual arts play in today's society.
	c. THEATRE:
	1. Identify a dramatic presentation as belonging to the past, present, or future.
	2. Describe the role theatre plays in today's society.
	d. DANCE:
	1. Identify dances associated with particular places and events.
	2. Identify historical events or scientific discoveries that have influenced dance.
	3. Discover common subjects, ideas, and themes in dances from different cultures.
	4. Describe the role dance plays in today's society.
02. Understand interrelationships among visual and performing arts disciplines.	a. MUSIC:
	1. Identify ideas and emotions that are expressed through music and other disciplines.
	2. Compare a musical selection with another art form that uses a similar style.
	b. VISUAL ARTS:
	1. Name ways in which the subject of a work of visual art is similar to another art form (e.g., music, dance.)
	2. Identify ideas and emotions that are expressed through visual arts and other disciplines.
	c. THEATRE:
	1. Identify ideas and emotions that are expressed through theatre and other disciplines.
	2. Compare a written (or visual or oral) story with a dramatic performance of that same story.
	d. DANCE:
	1. Compare and contrast cultural dances and other art forms represented within a school, community, or region.
	2. Name common subjects or ideas in dance and other arts of various cultures.
	3. Identify ideas and emotions that are expressed through dance and other disciplines.

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869. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

870. STANDARD TWO.

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
01. Conduct analyses in the arts and humanities disciplines.	a. MUSIC:
	1. Recognize and respond to characteristics and content of various musical forms.
	2. Examine music as a form of communication.
	3. Use arts vocabulary to discuss specific works of music.
	4. Relate the significance of music to one's own life.
	b. VISUAL ARTS:
	1. Recognize and respond to characteristics and content of various visual art forms.
	2. Examine the visual arts as a form of communication.
	3. Use arts vocabulary to discuss specific works of art.
	c. THEATRE:
	1. Recognize and respond to characteristics of drama.
	2. Examine drama as a form of communication.
	3. Use arts vocabulary to discuss a dramatic performance.
	d. DANCE:
	1. Examine dance as a means of communicating meaning.
	2. Show how the human body is used to express or communicate action, idea, or experience through movement.
	3. Compare and contrast dance forms associated with specific groups of people, geographic regions, or time periods.
02. Engage in reasoned dialogue about arts and humanities issues.	a. MUSIC:
	1. Discuss the importance of music in one's own life.
	2. Draw conclusions about the meaning of the term "classical music."
	b. VISUAL ARTS:
	1. Discuss the importance of visual art in one's own life.
	2. Discuss how symbols create meaning in art.
	c. THEATRE:
	1. Discuss the role of drama in one's own life.
	2. Compare and contrast current forms of drama today (e.g., theatre, film, television).
	d. DANCE:
	1. Identify dance forms associated with particular places or events.
	2. Locate common themes in dance (such as e.g., friendship or family) and create a personal response to that theme.
	3. Show how dance elicits various interpretations.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. MUSIC:
	1. Recognize and verbalize emotions that are associated with music.
	2. Verbalize personal preferences for a specific work of music, using arts vocabulary.

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	b. <u>VISUAL ARTS:</u> <u>1. Discuss characteristics of one's own work and the work of others.</u> <u>2. Compare one's own response to a work of art and to another student's response.</u> <u>3. Show how expression in art causes different responses from viewers.</u>	
	c. <u>THEATRE:</u> <u>1. Verbalize personal preferences of types of drama <u>today</u>. (formal, informal) within society today.</u> <u>2. Identify the beginning, middle, and ending of dramatic performances.</u> <u>3. Explain preferences for different parts of a dramatic performance.</u>	
	d. <u>DANCE:</u> <u>1. Develop and apply arts vocabulary when discussing art <u>dance</u> forms.</u> <u>2. Explain ideas that dances can represent.</u> <u>3. Suggest ways that artists get ideas.</u> <u>4. Voice personal preferences about dances within a classroom or other setting.</u>	

(3-15-02)

871. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

872. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
01. <u>Understand concepts essential to visual and performing arts.</u>	a. <u>MUSIC:</u> <u>1. Read and perform meter, rhythm, and pitch using standard music symbols.</u> <u>2. Identify sounds of different instrument families and voices.</u>
	b. <u>VISUAL ARTS:</u> <u>1. Acquire and develop skills necessary for understanding and applying arts techniques and processes.</u> <u>2. Develop and use an arts vocabulary.</u>
	c. <u>THEATRE:</u> <u>1. Create characters, environments, and situations for dramatization.</u> <u>2. Vary movement, vocal pitch, tempo, and tone for different characters.</u> <u>3. Observe the visual, aural, oral, and kinesthetic elements of drama.</u> <u>4. Develop reasons for personal preferences about dramatic performances.</u>
	d. <u>DANCE:</u> <u>1. Identify and isolate movements of body parts.</u> <u>2. Demonstrate the difference between tension and relaxation in stillness and motion.</u> <u>3. Move without talking.</u> <u>4. Illustrate different movement qualities.</u>

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<p>042. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p>a. MUSIC: 1. Read and perform meter, rhythm, and pitch using standard music symbols. 2. Echo short rhythms and melodic patterns. 3. Sing on pitch, in rhythm, and with steady tempo. 4. Sing Identify and perform simple songs from different cultures and genres. (ostinatos, rounds). 5. Illustrate group singing and instrumental skills in response to conductor cues. 6. Identify sounds of different instrument families and voices.</p> <p>b. VISUAL ARTS: 1. Name and use different art materials. (paint, clay, paper, wood). 2. Acquire and develop skills necessary for understanding and applying arts techniques and processes. 3. Reproduce an existing work, respecting the intent of its original creator. 4. Develop and use an arts vocabulary. 5. Express personal preferences for specific works and styles.</p> <p>c. THEATRE: 1. Use dialogue to tell stories and record information on a personal cognitive level. 2. Create characters, environments, and situations for dramatization. (Let's pretend.) 3. Vary movement, vocal pitch, tempo, and tone for different characters. 4. Interact in imaginary situations. 5. Choose scenery, props, costumes, and makeup for a production. 6. Observe the visual, aural, oral, and kinetic elements of drama. 7. Develop reasons for personal preferences about dramatic performances.</p> <p>d. DANCE: 1. Identify and isolate movements of body parts. 2. Demonstrate the difference between tension and relaxation in stillness and motion. 3. Move without talking. 4. Demonstrate how the body can create shapes, heights, pathways, and personal space. 5. Imitate basic body movements, rhythm patterns, and tempos. 6. Move as an individual and as part of a group. 7. Illustrate different movement qualities (heavy, light, strong, limp). 8. Practice appropriate warm-up for large muscle groups.</p>
<p>02. Communicate in the visual and performing arts through creative expression.</p>	<p>a. MUSIC: 1. Create a musical line melody when given specific guidelines. 2. Move to the beat of music in both organized and free style. 3. Improvise "answers" to given rhythmic and/or melodic phrases. 4. Improvise movement that is stylistically appropriate to music</p> <p>b. VISUAL ARTS: 1. Show respect for personal work and works of others. 2. Create a work of art using personal experience and skills. 3. Experiment with different materials, techniques, and processes in the visual arts.</p>

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	c. THEATRE:	
	1. Act in an improvisation.	
	2. Assume roles based on personal experiences, imagination, and reading.	
	d. DANCE:	
	1. Invent multiple solutions to movement problems.	
	2. 1. Use movement vocabulary to compose a dance phrase.	
	3. 2. Create a movement phrase with a beginning, middle, and end.	
	4. 3. Use original ideas and/or concepts from other sources to create movement.	
	5. 4. Express ideas, moods, and feelings, through dance.	

(3-15-02)()

873. -- 874. (RESERVED).

~~875. WORLD HISTORY HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) - KINDERGARTEN THROUGH GRADE 3.~~

~~World History standards do not apply at these grade levels.~~

(3-15-02)

876. -- 882. (RESERVED).

883. FOREIGN LANGUAGE - KINDERGARTEN THROUGH GRADE 3, SECTIONS 884 THROUGH 889.

884. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

885. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:	
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.	
	b. Identify expressions used historically and idiomatically.	
02. Understand the interrelationships between language study and the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.	
	b. Examine the use of the target language in the arts and humanities disciplines.	
03. Understand the interrelationships between cultures and the language of those cultures.	a. Recognize regional differences within the language and culture(s) being studied.	
	b. Identify cultural beliefs of people in the target language.	
	c. Recognize contributions of native cultures to the target language being studied.	

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886. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

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887. STANDARD TWO.

Conduct ~~structural~~ analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
01. Conduct analyses of language.	a. Identify ways one language influences another. b. Identify differences and similarities between English and the target language.
02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) with the one(s) being studied, using authentic materials and sources. b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.

(3-15-02)

888. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.

889. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application and creative expression.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture. b. Recognize common phrase groupings and voice inflections. c. Recognize the conventions and styles of language appropriate to different ages and social groups. d. Recognize that an idea may be expressed in multiple ways in the target language.
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations. b. Create community awareness of a culture through the study a foreign language.
03. Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.

(3-15-02)()

890. -- 891. (RESERVED).

892. INTERDISCIPLINARY HUMANITIES - GRADES 4 AND 5.

Interdisciplinary Humanities standards do not apply at these grade levels.

(3-15-02)

893. -- 899. (RESERVED).

900. VISUAL AND PERFORMING ARTS - GRADES 4 AND 5, SECTIONS 901 THROUGH 906.

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901. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.

902. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Understand the historical and cultural contexts of visual and performing arts.	a. MUSIC:
	1. Identify by genre or style music from various cultures by genre or style .
	2. Identify characteristics of music from two different historical periods.
	3. Identify specific compositions as belonging to a particular era in music history.
	b. VISUAL ARTS:
	1. Compare and contrast specific works of art from two different time periods.
	2. Show how a specific work of art reflects events in history.
	3. Compare works of art that represent two different cultures that existed during the same period of history.
	4. Identify specific works as belonging to a particular era in art history.
	c. THEATRE:
	1. Translate a specific historical event into a dramatic presentation.
	2. Create stage props and scenery that convey the historical accuracy in a dramatic reenactment.
	3. Improvise historical figures and dialogue <u>involving historical figures typical of that person's culture</u> .
02. Understand interrelationships among visual and performing arts disciplines.	d. DANCE:
	1. Research dance forms that have evolved during particular <u>specific</u> periods of history.
	2. Explain how a dance from a specific culture or time period reflects values of its society.
	a. MUSIC:
	1. Identify <u>how</u> music and <u>another art form (or dance or drama)</u> from that has <u>evolved from a similar ethnic, geographical, or historical origin.</u>
	2. Classify ways similarities in which the elements of music and other art disciplines of from a specific time period are similar.
	b. VISUAL ARTS:
	1. Classify the ways in which ideas and subject matter of humanities disciplines are inter related.
	2. Describe how elements of various arts depict ideas and emotions.
	3. Observe and describe the presence of the visual arts in today's society.
	c. THEATRE:
	1. Identify the use of visual art, music, and movement in theatrical presentations.
	2. Describe the relationship between <u>Define</u> reality and fantasy in drama and other art forms.

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	d. DANCE: 1. Compare and contrast dance and other art forms associated with specific groups of people, geographic regions, or time periods. 2. List <u>Identify</u> ways in which art forms (including dance) have been transmitted from one generation to another.
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903. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

904. STANDARD TWO.

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Conduct analyses in the arts and humanities disciplines.	a. MUSIC: 1. Recognize and respond to specific elements of music (<u>e.g., melody, harmony, pitch, rhythm, form, timbre, diction, posture, tempo</u>). 2. Describe music as a form of communication. 3. Use music vocabulary to discuss specific compositions.
	b. VISUAL ART: 1. Recognize differences between art materials, techniques, and processes. 2. Use arts vocabulary to experience and discuss a variety of art works. 3. Discuss how people's experiences can influence and develop specific art works.
	c. THEATRE: 1. Compare the relationship between theatre and popular notions about entertainment. 1. <u>Develop and use theatre vocabulary.</u> 2. Discuss film and television as effective or ineffective ways to communicate meaning.
	d. DANCE: 1. Examine <u>Discuss</u> how dance creates and communicates meaning. 2. Speculate how different artistic choices can change the meaning of a dance.
	a. MUSIC: 1. Discuss the importance of music in our society. 2. Discuss the differences between professional and amateur musicians.
	b. VISUAL ART: 1. Discuss how art works can elicit different responses. 2. Explain the difference between the visual characteristics and the purpose of a specific work of art (<u>e.g., beauty versus meaning</u>).
	c. THEATRE: 1. Examine how theatre reveals universal themes. 2. Explain how facial expression and body language reveal meaning.
02. Engage in reasoned dialogue about arts and humanities issues.	

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	d. DANCE: 1. Examine how dance reveals universal themes. 2. Identify ways in which the principles of other disciplines (like e.g., math or science) relate to movement and dance.	
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. MUSIC: 1. Justify personal preferences based on philosophical, aesthetic, or ethical arts issues. 1. Express personal preferences for a specific work using appropriate arts vocabulary. 2. Identify and debate discuss copyright issues in music. 3. Express personal preferences for musical selection, using appropriate arts vocabulary. b. VISUAL ARTS: 1. Identify and evaluate characteristics of one's own work and works of others. 2. Explain how elements of composition and/or organization cause different responses. 3. Describe how different media communicate meaning in the visual arts. 4. Discuss copyright issues in visual arts. c. THEATRE: 1. Evaluate one's performance of a scene and the performances of others. 2. Explain how lighting, sets, and costumes can create meaning in a dramatic performance. d. DANCE: 1. Examine how dance contains characteristics and merits that guide assessment of one's works and works of others. 2. 1. Discuss the process and effort involved in developing an idea into a dance work. 3. 2. Explain how a dance may elicit interpretations different from those intended by the dancer conveys feelings or ideas.	

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905. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

906. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Understand the concepts essential to visual and performing arts.	a. MUSIC: 1. Improvise simple rhythmic and/or melodic accompaniments. 2. Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. 3. Identify symbols, traditional terms, and notation in music. 4. Identify specific instruments in a recording or live performance. b. VISUAL ARTS: 1. Show differences between art materials, techniques, and processes. 2. Show differences among visual characteristics and purposes of art.

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	<p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. <u>Improvise dialogue to tell stories and record information.</u> 2. <u>Create characters, environments, and situations for dramatization.</u> 3. <u>Vary movements, vocal pitch, tempo, and tone for different characters.</u> 	
	<p>d. DANCE:</p> <ol style="list-style-type: none"> 1. <u>Perform given movement sequences that emphasize weight shifts, lateral movement, elevation, and landing (aerial steps).</u> 2. <u>Memorize set patterns of movement.</u> 3. <u>Identify components of time, space, and energy elements.</u> 4. <u>illustrate ways dancers warm up, stretch, and strengthen their bodies.</u> 5. <u>Identify movement in the three dimensions (vertical, horizontal, sagittal).</u> 	
<p>042. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Sing in harmony using simple ostinatos, partner songs, descants, and canons. 2. Use a variety of sound sources (e.g., classroom instruments, electronic and natural sounds) to compose/arrange. 3. Perform independent instrumental parts while other students sing or play contrasting parts. 4. Improvise simple rhythmic and/or melodic accompaniments. 5. Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. 6. Identify symbols, traditional terms, and notations in music. 7. Identify specific instruments in a recording or live performance. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Show differences between art materials, techniques, and processes. 2. 1. Demonstrate how different media, techniques, and processes are used to communicate ideas. 3. Show differences among visual characteristics and purposes of art. 4. 2. Demonstrate how composition, expression, and organization of art cause different responses. 5. 3. Compare ways in which subject matter, symbols, and ideas are used to communicate meaning. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Improvise dialogue to tell stories and record information at a personal cognitive level. 2. Create characters, environments, and situations for dramatization. 3. Vary movements, vocal pitch, tempo, and tone for different characters. 4. 1. Select and organize materials that suggest scenery, properties, lighting, sound, costumes, and makeup. 5. 2. Use visual elements (e.g., space, color, line, shape, texture) to communicate place and mood. 	

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	<p>d. DANCE:</p> <p>1. Perform given movement sequences that emphasize weight shifts, lateral movement, elevation, and landing (aerial steps).</p> <p>2. Perform movement sequences that highlight balance and control.</p> <p>3. Memorize and perform set patterns of movement.</p> <p>4. 1. Replicate a movement sequence from one theatrical (concert) and one recreational dance movement genre.</p> <p>5. Move various body parts simultaneously.</p> <p>6. 2. Recreate a rhythmic pattern in movement.</p> <p>7. Identify components of time, space, and energy elements.</p> <p>8. Illustrate the correct way dancers warm up, stretch, and strengthen their bodies.</p> <p>9. Identify and execute movement in the three dimensions (vertical, horizontal, sagittal).</p>	
02. Communicate in the visual and performing arts through creative expression.	<p>a. MUSIC:</p> <p>1. Sing in a musical group, while blending vocal quality, matching dynamic levels, and responding to cues of a conductor.</p> <p>2. Create/arrange music within specified guidelines (e.g., style, form, instrumentation).</p> <p>3. Play rhythmic, melodic, and harmonic classroom instruments expressively.</p> <p>4. Demonstrate appropriate behavior while attending and/or participating in arts events.</p> <p>b. VISUAL ARTS:</p> <p>1. Interpret/perform/create a work respecting the intent of its creator.</p> <p>2. Create a work of art using personal experience and skills.</p> <p>3. Identify and demonstrate appropriate behavior when attending and/or participating in arts events.</p> <p>4. Show respect for personal work and works of others.</p> <p>5. Describe how human experience influences the development of specific artworks.</p> <p>6. Predict how specific artworks can elicit different responses.</p> <p>c. THEATRE:</p> <p>1. Plan and interact in improvisations.</p> <p>2. Justify reasons for personal preference concerning dramatic performances.</p> <p>3. Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance.</p> <p>d. DANCE:</p> <p>1. Use the elements of dance to abstract a literal <u>gesture communicate</u>.</p> <p>2. Initiate spontaneous movement to different stimuli.</p> <p>3. Use contrasts in symmetry and asymmetry.</p> <p>4. Develop ideas cooperatively with a partner.</p> <p>5. Use props to extend movement ideas.</p> <p>6. Imitate steps from two different dance genres (e.g., ballet, tap, folk).</p> <p>7. Respond physically to a variety of movement images.</p> <p>2. Justify reasons for personal preference concerning dramatic performances.</p> <p>3. Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance.</p>	

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(3-15-02)()

907. -- 908. (RESERVED).

~~909. WORLD HISTORY HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) GRADES 4 AND 5.~~

~~World History standards do not apply at these grade levels.~~

(3-15-02)

910. -- 916. (RESERVED).

917. FOREIGN LANGUAGE - GRADES 4 AND 5, SECTIONS 918 THROUGH 923.

918. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

919. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.
	b. Identify expressions used historically and idiomatically.
02. Understand interrelationships between language study and the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.
	b. Examine the use of the target language in the arts and humanities disciplines
03. Understand the interrelationships between cultures and the language of those cultures.	a. Recognize regional differences within the language and culture(s) being studied.
	b. Identify cultural beliefs of people in the target language.
	c. Identify patterns and behaviors and their interaction in various settings in the target language.
	d. Recognize contributions of native cultures to the target language being studied.

(3-15-02)

920. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

921. STANDARD TWO.

Conduct ~~structural~~ analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Conduct analyses of language.	a. Identify and compare diversity within the culture(s) being studied, using authentic <u>materials and resources</u> .
	b. Identify ways one language influences another.
	c. Connect the language of the culture(s) being studied to other disciplines across the curriculum.

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02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) with the one(s) being studied, using authentic materials and resources.	
	b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.	
	b. Critique a musical or visual performance representative of the targeted culture.	
	b. Express a conclusion about a musical or visual performance representative of the targeted culture.	

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922. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.

923. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:	
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture.	
	b. Recognize common phrase groupings and voice inflections.	
	c. Recognize the conventions and styles of language appropriate to different ages and social groups.	
	d. Recognize that an idea may be expressed in multiple ways in the target language.	
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations.	
	b. Create community awareness of a culture through a foreign language.	
03. Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.	

(3-15-02)

924. -- 925. (RESERVED).

926. INTERDISCIPLINARY HUMANITIES - GRADES 6 THROUGH 8.

Interdisciplinary Humanities standards do not apply at these grade levels.

(3-15-02)

927. -- 933. (RESERVED).

934. VISUAL AND PERFORMING ARTS - GRADES 6 THROUGH 8, SECTIONS 935 THROUGH 940.

935. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.

936. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

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Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
01. Understand the historical and cultural contexts of the visual and performing arts.	a. MUSIC: 1. Investigate the relationship of a country's traditions and its music. 2. Explain the influence of historical events upon the development of music.
	b. VISUAL ARTS: 1. Explain the influence of historical events upon the development of artistic styles (e.g., modernism, cubism, impressionism). 2. Draw connections between recognizable traits or characteristics of artists sharing a common country or regional style.
	c. THEATRE: 1. Explain the origins of Greek theatre and its impact upon modern society and culture. 2. Discuss various historical changes and developments in the theatre and stage.
	d. DANCE: 1. Investigate dance traditions and conventions of the United States and compare them with traditions and conventions of other countries, cultures, and geographic locations. 2. Examine the influence of historical events on the development of dance.
02. Understand interrelationships among visual and performing arts disciplines.	a. MUSIC: 1. Document factors influencing art forms throughout history. 2. Compare a musical style with another art form sharing a similar style or movement.
	b. VISUAL ARTS: 1. Document factors influencing art forms throughout history. 2. Compare an art style, movement, or theory that shares characteristics with another art form.
	c. THEATRE: 1. Document factors influencing art forms throughout history. 2. Compare the bare, simple approach of modern theatre with another modern art form.
	d. DANCE: 1. Document factors influencing art forms throughout history. 2. Compare and contrast traditional and modern ballet and find a counterpart with another art form sharing traditional and modern forms.

(3-15-02)

937. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

938. STANDARD TWO.

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
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01. Conduct analyses in the arts and humanities disciplines.	a. MUSIC: 1. Compare and contrast characteristics and content of various musical forms. 2. Examine music as a means of communication. 3. Use music vocabulary to discuss works of music. b. VISUAL ARTS: 1. Recognize and respond to characteristics and content of various art forms. 2. Investigate and evaluate the visual arts as a way to create and communicate meaning. 3. Analyze the visual arts of different cultures and time periods and compare to one's own culture. 4. Interpret a variety of art works using arts vocabulary. c. THEATRE: 1. Investigate and evaluate theatre as a way to create and communicate meaning. 2. Compare theatre of different cultures and time periods to contemporary theatre. 3. Assess one's interpretation of a dramatic scene with interpretations of others. 4. Explain how dramatic elements (e.g., lighting, properties, scenery) can contribute to the meaning of a dramatic work. d. DANCE: 1. Communicate information about an idea or event through dance. 2. Discuss various responses and interpretations of a dance performance. 3. Explain how lighting, music, and costuming can contribute to the meaning of a dance. 4. Explain the role of dance in different time periods.
02. Engage in reasoned dialogue about arts and humanities issues.	a. MUSIC: 1. Defend one's personal preferences in music. 2. Describe the significance of music in contemporary society. 3. Explain the role of music as entertainment today. b. VISUAL ARTS: 1. Assess the characteristics of personal work and the work of others. 2. Investigate the various purposes art plays in society today (e.g., beauty, commercial, personal expression). c. THEATRE: 1. Explain the place of role-playing in contemporary society. 2. Describe the concept of the hero in real life, in theatrical presentations, and in film. d. DANCE: 1. Examine how dance reveals universal concepts and themes. 2. Compare how various dance forms express different ideas (e.g., classical ballet/traditional love stories or modern ballet/ free movement). 3. Examine the role of dance in holidays and traditional celebrations. 4. Select an abstract idea and find examples of various works of art that represent this concept.

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03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. MUSIC:	
	1. Express/Justify personal preferences for a specific work using appropriate arts vocabulary based on philosophical, aesthetic, or ethical arts issues.	
	2. Critique a work based on given criteria.	
	3. Justify personal preferences based on knowledge of music.	
	4. Debate copyright issues in music.	
	b. VISUAL ARTS:	
	1. Justify one's personal preferences based on knowledge of the elements of art.	
	2. Describe the difference between an artistic work's purpose and its visual presentation.	
	2. Critique a work based on given criteria.	
	2. Describe the purpose and visual presentation of an artistic work.	
	3. Debate copyright issues in visual arts.	
	c. THEATRE:	
	1. Defend one's personal preferences for parts of a dramatic work.	
	2. Discuss drama as a study of human character and personality.	
	3. Use theatrical vocabulary to assess a dramatic performance.	
	d. DANCE:	
	1. Examine how dance contains characteristics and merits on which to assess one's work and the work of others.	
	2. 1. Use appropriate vocabulary when analyzing a dance performance.	
	3. 2. Identify criteria for evaluating dance (e.g., skills of dancers, originality, visual and/or emotional impact, variety and contrast).	

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939. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

940. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	
01. Understand concepts essential to visual and performing arts.	a. MUSIC:	
	1. Improvise simple melodic phrases.	
	2. Read and notate music (e.g., time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).	
	3. Define basic principles of meter, rhythm, tonality, intervals, and chords.	
	b. VISUAL ARTS:	
	1. Describe factors that make a specific art media, technique, or process effective in communicating an idea.	
	2. Use different media, techniques, and processes to communicate an idea or to tell a story.	

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	c. <u>THEATRE:</u>	
	1. <u>Improvise dialogue to tell stories and record information at a personal level.</u>	
	2. <u>Create characters, environments, and situations to convey a specific idea or mood.</u>	
	3. <u>Vary movements and vocal qualities to convey an interpretation of a dramatic work.</u>	
	d. <u>DANCE:</u>	
	1. <u>Choreograph correct strengthening and stretching sequences that include all the large muscle groups.</u>	
	2. <u>Isolate the movement in major body parts.</u>	
	3. <u>Illustrate muscular involvement that results in movement qualities.</u>	
	4. <u>Identify and use correctly the large muscle groups in coordinated ways.</u>	
	5. <u>Maintain both stationary and moving alignment, balance, and control.</u>	
042. <u>Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</u>	a. <u>MUSIC:</u>	
	1. <u>Sing or play with good breath control, expression, and technical accuracy.</u>	
	2. <u>Demonstrate appropriate ensemble skills.</u>	
	3. Improvise simple melodic phrases.	
	3. <u>Implement elements of music composition (e.g., unity and variety, tension and release, balance, acoustic and electronic sound sources).</u>	
	5. 4. Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).	
	6. Define basic principles of meter, rhythm, tonality, intervals, and chords.	
	b. <u>VISUAL ARTS:</u>	
	1. Describe factors that make a specific art media, technique, or process effective in communicating an idea.	
	2. <u>1. Illustrate how visual structures (e.g., line, color, shape, repetition, rhythm, balance) and functions of art improve communication of one's ideas.</u>	
	3. 2. Use visual, spatial, and temporal concepts to communicate meaning in a work of art.	
	4. Use different media, techniques, and processes to communicate an idea or to tell a story.	
	c. <u>THEATRE:</u>	
	1. <u>Describe factors that make a specific art media, technique, or process effective in communicating an idea.</u>	
	2. <u>1. Illustrate how visual structures (e.g., line, color, shape, repetition, rhythm, balance) and functions of art improve communication of one's ideas.</u>	
	3. <u>Use visual, spatial, and temporal concepts to communicate meaning in theatre.</u>	
	4. <u>Use nonverbal theatre (mime) mime theatre to communicate an idea or tell a story.</u>	

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	<p>d. DANCE:</p> <p>1. Design an effective personal warm-up.</p> <p>2. Choreograph correct strengthening and stretching sequences that include all the large muscle groups.</p> <p>3. Isolate the movement in major body parts.</p> <p>4. Illustrate muscular involvement that results in movement qualities (heavy, delicate, limp, powerful).</p> <p>5. Identify and use correctly the large muscle groups in coordinated ways.</p> <p>6. Maintain both stationary and moving alignment, balance, and control.</p> <p>7. 1. Identify and execute off-center movement phrases.</p> <p>8. 2. Identify and execute movement in the three planes (e.g., vertical/frontal, sagittal, horizontal).</p> <p>9. 3. Create and follow a floor pattern.</p> <p>10. 4. Select and/or make costumes that support the intent of a dance.</p>	
03. Communicate in the visual and performing arts through creative expression.	<p>a. MUSIC:</p> <p>1. Compose music within specific guidelines (e.g., ABA form, limited range, simple rhythms).</p> <p>2. Use a variety of traditional and nontraditional sound sources and electronic media when composing music.</p> <p>3. Perform a work of music considering the intent of its creator.</p> <p>4. Demonstrate appropriate behavior while attending and/or participating in arts events.</p> <p>b. VISUAL ARTS:</p> <p>1. Perform or e Create and critique a work considering the intent of its creator.</p> <p>2. Create a work of art that expresses personal understanding, opinions, and beliefs using knowledge of the arts.</p> <p>3. Demonstrate appropriate behavior while attending and/or participating in arts events.</p> <p>4. Show respect for personal work and works of others.</p> <p>5. <u>Create an art work that conveys a human experience or expression.</u></p> <p>c. THEATRE:</p> <p>1. Perform or create a work considering the intent of its creator.</p> <p>2. Create a work of art that expresses personal understanding, opinions, and beliefs using knowledge of the arts.</p> <p>3. Plan visual and aural elements and direct improvised and scripted scenes.</p> <p>4. Demonstrate appropriate behavior while attending and/or participating in theatrical events.</p> <p>5. Show respect for personal work and works of others.</p> <p>d. DANCE:</p> <p>1. Perform two contrasting dance styles (e.g., hip hop, lyrical jazz) within a single genre.</p> <p>2. Perform two out of the three recreational forms (e.g., international folk, square, social).</p> <p>3. Replicate a very fast dance (e.g., allegro vivace, presto).</p> <p>4. Choreograph a duet demonstrating an understanding of choreographic principles.</p> <p>5. Create a round or canon form for a group of dancers to perform.</p> <p>6. Memorize, practice, refine, and perform a dance created by someone else.</p>	

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941. -- 942. (RESERVED).

~~943. WORLD HISTORY-HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) -- GRADES 6 THROUGH 8.~~

~~World History standards do not apply at these grade levels.~~

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944. -- 950. (RESERVED).

951. FOREIGN LANGUAGE - GRADES 6 THROUGH 8, SECTIONS 952 THROUGH 955.

952. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

953. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.	
	b. Identify expressions used historically and idiomatically.	
02. Understand the interrelationships between language study and the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.	
	b. Examine the use of the target language in the arts and humanities disciplines.	
	c. Compare linguistic, cultural, and traditional relationships.	
03. Understand the interrelationships between cultures and the language of those cultures.	a. Recognize regional differences within the language and culture(s) being studied.	
	b. Identify cultural beliefs of people in the target language.	
	c. Identify patterns and behaviors and their interaction in various settings in the target language.	
	d. Recognize and compare contributions of native cultures to the target language being studied.	

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954. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

955. STANDARD TWO.

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	
01. Conduct analyses of language.	a. Identify and compare diversity within the culture(s) being studied, using authentic materials and resources.	
	b. Identify ways one language influences another.	
	c. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	

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02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) with the one(s) being studied, using authentic materials and resources.	
	b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.	
	b. Critique a musical or visual performance representative of the targeted culture, predicting possible identifying philosophical, aesthetic, or ethical issues.	

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956. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.

957. STANDARD THREE. Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture.	
	b. Recognize and produce common phrase groupings and voice inflections.	
	c. Recognize the conventions and styles of language appropriate to different ages and social groups.	
	d. Recognize and provide examples of how an idea may be expressed in multiple ways in the target language.	
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations.	
	b. Create community awareness of a culture through a foreign language.	
	c. Use appropriate language to exchange information about topics at a personal level.	
03. Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.	

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958. -- 959. (RESERVED).

960. INTERDISCIPLINARY HUMANITIES - GRADES 9 THROUGH 12, SECTIONS 961 THROUGH 966.

961. HISTORICAL AND CULTURAL CONTEXTS OF INTERDISCIPLINARY HUMANITIES.

962. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of	Content Knowledge and Skills:
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grade 12, the student will:	
01. Understand the historical contexts of the arts and humanities.	a. Identify, in context, events and people influential in the development of historical and living cultures.
	b. Demonstrate the ways in which the arts and humanities affect historical events.
	c. Know Illustrate how an artifact symbolizes and reflects a particular culture and/or religious belief.
02. Understand the interrelationships within the arts and humanities disciplines.	a. Acquire a working vocabulary of two or more humanities disciplines.
	b. Compare and contrast the products and processes of two humanities disciplines.
	c. Examine the relationship between two or more disciplines and the extent to which they enhance or influence each other.
03. Understand the interrelationships between cultures and the arts and humanities.	a. Identify the ways the structure of an art or discipline mirrors the structure and values of society.
	b. Assess the ways that the humanities <u>disciplines</u> affect human relationships.

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963. CRITICAL THINKING IN INTERDISCIPLINARY HUMANITIES.

964. STANDARD TWO.

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

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

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965. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT

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KNOWLEDGE AND SKILLS IN THE INTERDISCIPLINARY HUMANITIES.

966. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

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

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967. -- 968. (RESERVED).

969. VISUAL AND PERFORMING ARTS - GRADES 9 THROUGH 12, SECTIONS 970 THROUGH 975.

970. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.

971. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the historical and cultural contexts of the visual and performing arts.	a. MUSIC:
	1. Identify representative musical works from a variety of cultures and historical periods.
	2. Outline the purpose and function of a particular form of music through history.
	3. Compare and contrast aesthetical aspects of music aesthetics musical aesthetics from different cultural perspectives.

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	<p>b. VISUAL ARTS:</p> <p>1. Compare and contrast the historical, social, and environmental contexts that influence artistic expression.</p> <p>2. Identify representative visual works of art from a variety of cultures and historical periods.</p> <p>3. Compare and contrast aesthetics (study of beauty, art, and taste) from different cultural perspectives.</p> <p>4. Outline the history, purpose, and function of a particular visual art form.</p> <p>c. THEATRE:</p> <p>1. Show how theatre has a history, purpose, and function in cultures.</p> <p>2. Compare and contrast the various historical and cultural contexts that influenceing theatrical expression.</p> <p>3. Identify representative dramatic works from a variety of cultures and historical periods.</p> <p>4. Trace the meaning of a dramatic term, such as “tragedy,” “comedy,” or “protagonist” through history.</p> <p>5. Illustrate an understanding of cultural and historical perspectives required by a specific text.</p> <p>d. DANCE:</p> <p>1. Use historical inquiry to examine the relationships between dance works and the culture and times in which they exist.</p> <p>2. Show how dance has a history, purpose, and function in cultures.</p> <p>3. Explore the human experience as it relates to dance across cultures and time.</p>
<p>02. Understand interrelationships among visual and performing arts disciplines.</p>	<p>a. MUSIC:</p> <p>1. Identify various musical forms that have literary or artistic counterparts in other arts disciplines (expressionist art, music).</p> <p>2. Make connections between the history of one art form and another related art form (music and art history).</p> <p>b. VISUAL ARTS:</p> <p>1. Identify the use of visual arts in theatre, dance, and musical productions.</p> <p>2. Identify artists who practice in more than one art form.</p> <p>3. Relate the trends and movements in visual art to other disciplines in the arts and humanities.</p> <p>c. THEATRE:</p> <p>1. Demonstrate the use of art forms required for dramatic performances that create functional scenery, properties, lighting, sound, costumes, and makeup.</p> <p>2. Plan visual and aural elements for improvised and scripted scenes.</p> <p>d. DANCE:</p> <p>1. Demonstrate the use of art forms required for dance performances that create functional scenery, properties, lighting, sound, costumes.</p> <p>2. Show how dance ideas can originate from visual arts works.</p>

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972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

973. STANDARD TWO.

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Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Conduct analyses in the arts and humanities disciplines.	a. MUSIC: 1. Develop and use music vocabulary to discuss musical forms. 2. Analyze <u>Compare</u> two contrasting musical works. 3. Discuss the similarities and differences of artistic styles. 4. Recognize common themes that <u>appearing</u> in music throughout history.
	b. VISUAL ARTS: 1. Develop and use arts vocabulary to discuss a variety of art forms. 2. Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives.
	c. THEATRE: 1. Develop and use theatre vocabulary to critique dramatic performances. 2. Develop and present basic analyses of theatrical works from different perspectives. 3. Compare the relationship between traditional theater <u>theatre and contemporary trends in entertainment.</u>
	d. DANCE: 1. Develop and use dance vocabulary to discuss a variety of dance forms and styles. 2. Present analyses of dance performances, through <u>examining</u> how dance creates and communicates meaning. 3. Recognize point of view as <u>physical, psychological, and/or cultural aspects of dance.</u>
02. Engage in reasoned dialogue about arts and humanities issues.	a. MUSIC: 1. Write an informed critique about a live musical performance. 2. Offer an informed opinion regarding current arts issues in one's community.
	b. VISUAL ARTS: 1. Identify the role of the arts in today's society, including career and avocation opportunities. 2. Discuss the relationship between concepts of "truth" and beauty in the visual arts.
	c. THEATRE: 1. Discuss the <u>recurring</u> interest in classical drama techniques and procedures. 2. Describe a modern drama as significant and thoughtful.
	d. DANCE: 1. Explore reasons why subjects and ideas are reinterpreted through the arts in different cultures. 2. Examine how dance reveals universal concepts and themes.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. MUSIC: 1. Express personal preference for music, using appropriate musical terminology. 2. Research and report on controversial issues in musical circles. 3. Offer an alternative for copyright infringement, both for the consumer and the artist. 4. Critique a musical work or performance based on given criteria.

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	b. VISUAL ARTS:	
	1. Express personal preference for visual art, using appropriate arts vocabulary.	
	2. Discuss the dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work.	
	3. Identify common symbols used in interpreting visual arts.	
	c. THEATRE:	
	1. Articulate and justify personal aesthetic criteria with the intent of a final aesthetic achievement (quality).	
	1. Describe and Defend one's rationale for critiquing a dramatic performance.	
	2. Discuss, research, and analyze production and performance appropriateness of a theatrical work within a given community.	
	d. DANCE:	
	1. Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions.	
	2. Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performances, choreography, and other aspects of a dance presentation.	
	3. Examine how a dance may elicit interpretations different from those intended by the dancer.	

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974. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

975. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	
01. <u>Understand concepts essential to visual and performing arts.</u>	a. MUSIC:	
	1. <u>Improvise musical lines using rhythm, melodic embellishments, and harmony.</u>	
	2. <u>Articulate a method of consistent and efficient musical practice.</u>	
	b. VISUAL ARTS:	
	1. <u>Develop skills necessary to apply artistic techniques and processes.</u>	
	2. <u>Use media, techniques, and processes that convey artistic intentions.</u>	
	3. <u>Analyze effectiveness of various selections of art in relation to organizational structures and functions.</u>	
	4. <u>Demonstrate how organizational principles and functions can be used to solve specific visual arts problems.</u>	
	c.- THEATRE:	
	1. <u>Interpret scripts to convey story and meaning to an audience.</u>	
	2. <u>Research and apply physical, emotional, and social dimensions involved in creating character.</u>	
	3. <u>Analyze visual, aural, oral, and kinetic elements of a dramatic performance.</u>	

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	<p>d. <u>DANCE:</u></p> <p>1. Use and refine complex movement patterns from two different genres.</p> <p>2. Describe similarities and differences between two contemporary theatrical/concert dance forms.</p>	
042. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	<p>a. <u>MUSIC:</u></p> <p>1. 1. Perform in an ensemble or as a soloist soles-using appropriate musical technique (e.g., breath control, intonation, expression, technical accuracy, phrasing and interpretation).</p> <p>2. Interpret/perform a musical selection, respecting the intent of its creator.</p> <p>2. Improvise musical lines using rhythm, melodic embellishments, and harmony.</p> <p>3. Articulate a method of consistent and efficient musical practice.</p> <p>b. <u>VISUAL ARTS:</u></p> <p>1. Develop skills necessary to apply artistic techniques and processes.</p> <p>2. 1. Interpret a work, respecting the intent of its original creator.</p> <p>3. 2. Demonstrate appropriate behavior while attending or participating in arts events.</p> <p>4. 3. Show respect for personal work and work of others.</p> <p>5. Use media, techniques, and processes that convey artistic intentions.</p> <p>6. Analyze the effectiveness of various selections of art in relation to organizational structures and functions.</p> <p>7. Demonstrate how organizational principles and functions can be used to solve specific visual arts problems.</p> <p>c. <u>THEATRE:</u></p> <p>1. Show how varying collaborative efforts and artistic choices can affect performances and formal productions.</p> <p>2. Construct imaginative scripts that convey story and meaning to an audience.</p> <p>3. Interpret/perform a work respecting the intent of its creator.</p> <p>4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.</p> <p>5. Improvise and refine scripts to convey story and meaning to an audience.</p> <p>6. Research and apply physical, emotional, and social dimensions involved in creating character.</p> <p>7. Analyze visual, aural, oral, and kinetic elements of a dramatic performance.</p> <p>d. <u>DANCE:</u></p> <p>1. Use and refine complex movement patterns from two different genres.</p> <p>2. 1. Identify and incorporate cultural styles and nuances in a selected genre.</p> <p>3. 2. Study a choreographer's intent and interpret it clearly for an audience.</p> <p>4. Perform and describe similarities and differences between two contemporary theatrical/concert dance forms.</p>	

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<p>023. Communicate in the visual and performing arts through creative expression.</p>	<p>a. MUSIC:</p> <p>1. Demonstrate advanced ensemble skills.</p> <p>2. Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.</p> <p>3. Sing or play a varied repertoire of music literature with expression and technical accuracy.</p> <p>4. 3. Perform with expression and technical accuracy varied musical works at a moderate level of difficulty with expression and technical accuracy.</p> <p>5. 4. Improvise rhythmic and melodic variations on given melodies.</p> <p>b. VISUAL ARTS:</p> <p>1. Plan a work of art Applying media, techniques, and processes with sufficient skill, confidence, and sensitivity that one's intentions are carried out in works of art.</p> <p>2. Apply various symbols, subjects, and ideas in one's artwork.</p> <p>3. Illustrate the effectiveness of various artworks in terms of organizational structures and functions.</p> <p>c. THEATRE:</p> <p>1. Create design sets that enhance the meaning of a performance.</p> <p>2. 1. Develop and sustain a character that who communicates with the audience.</p> <p>3. 2. Organize and conduct rehearsals for formal or informal productions.</p> <p>4. 3. Plan and Develop original set designs of sets to convey environments that support the a dramatic text.</p> <p>5. 4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.</p> <p>d. DANCE:</p> <p>1. Demonstrate the ability to vary thematic movements themes.</p> <p>2. Create a climactic dramatic moment within a long phrase, using contrast in energy and tempo.</p> <p>3. Compose dance studies that exhibiting a range of structural forms (e.g., ABA, variation, canon, rondo, chance).</p> <p>4. Choreograph a dance with a clear intent.</p> <p>5. Choreograph a dance without music and select or create an effective accompaniment.</p> <p>6. Work with a partner on interrelated movement sequences (supporting, giving and receiving weight, counterbalancing).</p> <p>7. Contrast balanced and off balance movement as in fall and recovery.</p> <p>8. Identify and execute three dimensional movement.</p>
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976. -- 977. (RESERVED).

978. WORLD HISTORY HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) GRADES 9 THROUGH 12, SECTIONS 979 THROUGH 984.

979. HISTORICAL AND CULTURAL CONTEXTS OF WORLD HISTORY.

980. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

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Standard Breakout—By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the historical contexts of the arts and humanities disciplines among various cultures.	a. Identify an example of the arts or humanities that has influenced or reflected an historical event.
	b. Know how an artifact symbolizes and reflects a particular culture and its ideology.
02. Understand the cultural contexts of the arts and humanities disciplines.	a. Identify an example of the arts or humanities that has influenced or reflected a cultural event.
	b. Identify a literary, artistic, or philosophical work that influences or reflects cultural values.
03. Understand the interrelationships within the arts and humanities disciplines.	a. Determine the characteristics of a particular artistic style and identify how that style reflects religious, cultural, or societal values.
	b. Describe ways in which artifacts symbolize and reflect a particular culture and its ideology.
	c. Identify a political theme captured in various works of art, as well as movements in art.
	d. Identify how a world religion has influenced and enhanced the arts and humanities.
04. Understand the interrelationships between cultures and the arts and humanities.	a. Explain how a work of literature reflects the political and intellectual climate of its historical context.
	b. Relate the significance of nationalism, patriotism, and cultural identity in the arts and humanities (national anthems, dances, customs, and religious practices).

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981. — CRITICAL THINKING IN WORLD HISTORY.

982. — STANDARD TWO.

Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout—By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Conduct analyses in the arts and humanities disciplines.	a. Use the Socratic Method to analyze a discipline in the arts or humanities.
	b. Identify and explain how a historical figure, event, or condition has dramatically impacted philosophical, aesthetic, or ethical issues.
	c. Understand the main reasons for major migration of people.
	d. Explain the importance and levels of social classes.
02. Engage in reasoned dialogue about arts and humanities issues.	a. Discuss the ethical limits to the pursuit of peace, prosperity, and individual happiness.
	b. Explain how the arts make a society more humane, compassionate, and enjoyable.
	c. Describe a world society void of the arts and humanities.
	d. Draw parallels between the lives, works, and influences of representative artists throughout history.
03. Demonstrate informed judgment	a. Compare and contrast documented facts with intentional or unintentional

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about philosophical, aesthetic, or ethical arts issues.	distortions of a historical record.	
	b. Describe the major influence of world religion on government, culture, technological development, and social conduct.	
	c. Compare similarities among contemporary and historical works of literature, art, music, dance, and drama.	
	d. Compare cultural similarities and/or differences among contemporary Post-World War II works of literature, art, music, dance, and drama.	
	e. Explain how visual, spatial, temporal, and functional values of artworks are tempered by history.	

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983. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN WORLD HISTORY.

984. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout – By the end of grade 12, the student will:	Content Knowledge and Skills:	
01. Understand the basic knowledge essential to world history.	a. Recognize the five components that define civilization (highly organized society, specialized workers, communication, advanced technology, and complex institutions).	
	b. Show the causes and effects of social stratification.	
	c. Illustrate ways in which the arts and humanities break through class barriers.	
	d. Demonstrate common themes in the arts and humanities that appear in various historical periods.	
02. Communicate in the humanities disciplines through application of knowledge.	a. Report on how a literary work relates to the history and culture from which it originated.	
	b. Participate in a dialogue that debates the pros and cons of a state-supported system in the arts and humanities versus private sponsored funding of the arts and humanities in a modern society.	
03. Communicate in the humanities disciplines through creative expression.	a. Create an artistic work that expresses the uniqueness of a historical period.	
	b. Apply the concepts of artistic criticism to representative works from a historical period.	

(3-15-02)

985. -- 986. (RESERVED).

987. FOREIGN LANGUAGE - GRADES 9 THROUGH 12, SECTIONS 988 THROUGH 993.

988. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

989. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

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Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.
	b. Identify and categorize expressions used historically and idiomatically.
02. Understand the interrelationships between language study and the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.
	b. Examine and critique the use of the target language in the arts and humanities disciplines.
	c. Compare and contrast linguistic, cultural, and traditional relationships.
	d. Compose an original work employing the target language.
03. Understand the interrelationships between cultures and the language of those cultures.	a. Identify regional differences within the language and culture(s) being studied.
	b. Outline cultural beliefs of people in the target language.
	c. Identify patterns and behaviors and their interaction in various settings in the target language.
	d. Recognize and compare contributions of native cultures to the target language.

(3-15-02)()

990. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

991. STANDARD TWO.

Conduct ~~structural~~ analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Conduct structural analyses of language.	a. Identify and compare perspectives and diversity of the culture(s) being studied, using authentic <u>materials and resources</u> .
	b. Analyze the influence of the language being studied on other languages and cultures.
02. Engage in reasoned dialogue about language.	a. Compare and contrast local culture with the one(s) being studied, using authentic <u>materials and resources</u> .
	b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.
	b. Critique a musical or visual performance representative of the targeted culture, predicting possible philosophical, aesthetic, or ethical issues.

(3-15-02)()

992. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.

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993. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture.	
	b. Recognize and produce common phrase groupings and voice inflections.	
	c. Recognize the conventions and styles of language appropriate to different ages and social groups.	
	d. Use appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending invitations, apologizing, closing a conversation).	
	e. Recognize and provide examples of how an idea may be expressed in multiple ways in the target language.	
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations.	
	b. Use target language to express one's point-of-view through the exchange of personal feelings and ideas with members of the target culture.	
	c. Create community awareness of a culture through a foreign language.	
	d. Use appropriate language to exchange information about national and international topics (e.g., information from newspaper or magazine articles, programs on television, radio, or video).	
	e. Write in the target language in a variety of forms (personal essays, poems, letters, stories, e-mail, articles, reports).	
03. Communicate in language study through creative expression.	a. Express preferences, desires, opinions, and feelings in the language being studied.	
	b. React to current issues in the target language.	

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SUBJECT

Proposed Rule Change - 08.02.03 K-12 Language Arts Standards

BACKGROUND

Language Arts Standards were first approved for grades 9-12 in 1999, and then for grades K-8 in 2001.

DISCUSSION

The Language Arts subcommittee has met a couple of times over the past several months to conduct a general review of the language arts standards and make necessary adjustments. The proposed changes are minor and include editing for wordiness and clarity, and shifting items between grade levels.

Approval as proposed rules allows staff to initiate the administrative rules process. A final version of the rule with any changes made during the rules process will be before the Board for final approval before it goes to the Legislature.

BOARD ACTION

A motion to approve as proposed rules 08.02.03.699 through 08.02.03.756 Language Arts Standards with changes as indicated.

Moved by _____, Seconded by _____. Carried Yes ___ No ___

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669. LANGUAGE ARTS/COMMUNICATIONS STANDARDS.

01. Languages And Communications. Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. Encouraging and enabling students to effectively use language remains one of society's most significant tasks. Educators, parents, and communities share responsibility in helping students prepare for productive performance. When students exit high school, they will be able to use reading, writing, listening, speaking, and viewing for personal use, as a citizen and consumer, in the workplace, for cultural enrichment, in the Fine Arts, and for lifelong learning. (3-15-02)

02. Local District Book Lists. Local districts may determine book lists to support the Language Arts/ Communications Standards. If needed, the State Department of Education's English Language Arts Specialist can provide suggested grade-level lists. (3-15-02)

670. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - KINDERGARTEN, SECTIONS 671 THROUGH 675.

671. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word-recognition strategies to fluently read kindergarten materials.
	Phonics/Phonemic Awareness
	b. Using various techniques, identify and /or name two or more words that rhyme: - Complete phrases and sentences with rhyming words; - Produce a word that rhymes with a <u>given one-syllable</u> word; - Recognize if two or more one-syllable words rhyme.
	c. Using varied techniques, orally segment: - Sentences into words; - Syllables into sounds; - Words into syllables and sounds.
	d. Orally blend phonemes into words.
	Phonics
	e. Recognize names of upper and lower case letters.
	f. Associate letters to letter sounds.
	g. Identify beginning, middle, and ending letters in a word.
	Concepts About Print (CAP)
	h.- Identify front of book; - Attend to print; - Use picture clues to support text; - Use story language; - Know where to start reading; - Move left to right across print; - Make return sweep to next line of text; - Match word by word; - Understand first and last of text, top and bottom of page, and order of pages for turning; - Read left page before right page; - Identify one or two letters; first and last letter, and capital letters; point <u>locate</u> specific letters when requested; - Match upper and lower case letters; - Use beginning sounds and final letters.

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	Reading Strategies i. - Draw on prior knowledge, discuss, and generate questions to predict text; - Prior to reading, preview illustrations and opening pages of a text, title page, and table of contents. Context Clues j. Use pictures and follow patterns to group <u>gain</u> meaning from print. Word Analysis k. Use beginning letter sounds and pictures to identify words in order to cross check.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Offer relevant background information during pre-reading discussion. b. Demonstrate understanding of vocabulary of story during post-discussion or story response.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Retell a story that includes setting, plot, and characters. b. Identify the following story elements within a literary text: - Character; - Setting; - Simple sequence of events, including clear beginning, middle, and end; - Problems and solutions. c. Determine cause and effect relationships by responding to “why,” “how,” and “what-if” questions. d. Distinguish between <u>real and pretend</u> (fiction and nonfiction) and real and pretend.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate resources for finding words in the classroom: - Word wall; - Color word chart; - Number word chart; - Familiar books; - Children's name labels and name tags; - Pictionary; - Computer; - Title page; - Dictionary.
05. Read for technical information.	a. Identify five software icons located in the classroom and school.

(3-15-02)()

672. WRITING.

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

(3-15-02)()

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

(3-15-02)()

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673. LISTENING.

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

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

(3-15-02) ()

674. SPEAKING.

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

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

(3-15-02) ()

675. VIEWING.

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

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

(3-15-02) ()

676. -- 678. (RESERVED).

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679. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 1, SECTIONS 680 THROUGH 684.

680. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. (3-15-02)

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional electronic materials for information and understanding.	a. Use decoding and word recognition strategies to fluently read first-grade materials.
	Phonics/Phonemic Awareness
	b. Identify words within a sentence.
	c. Distinguish syllables within words.
	d. Recognize two or more rhyming words.
	e. Complete and produce a rhyming word.
	f. Discriminate between two sounds.
	g. Imitate sounds.
	h. Identify isolated initial and final sounds.
	i. Blend phonemes to make a word.
	j. Segment a word into phonemes. - Deletion; - Addition; - Substitution; - Transposition.
	k. Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonants, consonant blends/digraphs, short/long vowels, and letter/sound correspondences.
	l. Use onset and rhymes to create and decode new words that include blends and digraphs.
	m. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
	n. Automatically read 150 high-frequency or sight words.
	o. Apply knowledge of reading strategies.
	BeforePre-Reading Strategies
	p. Draw on prior knowledge, discuss and generate questions to predict text.
	q. In order to predict text, preview illustrations, title page, and other text pages.
	Context Clues
	r. Integrate visual, structural, and meaning cues to gain understanding of text.
	s. Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.
	t. To guide in meaning, use conventions of print such as punctuation, commas, periods, question marks, and quotation marks.
	u. To gain oral fluency and expression, use proper phrasing and rereading.
	v. Use proper phrasing and rereading to gain oral fluency and expression.
	Reading Comprehension Strategies
	w. Identify main idea.
	x. Sequence events of a story.
	y. Read beyond text to make inferences and draw conclusions.
	Word Analysis
	z. To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.
02. Read and respond to a variety of	a. Read and evaluate grade-level literature; identify vocabulary, genres, and

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literature to compare and contrast the many dimensions of the human experience.	text features. - Identify and compare plots, settings, and characters of two stories; - Retell basic plots and/or main ideas of fiction and nonfiction.
	b. Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.
	b. Sequentially retell a story; include details related to setting, plot, and characters.
	c. To demonstrate critical listening, recall details by responding to questions asking “who,” “what,” “where,” and “when.”
	d. Determine cause and effect relationships by responding to “why,” “how,” and “what-if,” questions.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate information using the following informational text and resources: - Alphabetical order; - Book parts: title page, table of contents, and glossary.
05. Read for technical information.	a. Use organizational features of text.
	b. Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.

(3-15-02)

681. WRITING.

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

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

682. LISTENING.

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

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

(3-15-02) ()

683. SPEAKING.

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

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

(3-15-02) ()

684. VIEWING.

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

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

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(3-15-02)

685. -- 687. (RESERVED).

688. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 2, SECTIONS 689 THROUGH 693.

689. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word recognition strategies to fluently read second-grade materials.
	Phonics/Phonemic Awareness
	b. Identify and name two or more words that rhyme.
	c. Distinguish syllables within words.
	d. Recognize and use the following to decode words: - Beginning, medial, and ending sounds; - Consonant blends and digraphs; - Short and long vowels; - R-controlled vowels; - Similarities among word structures, such as word families, and syllabication rules.
	e. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
	f. Automatically read a bank of 150-200 high-frequency words.
	Pre-Reading Strategies
	g. Draw on prior knowledge, discussion, and generating of questions to predict text.
	h. Prior to reading text, preview illustrations and such opening pages of text such as the title page, table of contents, and other introductory pages.
	Context Clues
	i. Use context clues to choose correct meanings of identified words within a reading passage.
	j. Monitor own reading comprehension by self-correcting and rereading.
	k. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.
	l. Use the following punctuation cues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and oral fluently reading aloud.
	Word Analysis Skills
	m. Apply knowledge of compound words, contractions, and homophones to determine word meanings of words and phrases.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres. - Identify and compare plots, setting, and characters of two stories; - Retell basic plots of folktales, legends, fables, and fairy tales.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Retell a story and include setting, plot, and characters.
	b. Identify the following story elements within a literary text: - Characters and their traits and motivations which that determine causes for actions; - Setting; - Sequential events of a plot, including a clear beginning, middle, and end; - Problems and solutions.

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	<p>c. Recall and recognize relevant details in a passage by responding to <u>questions asking</u> “who,” “what,” “where,” and “when-” <u>questions</u>.</p> <p>d. Determine cause and effect relationships by responding to “why,” “how,” and “what-if” questions.</p> <p>e. Draw logical conclusions based on information read.</p> <p>f. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate information using dictionaries, encyclopedias, and informational books: - Recognize alphabetical order; - Name and use the following book parts: title page, table of contents, and glossary.

(3-15-02)()

690. WRITING.

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

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

(3-15-02)()

691. LISTENING.

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

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

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03. Listen for critical analysis and evaluation.	a. Listen for answers to specific questions and for specific purposes in response to nonfiction.
	b. Determine rhyming words that have been logically omitted from an orally- presented poem or rhyming book.
04. Listen to and follow directions.	a. Frequently provide opportunities for students to follow <u>Follow one- to four-</u> step verbal <u>oral</u> directions.

(3-15-02) ()

692. SPEAKING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures.
	b. Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve <u>solutions to</u> problems.
	b. Use causes and /effects and similarities and /differences to demonstrate a key point.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.

(3-15-02) ()

693. VIEWING.

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

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

(3-15-02)

694. -- 696. (RESERVED).

697. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 3, SECTIONS 698 THROUGH 702.

698. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

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<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read third-grade materials.
	Phonics
	b. Employ multiple strategies to identify words using spelling patterns and syllabication.
	c. Use phonics cues to automatically decode words and cueing strategies to fluently read third grade text.
	d. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
	Context Cues
	de. Use context cues to determine correct meanings of identified words within a reading passage.
	ef. Recognize words that signal transitions to determine sequence and meaning of text.
	fg. Recognize relationship between a pronoun and its referent.
	Word Analysis CuesSkills
	gh. Apply knowledge of contractions, synonyms, antonyms, synonyms , homonyms, and multiple meanings to determine meanings of words and phrases.
	hi. Use knowledge of root words to determine meanings of unknown words within a passage.
	Syntax Cues
	ij. Use knowledge of written language to anticipate words when reading.
	jk. Before, during, and after reading, locate information to clarify text structure and content.
	kl. Locate and gather information for a variety of purposes.
	lm. Paraphrase and summarize text.
	mn. Draw inferences and conclusions from text.
	no. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format.
	op. Determine main idea within a text and identify relevant details and facts.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.
	b. Evaluate new information and relate to known information and ideas.
	c. Compare and contrast information about same topic after reading two or more passages or articles.
	d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.
	e. Identify cause and effect and statements of fact and opinion.
	f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b. Identify the following story elements within a literary text: - Characters and their traits, and motivations that determine causes for actions;-

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	Setting; - Sequencing of main events; - Problems and solutions.
	c. <u>Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</u>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use appropriate strategies when reading for the following purposes: Comprehension; Locating information; Personal enjoyment.
	b. Generate questions about important and interesting issues.
	c. <u>Based on an investigation, organize and interpret information to draw a logical conclusion based on an investigation.</u>
05. Read for technical information.	a. Identify and use such traditional sources <u>such</u> as reference books, library materials, experts, and electronically stored sources to locate and acquire information.
	b. Identify uses of graphics, graphs, tables, and diagrams, parentheses, italics, and bold print.
	c. Identify text structure.
	d. Locate and demonstrate understanding <u>of</u> sequence words.

(3-15-02) ()

699. WRITING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Understand and use the writing process.	a. Demonstrate <u>an</u> understanding and application of the writing process: - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.
	b. Legibly write in a variety of formats to record, generate, and reflect upon ideas.
	c. Identify and use appropriate style and vocabulary for audience and purpose.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions off for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.
	b. Develop a paragraph that incorporates a clear and focused main idea that is supported by details and examples that are appropriate to topic, audience, and purpose. - Use topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization; - Write for personal and practical needs.
03. Write a narrative essay which <u>that</u> aligns with the fourth-grade Direct Writing Assessment.	a. Create a multiple-paragraph narrative composition that provides an introductory paragraph that establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.
	b. Write and publish original creative works that incorporate figurative and descriptive language.

(3-15-02) ()

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700. LISTENING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Listen for information and	a. Listen and respond to a variety of electronic and live presentations.

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understanding.	
	b. Listen to gain enrichment and information about various cultures.
	c. Demonstrate effective interpersonal listening skills.
02. Listen for literary response and expression.	a. Listen to and record information from oral presentations.
	b. Note similarities and differences between and among <u>within</u> a variety of oral presentations.
03. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.

(3-15-02)()

701. SPEAKING.

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

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

(3-15-02)()

702. VIEWING.

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

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

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non-print media.	
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(3-15-02)()

703. -- 705. (RESERVED).

706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 4, SECTIONS 707 THROUGH 711.

707. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read fourth-grade materials.
	Phonics
	b. Use spelling patterns, syllabication, and other strategies to identify words.
	c. Use phonics cues to automatically and accurately identify and pronounce words.
	Word Analysis
	d. Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
	e. Use knowledge of root words to determine meanings of unknown words within a passage.
	Context Clues
	f. Use context clues to choose determine correct meanings of identified words within a reading passage.
	g. Recognize relationship between a pronoun and its referent.
	h. Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.
	Sentence Structure
	i. Use knowledge of written language to anticipate words when reading.
	j. Use knowledge of written language to comprehend text.
	k. Before, during, and after reading, locate information to clarify text structure and content.
	l. Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.
	m. Locate and gather information for a variety of purposes.
	n. Paraphrase and summarize text.
	o. Draw inferences and conclusions from text.
	p. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure;
	q. Determine main idea or essential message within a text and identify relevant details and facts.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.
	b. Evaluate new information and hypotheses by testing against known information and ideas.

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	<p>c. Compare and contrast information about same topic after reading two or more passages or articles.</p> <p>d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p> <p>e. Distinguish between cause and effect and fact and opinion within expository text.</p> <p>f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.</p>
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>b. Identify the following story elements within a literary text; - Characters and their traits and motivations to determine causes for actions; - Setting; - Main events of plot; - Point of view; - Problems and solutions.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Decide determine meanings; - Form opinions; - Make judgments.</p> <p>e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use appropriate strategies when reading for the following purposes: - Full comprehension; - Locating information; - Personal enjoyment.</p> <p>b. Generate questions about important and interesting issues; use discussion to narrow research.</p> <p>c. Organize and interpret information to draw logical conclusion based on investigation.</p> <p>d. Present acquired information in the form of a letter, report, story, and poster.</p>
05. Read for technical information.	<p>a. Identify and use such traditional sources <u>such</u> as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.</p> <p>b. Identify uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.</p>
	<p>c. Identify format of various technical and reference texts.</p> <p>d. Locate and understand sequence words.</p>

(3-15-02)()

708. WRITING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Understand and use the writing process.	<p>a. Demonstrate <u>an</u> understanding and application of writing process: - Brainstorm; - Draft; - Revise; - Edit; - Publish.</p> <p>b. Write <u>legibly</u> in a variety of formats to record, generate, and reflect upon ideas.</p> <p>c. Identify and use appropriate style and vocabulary for audience and purpose.</p>
02. Write and edit for correctness and	<p>a. Apply rules and conventions off for the following: - Grammar; -</p>

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clarity.	Punctuation; - Capitalization; - Spelling; - Legibility.
	b. Develop a paragraph that incorporates a clear and focused main idea and is supported by details and examples that are appropriate to topic, audience, and purpose. - Incorporate topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization. - Write for personal and practical needs; messages, diaries, journals, thank- you notes, friendly letters, and step-by-step directions.
03. Write a narrative essay which <u>that</u> aligns with the fourth-grade Direct Writing Assessment.	a. Create a multiple-paragraph narrative composition that provides an introductory paragraph and establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.
	b. Write and publish original creative words that incorporate figurative and descriptive language.

(3-15-02)()

709. LISTENING

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

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

(3-15-02)()

710. SPEAKING.

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

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

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	key point.
	c.Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

(3-15-02)()

711. VIEWING.

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

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

(3-15-02)()

712. -- 714. (RESERVED).

715. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 5, SECTIONS 716 THROUGH 720.

716. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

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

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	<p>f. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning. Recognize relationship between a pronoun and its referent.</p> <p>Sentence Structure</p> <p>g. Use knowledge of written language to anticipate words when reading.</p> <p>h. Use knowledge of written language to comprehend text.</p> <p>i. Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.</p> <p>j. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.</p> <p>k. Locate, gather, and synthesize information for a variety of purposes.</p> <p>l. Paraphrase and summarize text.</p> <p>m. Draw inferences and conclusions from text.</p> <p>n. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure.</p> <p>o. Determine main idea or essential message within a text and identify relevant details and facts.</p>
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.</p> <p>b. Activate and draw upon prior experiences to connect to reading selections.</p> <p>c. Compare and contrast information about same topic after reading two or more passages or articles.</p>
	<p>d. Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning</p>
03. Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.	<p>a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p>
	<p>b. Explain literary text according to the following elements: - Characters and their traits and motivations to determine causes for actions; - Setting; - Main events of plot and relevant causes and effects; - Point of view; - Plot structure; - Theme; - Conflict and resolution.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Decide <u>Determine</u> meanings; - Form opinions; - Make judgments.</p> <p>e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use appropriate strategies when reading for the following purposes: - Full comprehension; - Locating information; - Personal enjoyment.</p> <p>b. Generate questions about important and interesting issues to narrow topic(s) for research.</p> <p>c. Organize and interpret information to draw logical conclusions based on investigation.</p> <p>d. Combine acquired information for presentation.</p>
05. Read for technical information.	<p>a. Identify and use such traditional sources <u>such</u> as reference books, library</p>

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	materials, experts, and electronically-stored sources to locate and acquire information.
	b. Identify <u>Explain</u> uses of graphics, graphs, tables and , diagrams, parentheses, italics, and bold print.
	c. Describe format of various technical and reference texts.
	d. Read, understand, and apply technical information.

(3-15-02) ()

717. WRITING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Understand and use the writing process.	<p>a. Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.</p> <p>b. Write <u>legibly</u> in a variety of formats to record, generate, and reflect upon ideas.</p>
	c. Identify and use appropriate style and vocabulary for audience and purpose.
02. Write and edit for correctness and clarity.	<p>a. Apply rules and conventions off for the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.</p> <p>b. With support, incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Personification; - Vocabulary.</p> <p>c. Develop a paragraph: - Incorporate a clear and focused main idea; - Support main ideas with details and examples that are appropriate to topic, audience, and purpose; - Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.</p>
03. Write a narrative essay that aligns with the fourth-grade Direct Writing Assessment.	<p>a. Create a multiple-paragraph narrative composition that includes the following: - An introductory paragraph to establish and support a central idea; - Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations; - A concluding paragraph that summarizes key points; - Proper indentation.</p> <p>b. Write and publish original creative works <u>works</u> that incorporate figurative and descriptive language.</p>

(3-15-02) ()

718. LISTENING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Listen for information and understanding.	<p>a. Listen and respond to a variety of electronic and live presentations.</p> <p>b. Listen to gain enrichment and information about a variety of <u>various</u> cultures.</p> <p>c. Use such responsive listening skills <u>such</u> as paraphrasing, summarizing, and asking questions for elaboration and clarification.</p>
02. Listen for literary response and expression.	<p>a. Respond in a variety of ways to oral presentations.</p> <p>b. Identify similarities and differences between and among <u>within</u> a variety of oral presentations.</p>

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03.Listen for critical analysis and evaluation.

a.Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.

(3-15-02)()

719. SPEAKING.

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

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

(3-15-02)()

720. VIEWING.

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

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

(3-15-02)()

721. -- 723. (RESERVED).

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724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 6, SECTIONS 725 THROUGH 729.

725. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

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

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	conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.
	e.Distinguish between fact and opinion and identify cause and effect relationships within expository text.
04.Read to locate information from a variety of traditional, technical, and electronic sources.	a.Use questions to guide reading: - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions.
	b.Systematically organize new information from expository text.
	c.Synthesize what has been read: - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.
05.Read for technical information.	a.Read, understand, and apply technical information.
	b.Identify and use comprehension strategies to understand technical text.
	c.Apply knowledge of the following elements to understand text: - Graphics; - Highlighting techniques; - Organizers.
	d.Identify organization of technical texts.
	e.Apply technical information to complete tasks.

(3-15-02)()

726. WRITING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01.Understand and use the writing process.	a.Understand and use steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.
	b.Write in a variety of formats to record, generate, and reflect upon ideas.
	c.Identify and use appropriate style and vocabulary for a particular audience.
02.Write and edit for correctness and clarity.	a.Determine and apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.
	b.Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Simile; - Metaphor; - Personification; - Vocabulary.
	c.Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose. - Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona that are appropriate for various purposes, disciplines, and audiences.
03.Write to inform and explain.	a.Use facts, data, and processes from technical and non-technical materials to inform through writing.
	b.Produce documents in appropriate format to inform and explain.
	c.Create a multiple paragraph expository essay that includes the following: -Introductory paragraph containing a thesis statement; -Three or more body paragraphs that include topic sentences and supporting details; -Conclusion that restates the thesis.
04.Write for literary response and expression.	a.Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.

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	b. Appropriately use a thesis <u>statement</u> and supporting evidence.	
	c. Write and publish original creative works that include figurative and descriptive language.	
05. Write to critically analyze and evaluate.	a. Analyze for the following elements: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.	
	b. Use a thesis/main idea and <u>with</u> appropriate supporting evidence to persuade and inform a specific audience.	
	c. Use writing to persuade.	
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of technological and informational resources to do the following: - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Formulate thesis or focus and relevant support; - Formulate and support main idea with evidence.	
	b. Present research findings.	
07. Write technical information.	a. Produce <u>a</u> technical document.	

(3-15-02)()

727. LISTENING.

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

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

(3-15-02)()

728. SPEAKING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporates the following: - <u>A variety of word choices</u> ; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.
	b. Plan and deliver oral presentations that effectively incorporate the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.

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03. Speak for critical analysis and evaluation.	b. Memorize and present a selected poem.	
	a. Clearly express opinions and judgments.	
	b. During discussions, Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior <u>during discussions.</u>	

(3-15-02)()

729. VIEWING.

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

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

(3-15-02)()

730. -- 732. (RESERVED).

733. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 7, SECTIONS 734 THROUGH 738.

734. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read <u>and construct meaning from</u> grade--level text: - Graphophonic sources (letter/sound); - Semantic sources (meaning/associations); - Lexical sources (word knowledge <u>analyses</u>); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, and titles/subtitles).	
	b. Search purposefully for particular information: - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Based on purpose for reading, search for most important information; - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for such <u>expository</u> text structures <u>such as</u> cause/effect, chronological <u>order</u> , problem/solution, and classification.	

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	<p>c.On basis of prior knowledge and information in text, predict alternatives or probabilities in text: - Synthesize information from the text to anticipate outcomes; - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.</p> <p>d.ReconsiderMonitor and adjust a response againstbased upon more than one source of information from grade-level text.</p> <p>e.Confirm or self-correct predictions in response to grade-level text.</p> <p>f.Draw inferences and conclusions from grade-level text.</p> <p>g.Identify literary devices: - Mood; - Tone; - Style; - Figurative language.</p> <p>h.Determine main idea or essential message within a text and identify relevant details and facts.</p>
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a.Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.</p> <p>b.Activate and draw upon ownprior experiences to connect to reading selections.</p> <p>c.Relate social, cultural, and historical aspects of literature to reader's personal experience.</p>
	<p>d.Analyze narrative literature according to the following text elements: - Character; - Setting; - Conflict; - Plot structure; - Theme; - Point of view.</p> <p>e.Demonstrate understanding of how reading can provide enrichment, information, and serve as a tool for lifelong learning.Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p>
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a.Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>b.Analyze literary text for <u>the following</u> story elements: - Characters; - Setting; -<u>Point of view</u> - Plot structure; - Theme; - Conflict; - Resolution.</p> <p>c.Compare and contrast information from multiple sources.</p> <p>d.Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e.Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a.Use questions to guide reading: - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions.</p> <p>b.Systematically organize new information from an expository text.</p> <p>c.Synthesize what has been read: - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.</p>
05. Read for technical information.	<p>a.Read, understand, and apply technical information.</p> <p>b.Identify and use comprehension strategies to understand technical text.</p> <p>c.Apply knowledge of graphicthe following elements to understand text: - Graphics; - Highlighting techniques; - Organizers.</p>

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	d. Identify organization of technical texts.
	e. Apply technical information to complete tasks.

(3-15-02)()

735. WRITING.

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

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

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736. LISTENING.

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

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

(3-15-02)()

737. SPEAKING.

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

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

(3-15-02)()

738. VIEWING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Viewing for information and	a. <u>Identify and use</u> a variety of visually-presented material:-(books, films,

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understanding.	videos, Internet).	
	b. Use viewing skills to determine main idea and collect data.	
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented in various media.	
03. View media to engage in critical analysis and evaluation.	a. Evaluate relationships, ideas, and cultures represented in various media.	
	b. Critique, interpret, and evaluate non-print media.	
	c. Apply knowledge gleaned from charts and graphs.	
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Demonstrate understanding of graphics, pictures, color, motion, and music.	
	b. Apply technical skills to produce effective visuals.	

(3-15-02)()

739. -- 741. (RESERVED).

742. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 8, SECTIONS 743 THROUGH 747.

743. READING.

Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read <u>and construct meaning from</u> grade-level text. - Graphophonic sources (letter/sound); - Semantic sources (meaning/association); - Lexical sources (word <u>knowledge/analyses</u>); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, titles/subtitles).
	b. Search purposefully for particular information: - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Search for most important information based on purpose for reading; - Search for information about characters and setting to understand plot; - Development in narratives; - Search for expository text structures such as cause/effect, chronological <u>order</u> , problem/solution, and classification to understand text.
	c. Predict alternatives or probabilities in text. <u>On basis of prior knowledge of and text information within text. - Predict alternatives or probabilities in text.</u> - Synthesize information from text to anticipate outcomes; - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.
	d. Reconsider. <u>Monitor and adjust a response against</u> based upon more than one source of information of grade-level text.
	e. Confirm or self-correct predictions in response to grade-level text.
	f. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference material.
	b. Activate and draw upon own <u>prior</u> experiences to connect to reading

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	<p>selections.</p> <p>c.Identify social, cultural, and historical significance of various types of text.</p> <p>d.Identify how an author uses language and literary devices to evoke a response in a reader: - Style; - Format; - Structure; - Point of view.</p> <p>e.Explain<u>Demonstrate an understanding of</u> how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p>
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a.Identify author's purpose and describe how language, setting, and information support that purpose in literary text.</p> <p>b.Analyze literary text for the following <u>story</u> elements. - Characters; - Setting; <u>Point of view</u>; - Plot structure; - Theme; - Conflict; - Resolution; - Symbolism.</p> <p>c.Compare and contrast information from multiple sources.</p> <p>d.Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e.Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a.Use questions to guide reading: - Identify type of information required to answer a specific question; - Independently select resources for answering questions; - Read for purpose of answering specific questions.</p>
	<p>b.Use knowledge of common patterns of factual texts to enhance comprehension: - Description; - Main idea/supporting details; - Comparison/contrast; - Chronological order; - Cause/effect; - Process.</p> <p>c.Synthesize what has been read: - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.</p>
05. Read for technical information.	<p>a.Identify and use comprehension strategies to understand technical text.</p> <p>b.Explain<u>Apply</u> uses of graphics, layout, white space, italics, parentheses, and other visual aids.</p> <p>c.Identify organization of technical texts.</p> <p>d.Use technical information to complete tasks.</p>

(3-15-02)()

744. WRITING.

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

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Understand and use the writing process.	<p>a.Understand and use<u>apply</u> steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/<u>proofread</u>; - Publish.</p> <p>b.Write <u>legibly</u> in a variety of formats to specifically record, generate, and reflect upon ideas.</p> <p>c.Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.</p>
02. Write and edit for correctness and	<p>a.Determine and apply rules and conventions for the following: - Eight</p>

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clarity.	parts of speech, dependent and independent clauses, and common phrases to include prepositional participle, infinitives, gerunds, and appositives; - Punctuation; - Capitalization; - Spelling; - Legibility.
	b. Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary; - Idiom.
	c. Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience, and purpose. - Use topic sentences, appropriate word choice, a variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.
03. Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.
	b. Produce documents in appropriate format to inform and explain.
	c. Demonstrate an understanding of the four types of the two-step expository essays and draft samples of each: - <u>Problem/Solution</u> ; - <u>Compare/Contrast</u> ; - <u>Cause/Effect</u> ; <u>Before/After</u> .
04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.
	b. Appropriately use a thesis <u>statement</u> and supporting evidence.
	c. Write and publish original creative works that include figurative and descriptive language.
05. Write to critically analyze and evaluate within the confines of <u>eighth-grade-level</u> science and social studies curriculum.	a. Analyze for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	b. Use thesis and <u>with</u> appropriate supporting evidence to persuade or inform a specific audience.
	c. Use writing to persuade.
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of informational and technological resources to perform the following: - Avoid plagiarism through proper use of paraphrasing, quoting, and citing; - When selecting source materials, consider motives credibility, and perspectives of authors; - Formulate thesis or focus and provide relevant support.
	b. Present research findings.
07. Write technical information.	a. Locate sources.
	b. Produce technical documents.

(3-15-02)()

745. LISTENING.

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

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

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	cultures.
	c.Develop effective interpersonal listening skills.
02.Listen for literary response and expression.	a.Respond to a variety of oral presentations.
	b.Find/locate similarities and differences within a variety of oral presentations.
03.Listen for critical analysis and evaluation.	a.Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.
	b.Listen for sequencing.

(3-15-02)()

746. SPEAKING.

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

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

(3-15-02)()

747. VIEWING.

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

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

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	b. <u>Use</u> knowledge learned from charts and graphs.	
	c. <u>Evaluate</u> relationships, ideas, and cultures represented within various <u>media</u> .	
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. <u>Understand</u> <u>Demonstrate understanding of</u> the multiple tools of graphics, pictures, color, motion, and music.	
	b. <u>Apply</u> knowledge and technical skills to produce effective visuals.	

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748. -- 750. (RESERVED).

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

752. READING.

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

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	<u>c. Compare and contrast selections within texts.</u>
	<u>d. Form opinions and make judgments about fiction and non-fiction.</u>
	<u>e. In response to technical materials, use personal or objective criteria to: - Draw conclusions; - Make inferences; - Decide meanings; - Form opinions; - Make judgments.</u>
<u>04. Read to locate information from a variety of traditional, technical, and electronic sources.</u>	<u>a. Generate relevant and researchable questions.</u>
	<u>b. Systematically organize and record information.</u>
	<u>c. Produce research projects and reports.</u>
<u>05. Read for technical information.</u>	<u>a. Comprehend technical text.</u>
	<u>b. Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids.</u>
	<u>c. Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation.</u>
	<u>d. Apply technical text information to daily situations.</u>
	<u>e. Follow written directions.</u>

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753. WRITING.

Standard - The student will:	Content Knowledge and Skills:
<u>01. Understand and use the writing process.</u>	<u>a. Demonstrate steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.</u>
	<u>b. Write in order to generate, record, and reflect upon ideas.</u>
	<u>c. Evaluate and choose appropriate style and vocabulary for particular audience.</u>
<u>02. Write and edit for correctness and clarity.</u>	<u>a. Apply rules and conventions of the following: - Grammar; - Punctuation; - Capitalization; - Spelling.</u>
	<u>b. Formulate purpose, thesis, relevant support, and focused paragraphs: - Use topic sentences, appropriate word choices and sentence structure, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for different purposes, disciplines, and audiences.</u>
<u>03. Write to inform and explain.</u>	<u>a. Incorporate facts, data, and processes from technical and non-technical materials into writing.</u>
	<u>b. Choose appropriate format to inform and explain.</u>
<u>04. Write for literary response and expression.</u>	<u>a. Compare, contrast, and synthesize ideas and techniques from a variety of literatures and Fine Arts that represent many cultures and perspectives.</u>
	<u>b. Formulate a thesis and supporting evidence as appropriate.</u>
	<u>c. Write and publish original creative works using figurative and descriptive language.</u>
<u>05. Write to critically analyze and evaluate.</u>	<u>a. Analyze and evaluate for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.</u>
	<u>b. Formulate thesis and select appropriate supporting evidence to persuade or inform a specific audience.</u>
	<u>c. Present an effective argument using the principles of persuasion: -(appeals to authority, logic, or emotion).</u>
<u>06. Write to gather, synthesize, and communicate research findings.</u>	<u>a. Use and document a variety of technological and informational resources: - Avoid plagiarism through proper use of paraphrasing, quoting.</u>

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	<u>and citation; - Consider motives, credibility, and perspectives of authors when selecting source materials; - Formulate thesis or focus and relevant support.</u>
	<u>b. Present research findings.</u>
	<u>c. Generate clear, concise, and informative technical documents.</u>

(3-15-02) ()

754. LISTENING.

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

(3-15-02)

755. SPEAKING.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
<u>01. Speak to share an understanding of information.</u>	<u>a. Adjust oral language to audience: Appropriately apply rules of standard English.</u>
	<u>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.</u>
	<u>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.</u>
<u>02. Speak for literary response and expression.</u>	<u>a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.</u>
<u>03. Speak for critical analysis and evaluation.</u>	<u>a. Clearly express opinions and judgments.</u>
	<u>b. Encourage other's' participation, while exhibiting courteous, attentive, and appropriate behavior during discussions; - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.</u>

(3-15-02)

756. VIEWING.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
<u>01. View for information and understanding.</u>	<u>a. Use traditionally non-print media.</u>
	<u>b. Use viewing skills to determine main idea and collect data.</u>

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02. <u>View media sources for personal response and expression.</u>	a. <u>Explain, compare, and contrast relationships, idea, and cultures represented in various media.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Make judgments about non-print media.</u>
	b. <u>Apply knowledge learned from charts and graphs.</u>
04. <u>Use a variety of resources to produce visuals that communicate through print and non-print media.</u>	a. <u>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.</u>

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SUBJECT

Proposed Rule Change – 47.01.01 Division of Vocational Rehabilitation

BACKGROUND / DISCUSSION

The Division of Vocational Rehabilitation is proposing changes to their administrative rules to comply with new federal guidelines and to compact the rules into one section. The changes are generally technical in nature. The changes are necessary in order to streamline and reduce duplication of the Rehabilitation Act and federal regulations.

Approval as proposed rules allows staff to initiate the administrative rules process. A final version of the rule with any changes made during the rules process will be before the Board for final approval before it goes to the Legislature.

BOARD ACTION

A motion to approve as proposed rules 47.01.01 Division of Vocational Rehabilitation with changes as indicated.

Moved by _____, Seconded by _____. Carried Yes ___ No ___

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**IDAPA 47
TITLE 01
Chapter 01**

IDAPA 47 - DIVISION OF VOCATIONAL REHABILITATION

**47.01.01 - ~~GENERAL ADMINISTRATION~~ RULES OF THE IDAHO DIVISION OF
VOCATIONAL REHABILITATION**

000. LEGAL AUTHORITY.

Section 33-2301, Idaho Code and the Rehabilitation Act of 1973 and all subsequent Amendments. (3-30-01)

001. TITLE AND SCOPE.

01. Title. The title of this chapter is IDAPA 47.01.01, "~~General Administration~~ Rules of the Idaho Division of Vocational Rehabilitation". (4-5-00)

02. Scope. The chapter has the following scope: To streamline the existing rules and to implement program changes necessitated by the 1998 Amendments of the Rehabilitation Act of 1973. (4-5-00)

002. WRITTEN INTERPRETATIONS.

Written interpretations to these rules in the form of the explanatory comments accompanying the notice of proposed rulemaking that originally proposed the rules are available from the Idaho Division of Vocational Rehabilitation, 650 W. State Street, Boise, Idaho 83720. (4-5-00)

003. ADMINISTRATIVE APPEALS.

This chapter does not provide for appeal of the administrative requirements for agencies. (4-5-00)

004. INCORPORATION BY REFERENCE.

01. General. Unless provided otherwise, any reference in these rules to any document identified in Subsection 004 shall constitute the full incorporation into these rules of that document for the purposes of the reference, including any notes and appendices therein. The term "documents" includes codes, standards or rules which have been adopted by an agency of the state or of the United States or by any nationally recognized organization or association. (3-30-01)

02. Availability Of Reference Material. Copies of the documents incorporated by reference into these rules are available at the following locations: (3-30-01)

a. Central Office, Idaho Division of Vocational Rehabilitation, 650 W. State Street, Room 150, Boise, Idaho 83720, (208) 334-3390. (3-30-01)

b. Regional Offices, Idaho Division of Vocational Rehabilitation, located at: (3-30-01)

i. 1010 Ironwood Drive, Suite 101, Coeur d'Alene, Idaho 83814, (208) 769-1441. (3-30-01)

ii. 1118 F. Street, P.O. Box ~~4368~~1164, Lewiston, Idaho 83501, (208) 799-5070. (3-30-01)

iii. 3350 Americana Terrace, Suite 210, Boise, Idaho 83706, (208) 334-~~3560~~3650. (3-30-01)

iv. 10200 W. Emerald Street, Suite 101, Boise, Idaho 83704, (208) 327-7411. (3-30-01)

v. 245 3rd Avenue North, Twin Falls, Idaho 83301, (208) 736-2156. (3-30-01)

vi. 1070 Hiline, Suite 200, Pocatello, Idaho 83201, (208) 236-6333. (3-30-01)

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- vii. 1825 Hoopes Avenue, Idaho Falls, Idaho 83404, (208) 525-7149. (3-30-01)
- viii. 3110 E. Cleveland Blvd. #A57, Caldwell, Idaho 83605, (208) 454-7606. (3-30-01)
- ix. This document is also available at website <http://www.state.id.us/idvr/idvrhome.htm>. (3-30-01)
- 03. Documents Incorporated By Reference.** The following documents are incorporated by reference into these rules: (3-30-01)
 - a. All federal publications through the Rehabilitation Services Administration: (3-30-01)
 - b. Idaho Division of Vocational Rehabilitation Field Services Manual, 2000~~02~~. (3-30-01)
 - c. State Plan for Vocational Rehabilitation 2001-2003. (3-30-01)
 - d. Workforce Investment Act, Public Law 105-220. (3-30-01)
 - e. Federal Register, Department of Education, 34 CFR Part 361. (3-30-01)
 - f. The Rehabilitation Act, as amended 1998. (3-30-01)
- 005. -- 009. (RESERVED).**
- 010. DEFINITIONS.**
 - 01. Authorization to Purchase.** A purchase order issued on behalf of the Division. ()
 - 042. CFR.** Code of Federal Regulations. (7-1-93)
 - 023. Client/Participant.** Any individual who has applied for or is eligible for Vocational Rehabilitation services. (3-30-01)
 - 04. Core Vocational Rehabilitation Services.** Services that reduce the impact of functional limitations on the ability to achieve an employment outcome (i.e. medical restoration services, training services, assistive technology, job placement, etc.) ()
 - 05. Designated State Agency.** The Idaho State Board of Education. ()
 - 036. Designated State Unit.** The Idaho Division of Vocational Rehabilitation. (7-1-93)
 - 07. Extended Period of Time.** An anticipated six (6) or more months within which time rehabilitation services are being provided on an active and ongoing basis. ()
 - 048. IDVR.** The Idaho Division of Vocational Rehabilitation. (4-5-00)
 - 059. IPE.** Individualized Plan for Employment. (4-5-00)
 - 10. MSD. Most Significant Disability.** Meets the criteria as Significant Disability as found in the Rehabilitation Act of 1973 as Amended, and is further defined as: ()
 - a. Having a severe physical, mental, cognitive or sensory impairment which seriously limits two (2) or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome; and ()

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b. Whose vocational rehabilitation can be expected to require multiple core vocational rehabilitation services (as opposed to supportive services) over an extended period of time. ()

0611. Method Of Written Notification. The written notification of findings and conclusions arising from an ~~Administrative Review~~ Informal Dispute Resolution, Mediation, ~~Fair Hearing~~ Impartial Due Process Hearing, shall be served to the client/participant via the U.S. Postal Service by means of certified mail. Durational requirements for appeals shall commence on the day received by the client/participant as noted by the certified mail records. (3-30-01)

12. PM. Policy Memorandum ()

07. P.L. Public Law. (7-1-93)

08. RCR. Running Case Record. (7-1-93)

0913. RSA. Rehabilitation Services Administration, U.S. Department of Education. (7-1-93)

104. State Administrator. The Chief Executive Officer of the Idaho Division of Vocational Rehabilitation. (4-5-00)

~~10. Impartial Hearing Officer. A due process hearing shall be conducted by an impartial hearing officer who shall issue a decision based on the provisions of the approved State Plan, the Rehabilitation Act, and State regulations and policies. The Designated State Unit shall maintain a list of qualified impartial hearing officers who are knowledgeable in laws (including regulations) relating to the provision of vocational rehabilitation services.~~

(4-5-00)

15. Supportive Services. Services that complement the provision of core services and are provided only to insure that the client/participant can benefit in terms of an employment outcome. ()

16. VRC. Vocational Rehabilitation Counselor ()

011. -- 099. (RESERVED).

100. CLIENT/PARTICIPANT APPEALS.

~~**01. Client/participant Of Vocational Rehabilitation Internal Appeals Procedure To Contest A Disputed Action, Failure To Act, Or Decision Of The Division.** A client of Vocational Rehabilitation services may file a request for an Administrative Review, Mediation or Fair Hearing for a re-determination of any and all actions, or lack thereof, concerning determination of eligibility or the provision (or lack thereof) of services.~~ (3-30-01)

021. Administrative Review Informal Dispute Resolution. Within ten (10) calendar days of notification of the contested action, lack of action or decision, the client/participant may request that an ~~Administrative Review~~ Informal Dispute Resolution be held. The request shall be made in writing to the Regional Manager. The written request should state the reason for the ~~requested~~ review. (3-30-01)

a. The Regional Manager shall inform the client/participant in writing as to the time, place, and date of the ~~Administrative Review~~ Informal Dispute Resolution. The client/participant may choose to represent himself/herself or may have a representative(s) speak on his/her behalf. ~~The Regional Manager will insure complete familiarity of the case and will call for testimony from any and all parties to the case that he/she feels is relevant to the review.~~ (4-5-00)

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b. The Regional Manager will make a decision regarding the specifics of the ~~Administrative Review~~ Informal Dispute Resolution. This decision will be in written form and it will be sent to the client/participant, ~~with a copy. It will also be included in the pertinent case file. Since the Administrative Review is an informal problem resolution process, the form of the written decision may be in standard business letter format.~~ (4-5-00)

032. Mediation. ~~The client will be informed of the availability of mediation and the process for such to settle disputes. Mediation is voluntary and is not intended to deny or delay the right to a fair hearing. The request shall be made in writing to the Regional Manager. A written request should state the reason for the requested review.~~ (3-30-01)

a. ~~The division will make available a list of qualified mediators from which the client may choose.~~ (4-5-00)

b. ~~The cost of the mediation process is paid for by the Idaho Division of Vocational Rehabilitation. The division is not required to pay for any costs related to the representation of the client.~~ (3-30-01)

ea. The Mediation must take place within the ~~forty five (45)~~ sixty (60) day requirement for a Fair Hearing **Impartial Due Process Hearing**.

043. Fair Hearing Impartial Due Process Hearing. ~~A Fair Hearing~~ An Impartial Due Process Hearing can be held without an ~~Administrative Review~~ Informal Dispute Resolution or Mediation or if the client/participant is dissatisfied with the result of the ~~Administrative Review~~ Informal Dispute Resolution or Mediation. ~~The Administrative Review or Mediation process may not be used as a means to delay a more formal hearing before an impartial hearing officer unless the parties jointly agree to a delay. The Fair Hearing Impartial Due Process Hearing will deal with the issues involved in the original Administrative Review Informal Dispute Resolution or Mediation, if one took place. The request for a Fair Hearing an Impartial Due Process Hearing will be made in writing to the Administrator of the Division. It must be made within ten (10) calendar days subsequent to receipt of official notification of the Regional Manager's decision from the Administrative Review Informal Dispute Resolution or the Mediation Agreement from Mediation. The hearing by an impartial hearing officer must be held within forty five (45) sixty (60) days of a request by the client/participant unless both parties agree to a specified delay.~~ (3-30-01)

a. ~~The impartial hearing officer shall be selected from a pool of qualified persons identified jointly by the Division and members of the State Rehabilitation Council. The impartial hearing officer shall inform all relevant parties, in writing, as to the time, date, and place of the Fair Hearing. The client may represent himself/herself or may choose to be represented by any person(s) of his/her choice.~~ (3-30-01)

b. ~~The hearing is a more formal proceeding than the Administrative Review or Mediation. Upon its completion, the Impartial Hearing Officer shall make a decision. This decision shall be rendered into writing and provided to all parties involved in the Fair Hearing. The decision shall be the final action.~~ (3-30-01)

101. -- 9199. (RESERVED).

200. ORDER OF SELECTION.

01. Order Of Selection. The following order of selection will be used if the Idaho Division of Vocational Rehabilitation finds that it cannot serve all eligible clients/participants due to a lack of either personnel and/or financial resources. The priority listings progress downward with priority number one (1) being the most restrictive and priority number four (4) being the least restrictive. ()

a. Priority #1: At the time that a decision to move to an order of selection is made, it is determined that only those consumers who already have an existing individualized plan for employment

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(IPE) will continue to be served.

b. Priority #2: At the time that a decision to move to an order of selection is made, it is determined that only those consumers in Priority Number 1 above and current and future, otherwise eligible, clients/participants rated to this or a more restrictive priority can be served. Consumers meeting this priority rating are those individuals with most significant disabilities. ()

c. Priority #3: At the time that a decision to move to an order of selection is made, it is determined that only those consumers in Priorities Numbers 1 and 2 above and current and future, otherwise eligible, clients/participants rated to this or a more restrictive priority can be served. Consumers meeting this priority rating are those individuals with significant disabilities. ()

d. Priority #4: All eligible clients/participants for Vocational Rehabilitation services (no order of selection in place).

201.--299. (RESERVED)

300. CLIENT/PARTICIPANT SERVICES.

01. Provision Of Purchased Services Contingent Upon Financial Need Of The Client/Participant. ()

a. The Idaho Division of Vocational Rehabilitation will apply a Financial Needs Assessment. Financial need will not be a consideration in the determination of eligibility for Vocational Rehabilitation, but will be a consideration in allocating the cost of VR services, with some exceptions. ()

02. Authorization To Purchase. The Division requires that when purchasing services from a vendor, an authorization must be issued prior to, or on, the beginning date of service. If services are provided without a Division approved authorization to purchase, the Division reserves the right to not honor the vendor's invoice. ()

301.--399. (RESERVED)

400. SERVICES FOR WHICH IDAHO DIVISION OF VOCATIONAL REHABILITATION FINANCIAL PARTICIPATION WILL NOT BE AVAILABLE.

01. General Provisions. Idaho Division of Vocational Rehabilitation will not pay for any services that do not contribute to the determination of eligibility or to achieve an employment outcome. ()

02. Private Pilot's License. The Division of Vocational Rehabilitation will not financially participate in the securing of a private pilot's license. The Division may assist in securing a Commercial Pilot's License. ()

03. Advanced Degree. The Idaho Division of Vocational Rehabilitation may assist with an advanced degree if it is the only means available for an individual with a significant disability to achieve an employment outcome. ()

04. Vehicular Purchase. Financial assistance will not be available for the purchase of a vehicle. For the purpose of this rule, "vehicle" is defined as any motorized conveyance that must be licensed by the state of Idaho in order to be operated on state highways, roads, streets, and waterways. (Included within this definition are: cars, trucks, vans, motorcycles, and boats of various sizes and description). Division funds may be utilized to render an already owned vehicle accessible for the client's/participant's use (i.e., hand controls, van conversions, and installation of lifts).

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05. Surgery.

- a. Surgery will not be provided if it is the sole core service needed for return to work or to achieve an employment outcome.
- b. If the original disability (ies) and limitations substantially worsen, surgery may be provided if it is part of a comprehensive plan (IPE) and required to correct a medical problem which, if left untreated, would jeopardize completion of the rehabilitation plan and employment.

(The original disability (ies) is/are defined as the disabilities on which eligibility is determined.)
- c. If a new disability is diagnosed during the provision of VR services under an IPE, surgery may be provided if it is part of a comprehensive plan (IPE) and required to correct a medical problem which, if left untreated, would jeopardize completion of the rehabilitation plan and employment.
- d. VR will not cover the cost of surgery if surgery does not substantially reduce or eliminate functional limitations, as VR would still need to retrain or accommodate the limitations.

Regional Manager must review and approve all surgery plans for VRC, VRCI, VRCII and VRCIII.

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06. Organ Transplantation. The Idaho Division of Vocational Rehabilitation will not pay for organ transplantation with the exception of Renal Transplantation.

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07. Non-Residents Of The State. Financial participation will not be available to non-residents of Idaho. Citizenship is not a requisite for financial assistance; however, the individual must have legal resident status (i.e., illegal aliens will not be eligible for the Vocational Rehabilitation programs).

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401.--499 (RESERVED).

500. PROVISION OF CRP (COMMUNITY REHABILITATION PROGRAM) SERVICES.

Work Evaluation, Work Adjustment, Community Based Work Evaluation, Community Based Work Adjustment, Job Site Development, Job Coaching, Placement and Follow-Along Services, are services the Idaho Division of Vocational Rehabilitation purchases from CRPs which are accredited by Commission on Accreditation of Rehabilitation Facilities (CARF) or Rehabilitation Services Accreditation System (RSAS). In conjunction with the client/participant, the qualified professional Vocational Rehabilitation Counselor, will determine which CRP Services, if any, are required for the client/participant to achieve an employment outcome.

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501. -- 599. (RESERVED).

600. CHIROPRACTIC SERVICES.

Chiropractic examinations will not suffice in meeting the medical documentation required for eligibility purposes.

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601. --699. (RESERVED).

700. PAYMENT POLICY.

The Vocational Rehabilitation staff will negotiate rates of payment in the best interest of the organization.

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We will always encourage the pursuit of comparable benefits.

()

01. Policy. It is the policy of the Division to pay the "usual and customary" charges for services provided to itself or to its client/participants by providers of goods or services. The only exceptions to the "usual and customary" considerations are listed in the Payment Policy Chapter of the Idaho Division of Vocational Rehabilitation Field Services Manual, 2002 or addressed as a result of state purchasing rules or superseding Idaho Statute. Exceptions may be required for geographical considerations.

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701.--999. (RESERVED).