

**STATE BOARD OF EDUCATION  
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**5. SUBJECT**

Pending Rules – Humanities Standards (08.02.03)

**BACKGROUND**

The Humanities Standards were approved initially last session. The House Education Committee requested that the Board come back this year and remove general statements of opinion in the preamble to the standards.

**DISCUSSION**

The preamble has been revised as requested by the House Education Committee. In reviewing the standards to make the preamble change, a subcommittee comprised of State Department officials and practicing teachers proposed additional changes to ensure consistency and alignment by grade level, grammatical correctness, and to remove a separate Humanities category entitled World History, which was creating some confusion with world history provisions provided in the Social Studies Standards.

**No substantive changes have been made since initial Board approval in August, only minor clerical changes for correctness and clarity.**

**COMMENTS / IMPACT OF ACTION**

No comments have been received since initial Board approval. Upon final Board approval, the rule will go forward to the Legislature for final action.

**BOARD ACTION**

A motion to approve as pending 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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**IDAPA 08 – IDAHO STATE BOARD OF EDUCATION**

**08.02.03 – RULES GOVERNING THOROUGHNESS**

**DOCKET NO. 08-0203-0203**

**NOTICE OF PENDING RULE**

**EFFECTIVE DATE:** This rule has been adopted by the agency and is now pending review by the 2003 Idaho State Legislature for final adoption. The pending rule becomes final and effective upon conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

**AUTHORITY:** In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105(1) and 33-107(3), 33-116, and 33-1612, Idaho Code.

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

Removed general statements of opinion in the preamble. Proposed necessary changes for consistency and alignment of Humanities standards by grade level; performed general editing; and removed of separate World History category in order to be more precise and avoid confusion with Social Studies Standards.

The proposed rules have been amended to make clarifications and clerical corrections.

Only the sections that have changes are printed in this bulletin. The original text of the proposed rules was published in the October 2, 2002 Idaho Administrative Bulletin, Volume 02-10, pages 154-183.

**ASSISTANCE ON TECHNICAL QUESTIONS:** For assistance on technical questions concerning the pending rule, contact Randi McDermott at 334-2270.

DATED this 8<sup>th</sup> day of November

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**08.02.03 - RULES GOVERNING THOROUGHNESS**

**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)

(BREAK IN CONTINUITY OF SECTIONS)

**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)~~

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- ~~054.~~ Artifact. A product of civilization, such as a tool or ornament, that shows human workmanship or modification. (3-15-02)
- ~~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 ~~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 ~~(research, debate, analysis, judgment).~~ (3-15-02)
- ~~230.~~ **Replicate**. To repeat or duplicate a product or process. (3-15-02)

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241. Speculate. To examine an idea or process and determine a logical outcome. (3-15-02)

~~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 the three (3) categories of Interdisciplinary Humanities, Visual and Performing Arts, and Foreign Language. (3-15-02)( )

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

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

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

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

~~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)~~

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~~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* acquires knowledge and skills that promote understanding of these connections as they exist among *the disciplines of two (2) or more of the following areas:* \_\_\_\_\_ ( )

a. Literature; \_\_\_\_\_ ( )

b. ~~History;~~ *visual and performing arts, and* \_\_\_\_\_ ( )

c. Philosophy; \_\_\_\_\_ ( )

d. Architecture; \_\_\_\_\_ ( )

e. Music; \_\_\_\_\_ ( )

f. Art; \_\_\_\_\_ ( )

g. Drama; \_\_\_\_\_ ( )

h. Dance; \_\_\_\_\_ ( )

i. ~~Foreign language; and~~ \_\_\_\_\_ ( )

j. 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 students' 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 of *(speaking, listening, reading, writing, and observing)* *are taught in all language courses receiving humanities credit. The*

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*material below is designed to integrate the study of a* In addition, foreign language with courses satisfying the humanities core requirement include instruction in cultural contexts and, critical thinking, skills and performance. ~~(3-15-02)~~ ( )

(BREAK IN CONTINUITY OF SECTIONS)

**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.	<b>a.MUSIC:</b> 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>b.VISUAL ARTS:</b> 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.
	<b>c.THEATRE:</b> 1.Identify a dramatic presentation as belonging to the past, present, or future. 2.Describe the role theatre plays in today's society.
	<b>d.DANCE:</b> 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.	<b>a.MUSIC:</b> 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>b.VISUAL ARTS:</b> 1.Name ways in which the subject of a work of visual art is similar to another art form- <del>(music, dance)</del> . 2.Identify ideas and emotions that are expressed through visual arts and other disciplines.
	<b>c.THEATRE:</b> 1.Identify ideas and emotions that are expressed through theatre and other disciplines. 2.Compare a written <del>(or</del> visual or oral) story with a dramatic performance of that same story.
	<b>d.DANCE:</b> 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.

~~(3-15-02)~~ ( )

(BREAK IN CONTINUITY OF SECTIONS)

**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.

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Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
01. Conduct analyses in the arts and humanities disciplines.	<b>a.MUSIC:</b> 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>b.VISUAL ARTS:</b> 1. Recognize and respond to characteristics and content of various <u>visual</u> art forms. 2. Examine the visual arts as a form of communication. 3. Use arts vocabulary to discuss specific works of art.
	<b>c.THEATRE:</b> 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.
	<b>d.DANCE:</b> 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.	<b>a.MUSIC:</b> 1. Discuss the importance of music in one's own life. 2. Draw conclusions about the meaning of the term "classical music."
	<b>b.VISUAL ARTS:</b> 1. Discuss the importance of visual art in one's own life. 2. Discuss how symbols create meaning in art.
	<b>c.THEATRE:</b> 1. Discuss the role of drama in one's own life. 2. Compare and contrast current forms of drama today ( <del>theatre, film, television</del> ).
	<b>d.DANCE:</b> 1. Identify dance forms associated with particular places or events. 2. Locate common themes in dance ( <del>such as friendship or family</del> ) 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.	<b>a.MUSIC:</b> 1. Recognize and verbalize emotions that are associated with music. 2. Verbalize personal preferences for a specific work of music, using arts vocabulary.
	<b>b.VISUAL ARTS:</b> 1. Discuss characteristics of one's own work and the work of others. 2. Compare one's own response to a work of art and to another student's response. 3. Show how expression in art causes different responses from viewers.
	<b>c.THEATRE:</b> 1. Verbalize personal preferences <del>offor</del> types of drama ( <del>formal, informal</del> ) <del>within society today</del> . 2. Identify the beginning, middle, and ending of dramatic performances. 3. Explain preferences for different parts of a dramatic performance.
	<b>d.DANCE:</b> 1. Develop and apply arts vocabulary when discussing <del>art</del> <u>dance</u> forms. 2. Explain ideas that dances can represent. 3. Suggest ways that artists get ideas. 4. Voice personal preferences about dances within a classroom or other setting.

(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. Understand concepts essential to visual	<b>a.MUSIC:</b>

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<p>and performing arts.</p>	<p>1. Read and perform meter, rhythm, and pitch using standard music symbols. 2. Identify sounds of different instrument families and voices.</p> <p><b>b. VISUAL ARTS:</b> 1. Acquire and develop skills necessary for understanding and applying arts techniques and processes. 2. Develop and use an arts vocabulary.</p> <p><b>c. THEATRE:</b> 1. Create characters, environments, and situations for dramatization. 2. Vary movement, vocal pitch, tempo, and tone for different characters. 3. Observe the visual, aural, oral, and kinesthetic elements of drama. 4. Develop reasons for personal preferences about dramatic performances.</p> <p><b>d. DANCE:</b> 1. Identify and isolate movements of body parts. 2. Demonstrate the difference between tension and relaxation in stillness and motion. 3. Move without talking. 4. Illustrate different movement qualities.</p>
<p><b>042.</b> Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p><b>a. MUSIC:</b> <del>1. Read and perform meter, rhythm, and pitch using standard music symbols.</del> <del>2. Echo short rhythms and melodic patterns.</del> <del>3. Sing on pitch, in rhythm, and with steady tempo.</del> <del>4. Sing Identify and perform</del> simple songs from different cultures and genres (<i>ostinatos, rounds</i>). 5. Illustrate group singing and instrumental skills in response to conductor cues. <del>6. Identify sounds of different instrument families and voices.</del></p> <p><b>b. VISUAL ARTS:</b> 1. Name and use different art materials (<i>paint, clay, paper, wood</i>). <del>2. Acquire and develop skills necessary for understanding and applying arts techniques and processes.</del> 3. Reproduce an existing work, respecting the intent of its original creator. <del>4. Develop and use an arts vocabulary.</del> 5. Express personal preferences for specific works and styles.</p> <p><b>c. THEATRE:</b> 1. Use dialogue to tell stories <del>and record information on a personal cognitive level.</del> <del>2. Create characters, environments, and situations for dramatization. (Let's pretend.)</del> <del>3. Vary movement, vocal pitch, tempo, and tone for different characters.</del> 4. Interact in imaginary situations. 5. Choose scenery, props, costumes, and makeup for a production. <del>6. Observe the visual, aural, oral, and kinetic elements of drama.</del> <del>7. Develop reasons for personal preferences about dramatic performances.</del></p> <p><b>d. DANCE:</b> <del>1. Identify and isolate movements of body parts.</del> <del>2. Demonstrate the difference between tension and relaxation in stillness and motion.</del> <del>3. Move without talking.</del> 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. <del>7. Illustrate different movement qualities (heavy, light, strong, limp).</del> <del>8. Practice appropriate warm-up for large muscle groups.</del></p>
<p><b>023.</b> Communicate in the visual and performing arts through creative expression.</p>	<p><b>a. MUSIC:</b> 1. Create a <i>musical line melody</i> 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>b. VISUAL ARTS:</b> 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> <p><b>c. THEATRE:</b> 1. Act in an improvisation. 2. Assume roles based on personal experiences, imagination, and reading.</p> <p><b>d. DANCE:</b> <del>1. Invent multiple solutions to movement problems.</del> 2. Use movement vocabulary to compose a dance phrase. 3. Create a movement phrase with a beginning, middle, and end. 4. Use original ideas and/or concepts from other sources <u>to create movement</u>. 5. Express ideas, moods, and feelings, through dance.</p>

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~~(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).~~

(BREAK IN CONTINUITY OF SECTIONS)

**886. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.**

**887. STANDARD TWO.**

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

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

~~(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. <del>d. Recognize that an idea may be expressed in multiple ways in the target language.</del>
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)~~( )

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(BREAK IN CONTINUITY OF SECTIONS)

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

**902. STANDARD ONE.**

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

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

(3-15-02)( )

**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.

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Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Conduct analyses in the arts and humanities disciplines.	<p><b>a.MUSIC:</b> 1. Recognize and respond to specific elements of music (<del>pitch</del> <u>melody, harmony, rhythm, form, timbre, diction, posture, tempo</u>).</p> <p>2. Describe music as a form of communication.</p> <p>3. Use music vocabulary to discuss specific compositions.</p> <p><b>b.VISUAL ARTS:</b> 1. Recognize differences between art materials, techniques, and processes.</p> <p>2. Use arts vocabulary to experience and discuss a variety of art works.</p> <p>3. Discuss how people's experiences can influence and develop specific art works.</p> <p><b>c.THEATRE:</b> <del>1. Compare the relationship between theatre and popular notions about entertainment</del> Develop and use theatre vocabulary.</p> <p>2. Discuss film and television as effective or ineffective ways to communicate meaning.</p> <p><b>d.DANCE:</b> <del>1. Examine</del> Discuss how dance creates and communicates meaning.</p> <p>2. Speculate how different artistic choices can change the meaning of a dance.</p>
02. Engage in reasoned dialogue about arts and humanities issues.	<p><b>a.MUSIC:</b> 1. Discuss the importance of music in our society.</p> <p>2. Discuss the differences between professional and amateur musicians.</p> <p><b>b.VISUAL ART:</b> 1. Discuss how art works can elicit different responses.</p> <p>2. Explain the difference between the visual characteristics and the purpose of a specific work of art (<del>beauty versus meaning</del>).</p> <p><b>c.THEATRE:</b> 1. Examine how theatre reveals universal themes.</p> <p>2. Explain how facial expression and body language reveal meaning.</p> <p><b>d.DANCE:</b> 1. Examine how dance reveals universal themes.</p> <p>2. Identify ways in which the principles of other disciplines (<del>like math or science</del>) relate to movement and dance.</p>
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	<p><b>a.MUSIC:</b> <del>1. Justify personal preferences based on philosophical, aesthetic, or ethical arts issues.</del> Express personal preferences for a specific work using appropriate arts vocabulary.</p> <p>2. Identify and <del>debate</del> discuss copyright issues in music.</p> <p>3. Express personal preferences for musical selection, using appropriate arts vocabulary.</p> <p><b>b.VISUAL ARTS:</b> 1. Identify and evaluate characteristics of one's own work and works of others.</p> <p>2. Explain how elements of composition and/or organization cause different responses.</p> <p>3. Describe how different media communicate meaning in the visual arts.</p> <p>4. Discuss copyright issues in visual arts.</p> <p><b>c.THEATRE:</b> 1. Evaluate one's performance of a scene and the performances of others.</p> <p>2. Explain how lighting, sets, and costumes can create meaning in a dramatic performance.</p> <p><b>d.DANCE:</b> <del>1. Examine how dance contains characteristics and merits that guide assessment of one's works and works of others.</del></p> <p><del>2</del>1. Discuss the process and effort involved in developing an idea into a dance work.</p> <p><del>3</del>2. Explain how a dance <del>may elicit interpretations different from those intended by the dancer</del> conveys feelings or ideas.</p>

(3-15-02)( )

**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	Content Knowledge and Skills:
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5, the student will:	
<p><b>01.</b> Understand the concepts essential to visual and performing arts.</p>	<p><b>a.MUSIC:</b>  <b>1.</b> <u>Improvise simple rhythmic and/or melodic accompaniments.</u>  <b>2.</b> <u>Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols.</u>  <b>3.</b> <u>Identify symbols, traditional terms, and notation in music.</u>  <b>4.</b> <u>Identify specific instruments in a recording or live performance.</u></p> <p><b>b.VISUAL ARTS:</b>  <b>1.</b> <u>Show differences between art materials, techniques, and processes.</u>  <b>2.</b> <u>Show differences among visual characteristics and purposes of art.</u></p> <p><b>c.THEATRE:</b>  <b>1.</b> <u>Improvise dialogue to tell stories and record information.</u>  <b>2.</b> <u>Create characters, environments, and situations for dramatization.</u>  <b>3.</b> <u>Vary movements, vocal pitch, tempo, and tone for different characters.</u></p> <p><b>d.DANCE:</b>  <b>1.</b> <u>Perform given movement sequences that emphasize weight shifts, lateral movement, elevation, and landing (aerial steps).</u>  <b>2.</b> <u>Memorize set patterns of movement.</u>  <b>3.</b> <u>Identify components of time, space, and energy elements.</u>  <b>4.</b> <u>Illustrate ways dancers warm up, stretch, and strengthen their bodies.</u>  <b>5.</b> <u>Identify movement in the three dimensions (vertical, horizontal, sagittal).</u></p>
<p><b>02.</b> Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p><b>a.MUSIC:</b>  <b>1.</b> <u>Sing in harmony using simple ostinatos, partner songs, descants, and canons.</u>  <b>2.</b> <u>Use a variety of sound sources (<del>classroom instruments, electronic and natural sounds</del>) to compose/arrange.</u>  <b>3.</b> <u>Perform independent instrumental parts while other students sing or play contrasting parts.</u>  <b>4.</b> <u>Improvise simple rhythmic and/or melodic accompaniments.</u>  <b>5.</b> <u>Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols.</u>  <b>6.</b> <u>Identify symbols, traditional terms, and notations in music.</u>  <b>7.</b> <u>Identify specific instruments in a recording or live performance.</u></p> <p><b>b.VISUAL ARTS:</b>  <b>1.</b> <u>Show differences between art materials, techniques, and processes.</u>  <b>2.</b> <u>Demonstrate how different media, techniques, and processes are used to communicate ideas.</u>  <b>3.</b> <u>Show differences among visual characteristics and purposes of art.</u>  <b>4.</b> <u>Demonstrate how composition, expression, and organization of art cause different responses.</u>  <b>5.</b> <u>Compare ways in which subject matter, symbols, and ideas are used to communicate meaning.</u></p> <p><b>c.THEATRE:</b>  <b>1.</b> <u>Improvise dialogue to tell stories and record information at a personal cognitive level.</u>  <b>2.</b> <u>Create characters, environments, and situations for dramatization.</u>  <b>3.</b> <u>Vary movements, vocal pitch, tempo, and tone for different characters.</u>  <b>4.</b> <u>Select and organize materials that suggest scenery, properties, lighting, sound, costumes, and makeup.</u>  <b>5.</b> <u>Use visual elements (<i>space, color, line, shape, texture</i>) to communicate place and mood.</u></p> <p><b>d.DANCE:</b>  <b>1.</b> <u>Perform given movement sequences that emphasize weight shifts, lateral movement, elevation, and landing (aerial steps).</u>  <b>2.</b> <u>Perform movement sequences that highlight balance and control.</u>  <b>3.</b> <u>Memorize and perform set patterns of movement.</u>  <b>4.</b> <u>Replicate a movement sequence from one theatrical (<del>concert</del>) and one recreational dance genre movement.</u>  <b>5.</b> <u>Move various body parts simultaneously.</u>  <b>6.</b> <u>Recreate a rhythmic pattern in movement.</u>  <b>7.</b> <u>Identify components of time, space, and energy elements.</u>  <b>8.</b> <u>Illustrate the correct way dancers warm up, stretch, and strengthen their bodies.</u>  <b>9.</b> <u>Identify and execute movement in the three dimensions (vertical, horizontal, sagittal).</u></p>
<p><b>023.</b> Communicate in the visual and performing arts through creative expression.</p>	<p><b>a.MUSIC:</b>  <b>1.</b> <u>Sing in a musical group, while blending vocal quality, matching dynamic levels, and responding to cues of a conductor.</u>  <b>2.</b> <u>Create/arrange music within specified guidelines (style, form, instrumentation).</u></p>

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	<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>b. VISUAL ARTS:</b></p> <p>1. Interpret/<del>perform</del> <u>create</u> 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><b>c. THEATRE:</b></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><b>d. DANCE:</b></p> <p>1. Use the elements of dance to <del>abstract a literal gesture</del> <u>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 (<del>ballet, tap, folk</del>).</p> <p>7. Respond physically to a variety of movement images.</p>

(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).

(BREAK IN CONTINUITY OF SECTIONS)

**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.
02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) 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. <del>Critique a musical or visual performance representative of the targeted culture.</del> <u>Express a conclusion about a musical or visual performance representative of the targeted culture.</u>

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(BREAK IN CONTINUITY OF SECTIONS)

**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:
01. Conduct analyses in the arts and humanities disciplines.	<b>a.MUSIC:</b> 1. Compare and contrast characteristics and content of various musical forms. 2. Examine music as a means of communication. 3. Use music vocabulary to discuss works of music.
	<b>b.VISUAL ARTS:</b> 1. Recognize and respond to characteristics and content of various art forms. 2. Investigate and evaluate the visual arts as a way to create and communicate meaning. 3. Analyze the visual arts of different cultures and time periods and compare to one's own culture. 4. Interpret a variety of art works using arts vocabulary.
	<b>c.THEATRE:</b> 1. Investigate and evaluate theatre as a way to create and communicate meaning. 2. Compare theatre of different cultures and time periods to contemporary theatre. 3. Assess one's interpretation of a dramatic scene with interpretations of others. 4. Explain how dramatic elements ( <del>lighting, properties, scenery</del> ) can contribute to the meaning of a dramatic work.
	<b>d.DANCE:</b> 1. Communicate information about an idea or event through dance. 2. Discuss various responses and interpretations of a dance performance. 3. Explain how lighting, music, and costuming can contribute to the meaning of a dance. 4. Explain the role of dance in different time periods.
02. Engage in reasoned dialogue about arts and humanities issues.	<b>a.MUSIC:</b> 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>b.VISUAL ARTS:</b> 1. Assess the characteristics of personal work and the work of others. 2. Investigate the various purposes art plays in society today ( <del>beauty, commercial, personal expression</del> ).
	<b>c.THEATRE:</b> 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.
	<b>d.DANCE:</b> 1. Examine how dance reveals universal concepts and themes. 2. Compare how various dance forms express different ideas ( <del>classical ballet/traditional love stories or modern ballet/free movement</del> ). 3. Examine the role of dance in holidays and traditional celebrations. 4. <del>Select an abstract idea and find examples of various works of art that represent this concept.</del>
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	<b>a.MUSIC:</b> 1. <del>Express</del> <u>Justify</u> personal preferences <del>for a specific work using appropriate arts vocabulary</del> 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>b.VISUAL ARTS:</b>

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	<p>1. Justify one's personal preferences based on knowledge of the elements of art.</p> <p>2. <del>Describe the difference between an artistic work's purpose and its visual presentation.</del> Describe the purpose and visual presentation of an artistic work.</p> <p>3. <u>Debate copyright issues in visual arts.</u></p>
	<p><b>c. THEATRE:</b></p> <p>1. Defend one's personal preferences for parts of a dramatic work.</p> <p>2. Discuss drama as a study of human character and personality.</p> <p>3. Use theatrical vocabulary to assess a dramatic performance.</p>
	<p><b>d. DANCE:</b></p> <p>1. <del>Examine how dance contains characteristics and merits on which to assess one's work and the work of others.</del></p> <p>2. Use appropriate vocabulary when analyzing a dance performance.</p> <p>3. Identify criteria for evaluating dance (<del>skills of dancers, originality, visual and/or emotional impact, variety and contrast</del>).</p>

(3-15-02)( )

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

**940. STANDARD THREE.**

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

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
<p><u>01. Understand concepts essential to visual and performing arts.</u></p>	<p><b>a. MUSIC:</b></p> <p>1. <u>Improvise simple melodic phrases.</u></p> <p>2. <u>Read and notate music.</u></p> <p>3. <u>Define basic principles of meter, rhythm, tonality, intervals, and chords.</u></p> <p><b>b. VISUAL ARTS:</b></p> <p>1. <u>Describe factors that make a specific art media, technique, or process effective in communicating an idea.</u></p> <p>2. <u>Use different media, techniques, and processes to communicate an idea or to tell a story.</u></p> <p><b>c. THEATRE:</b></p> <p>1. <u>Improvise dialogue to tell stories and record information at a personal level.</u></p> <p>2. <u>Create characters, environments, and situations to convey a specific idea or mood.</u></p> <p>3. <u>Vary movements and vocal qualities to convey an interpretation of a dramatic work.</u></p> <p><b>d. DANCE:</b></p> <p>1. <u>Choreograph correct strengthening and stretching sequences that include all the large muscle groups.</u></p> <p>2. <u>Isolate the movement in major body parts.</u></p> <p>3. <u>Illustrate muscular involvement that results in movement qualities.</u></p> <p>4. <u>Identify and use correctly the large muscle groups in coordinated ways.</u></p> <p>5. <u>Maintain both stationary and moving alignment, balance, and control.</u></p>
<p><u>04. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</u></p>	<p><b>a. MUSIC:</b></p> <p>1. Sing or play with good breath control, expression, and technical accuracy.</p> <p>2. Demonstrate appropriate ensemble skills.</p> <p>3. <del>Improvise simple melodic phrases.</del></p> <p>4. Implement elements of music composition (<del>unity and variety, tension and release, balance, acoustic and electronic sound sources</del>).</p> <p>5. Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).</p> <p>6. <del>Define basic principles of meter, rhythm, tonality, intervals, and chords.</del></p> <p><b>b. VISUAL ARTS:</b></p> <p>1. <del>Describe factors that make a specific art media, technique, or process effective in communicating an idea.</del></p> <p>2. Illustrate how visual structures (<del>line, color, shape, repetition, rhythm, balance</del>) and functions of art improve communication of one's ideas.</p> <p>3. Use visual, spatial, and temporal concepts to communicate meaning in a work of art.</p> <p>4. <del>Use different media, techniques, and processes to communicate an idea or to tell a story.</del></p> <p><b>c. THEATRE:</b></p>

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	<p>1. Describe factors that make a specific art media, technique, or process effective in communicating an idea.</p> <p>2. Illustrate how visual structures (<del>line, color, shape, repetition, rhythm, balance</del>) and functions of art improve communication of one's ideas.</p> <p>3. Use visual, spatial, and temporal concepts to communicate meaning in theatre.</p> <p>4. Use <del>nonverbal theatre (mime) theatre</del> to communicate an idea or tell a story.</p> <p><b>d. DANCE:</b></p> <p><del>1. Design an effective personal warm-up.</del></p> <p><del>2. Choreograph correct strengthening and stretching sequences that include all the large muscle groups.</del></p> <p><del>3. Isolate the movement in major body parts.</del></p> <p><del>4. Illustrate muscular involvement that results in movement qualities (heavy, delicate, limp, powerful).</del></p> <p><del>5. Identify and use correctly the large muscle groups in coordinated ways.</del></p> <p><del>6. Maintain both stationary and moving alignment, balance, and control.</del></p> <p><del>7.1. Identify and execute off-center movement phrases.</del></p> <p><del>8.2. Identify and execute movement in the three planes (vertical/frontal, sagittal, horizontal).</del></p> <p><del>9.3. Create and follow a floor pattern.</del></p> <p><del>10.4. Select and/or make costumes that support the intent of a dance.</del></p>
<p><b>023.</b> Communicate in the visual and performing arts through creative expression.</p>	<p><b>a. MUSIC:</b></p> <p>1. Compose music within specific guidelines (<del>ABA form, limited range, simple rhythms</del>).</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>b. VISUAL ARTS:</b></p> <p>1. <del>Perform or e</del> 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. Create an art work that conveys a human experience or expression.</p> <p><b>c. THEATRE:</b></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><b>d. DANCE:</b></p> <p>1. Perform two contrasting dance styles (<del>hip hop, lyrical jazz</del>) within a single genre.</p> <p>2. Perform two out of the three recreational forms (<del>international folk, square, social</del>).</p> <p>3. Replicate a very fast dance (<del>allegro vivace, presto</del>).</p> <p>4. Choreograph a duet demonstrating an understanding of choreographic principles.</p> <p>5. Create a round or canon <del>form</del> for a group of dancers to perform.</p> <p>6. Memorize, practice, refine, and perform a dance created by someone else.</p>

(3-15-02)( )

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. (3-15-02)

944. -- 950. (RESERVED).

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(BREAK IN CONTINUITY OF SECTIONS)

**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:
<b>01.</b> 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.
<b>02.</b> Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) 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.
<b>03.</b> 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, <del>predicting possible</del> <u>identifying</u> philosophical, aesthetic, or ethical issues.

(3-15-02)( )

**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:
<b>01.</b> 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.
<b>02.</b> 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. <u>Use appropriate language to exchange information about topics at a personal level.</u>
<b>03.</b> Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.

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(BREAK IN CONTINUITY OF SECTIONS)

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

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**961. HISTORICAL AND CULTURAL CONTEXTS OF INTERDISCIPLINARY HUMANITIES.**

**962. STANDARD ONE.**

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

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

(3-15-02)( )

**963. CRITICAL THINKING IN INTERDISCIPLINARY HUMANITIES.**

**964. STANDARD TWO.**

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

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

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**965. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE INTERDISCIPLINARY HUMANITIES.**

**966. STANDARD THREE.**

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

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand concepts essential to the arts and humanities disciplines.	a. <del>Define</del> Demonstrate the role of diversity within the arts and humanities.
	b. <del>Compare and contrast content</del> Demonstrate knowledge <del>between two</del> of common themes in the arts and humanities disciplines.

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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 <del>the student's</del> <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. <del>Express a relationship between two humanities art forms showing how they compliment one another.</del> Illustrate a 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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(BREAK IN CONTINUITY OF SECTIONS)

**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.	<b>a. MUSIC:</b> 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 <del>musical aesthetics</del> <u>aesthetical aspects of music</u> from different cultural perspectives.
	<b>b. VISUAL ARTS:</b> 1. Compare and contrast the historical, social, and environmental contexts that influence artistic expression. 2. Identify representative visual works of art from a variety of cultures and historical periods. 3. Compare and contrast aesthetics ( <del>study of beauty, art, and taste</del> ) from different cultural perspectives. 4. Outline the history, purpose, and function of a particular visual art form.
	<b>c. THEATRE:</b> 1. Show how theatre has a history, purpose, and function in cultures. 2. Compare and contrast the various historical and cultural contexts <del>that influenceing</del> <u>theatrical expression</u> . 3. Identify representative dramatic works from a variety of cultures and historical periods. 4. Trace the meaning of a dramatic term, such as "tragedy," "comedy," or "protagonist" through history. 5. Illustrate an understanding of cultural and historical perspectives required by a specific text.
	<b>d. DANCE:</b> 1. Use historical inquiry to examine the relationships between dance works and the culture and times in which they exist. 2. Show how dance has a history, purpose, and function in cultures. 3. Explore <del>the</del> human experience as it relates to dance across cultures and time.
02. Understand interrelationships among visual and performing arts	<b>a. MUSIC:</b> 1. Identify various musical forms that have literary or artistic counterparts in other arts

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disciplines.	disciplines <del>(expressionist art, music)</del> .
	2. Make connections between the history of one art form and another related art form- <del>(music and art history)</del> .
	<b>b.VISUAL ARTS:</b>
	1. Identify the use of visual arts in theatre, dance, and musical productions. 2. Identify artists who practice in more than one art form. 3. Relate the trends and movements in visual art to other disciplines in the arts and humanities.
	<b>c.THEATRE:</b>
	1. Demonstrate the use of art forms required for dramatic performances that create functional scenery, properties, lighting, sound, costumes, and makeup. 2. Plan visual and aural elements for improvised and scripted scenes.
	<b>d.DANCE:</b>
	1. Demonstrate the use of art forms required for dance performances that create functional scenery, properties, lighting, sound, costumes. 2. Show how dance ideas can originate from visual arts works.

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**972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.**

**973. STANDARD TWO.**

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

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

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	<p>3. Offer an alternative for copyright infringement, both for the consumer and the artist.</p> <p>4. Critique a musical work or performance based on given criteria.</p> <p><b>b. VISUAL ARTS:</b></p> <p>1. Express personal preference for visual art, using appropriate arts vocabulary.</p> <p>2. Discuss <del>the</del> dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work.</p> <p>3. Identify common symbols used in interpreting visual arts.</p> <p><b>c. THEATRE:</b></p> <p>1. <del>Articulate and justify personal aesthetic criteria with the intent of a final aesthetic achievement (quality).</del> Describe and defend one's rationale for critiquing a dramatic performance.</p> <p>2. Discuss, research, and analyze production and performance appropriateness of a theatrical work within a given community.</p> <p><b>d. DANCE:</b></p> <p>1. Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions.</p> <p>2. Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performances, choreography, and other aspects of a dance presentation.</p> <p>3. Examine how a dance may elicit interpretations different from those intended by the dancer.</p>
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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:
<p><b>01.</b> Understand concepts essential to visual and performing arts.</p>	<p><b>a. MUSIC:</b></p> <p>1. <u>Improvise musical lines using rhythm, melodic embellishments, and harmony.</u></p> <p>2. <u>Articulate a method of consistent and efficient musical practice.</u></p> <p><b>b. VISUAL ARTS:</b></p> <p>1. <u>Develop skills necessary to apply artistic techniques and processes.</u></p> <p>2. <u>Use media, techniques, and processes that convey artistic intentions.</u></p> <p>3. <u>Analyze effectiveness of various selections of art in relation to organizational structures and functions.</u></p> <p>4. <u>Demonstrate how organizational principles and functions can be used to solve specific visual arts problems.</u></p> <p><b>c. THEATRE:</b></p> <p>1. <u>Interpret scripts to convey story and meaning to an audience.</u></p> <p>2. <u>Research and apply physical, emotional, and social dimensions involved in creating character.</u></p> <p>3. <u>Analyze visual, aural, oral, and kinetic elements of a dramatic performance.</u></p> <p><b>d. DANCE:</b></p> <p>1. <u>Use and refine complex movement patterns from two different genres.</u></p> <p>2. <u>Describe similarities and differences between two contemporary theatrical/concert dance forms.</u></p>
<p><b>02.</b> Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p><b>a. MUSIC:</b></p> <p>1. <u>Perform <del>solos</del> in an ensemble or as a soloist using appropriate musical technique- (breath control, intonation, expression, technical accuracy, phrasing and interpretation).</u></p> <p>2. <u>Improvise musical lines using rhythm, melodic embellishments, and harmony. Interpret/perform a musical selection, respecting the intent of its creator.</u></p> <p>3. <u>Articulate a method of consistent and efficient musical practice.</u></p>

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	<p><b>b.VISUAL ARTS:</b>  <del>1.Develop skills necessary to apply artistic techniques and processes.</del>  <del>2</del>1. Interpret a work, respecting the intent of its original creator.  <del>3</del>2. Demonstrate appropriate behavior while attending or participating in arts events.  <del>4</del>3. Show respect for personal work and work of others.  <del>5. Use media, techniques, and processes that convey artistic intentions.</del>  <del>6. Analyze the effectiveness of various selections of art in relation to organizational structures and functions.</del>  <del>7. Demonstrate how organizational principles and functions can be used to solve specific visual arts problems.</del></p> <p><b>c.THEATRE:</b>  1. Show how varying collaborative efforts and artistic choices can affect performances and formal productions.  2. Construct imaginative scripts that convey story and meaning to an audience.  3. Interpret/perform a work respecting the intent of its creator.  4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.  <del>5. Improvise and refine scripts to convey story and meaning to an audience.</del>  <del>6. Research and apply physical, emotional, and social dimensions involved in creating character.</del>  <del>7. Analyze visual, aural, oral, and kinetic elements of a dramatic performance.</del></p> <p><b>d.DANCE:</b>  <del>1. Use and refine complex movement patterns from two different genres.</del>  <del>2</del>1. Identify and incorporate cultural styles and nuances in a selected genre.  <del>3</del>2. Study a choreographer's intent and interpret it clearly for an audience.  <del>4. Perform and describe similarities and differences between two contemporary theatrical/concert dance forms.</del></p>
<p><b>023.</b> Communicate in the visual and performing arts through creative expression.</p>	<p><b>a.MUSIC:</b>  1. Demonstrate advanced ensemble skills.  2. Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.  <del>3. Sing or play a varied repertoire of music literature with expression and technical accuracy.</del>  <del>4</del>3. Perform with <u>expression and technical accuracy</u> varied musical works at a moderate level of difficulty with expression and technical accuracy.  <del>5</del>4. Improvise rhythmic and melodic variations on given melodies.</p> <p><b>b.VISUAL ARTS:</b>  1. <u>Plan a work of art</u> Applying media, techniques, and processes with <u>sufficient</u> skill, confidence, and sensitivity <del>that one's intentions are carried out in works of art.</del>  2. Apply various symbols, subjects, and ideas in one's artwork.  3. Illustrate <del>the</del> effectiveness of various artworks in terms of organizational structures and functions.</p> <p><b>c.THEATRE:</b>  <del>1. Create design sets that enhance the meaning of a performance.</del>  <del>2</del>1. Develop and sustain a character <del>that who</del> communicates with the audience.  <del>3</del>2. Organize and conduct rehearsals for <del>formal or informal</del> productions.  <del>4</del>3. <u>Plan and</u> <del>Develop</del> <u>original set designs</u> <del>of sets to convey environments that support the a dramatic text.</del>  <del>5</del>4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.</p> <p><b>d.DANCE:</b>  1. Demonstrate <del>the</del> ability to vary <u>thematic</u> movements <del>themes</del>.  2. Create a <u>climactic</u> dramatic moment within a long phrase, using contrast in energy and tempo.  3. Compose dance studies <del>that</del> exhibiting a range of structural forms <del>(ABA, variation, canon, rondo, chance).</del>  4. Choreograph a dance with a clear intent.  5. Choreograph a dance without music and select or create an effective accompaniment.  <del>6. Work with a partner on interrelated movement sequences (supporting, giving and receiving weight, counterbalancing).</del>  <del>7. Contrast balanced and off balance movement as in fall and recovery.</del>  <del>8. Identify and execute three dimensional movement.</del></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.~~

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

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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.~~

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

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	<i>development, and social conduct.</i>
	<i>c. Compare similarities among contemporary and historical works of literature, art, music, dance, and drama.</i>
	<i>d. Compare cultural similarities and/or differences among contemporary Post-World War II works of literature, art, music, dance, and drama.</i>
	<i>e. Explain how visual, spatial, temporal, and functional values of artworks are tempered by history.</i>

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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:
<b>01.</b> Understand the basic knowledge essential to world history.	<i>a. Recognize the five components that define civilization (highly organized society, specialized workers, communication, advanced technology, and complex institutions).</i>
	<i>b. Show the causes and effects of social stratification.</i>
	<i>c. Illustrate ways in which the arts and humanities break through class barriers.</i>
	<i>d. Demonstrate common themes in the arts and humanities that appear in various historical periods.</i>
<b>02.</b> Communicate in the humanities disciplines through application of knowledge.	<i>a. Report on how a literary work relates to the history and culture from which it originated.</i>
	<i>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.</i>
<b>03.</b> Communicate in the humanities disciplines through creative expression.	<i>a. Create an artistic work that expresses the uniqueness of a historical period.</i>
	<i>b. Apply the concepts of artistic criticism to representative works from a historical period.</i>

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~~985-986. -- 986. (RESERVED).~~

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

**988. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.**

**989. STANDARD ONE.**

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

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
<b>01.</b> Understand the historical contexts of language study.	<i>a. Identify historical events related to the language(s) being studied.</i>
	<i>b. Identify and categorize expressions used historically and idiomatically.</i>
<b>02.</b> Understand the interrelationships between language study and the arts and humanities disciplines.	<i>a. Identify basic cultural and traditional relationships within the target language.</i>
	<i>b. Examine and critique the use of the target language in the arts and humanities disciplines.</i>
	<i>c. Compare and contrast linguistic, cultural, and traditional relationships.</i>
	<i>d. Compose an original work employing the target language.</i>

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<b>03.</b> 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.

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

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

**993. STANDARD THREE.**

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

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
<b>01.</b> 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 ( <del>expressing gratefulness, extending invitations, apologizing, closing a conversation</del> ).
	e. Recognize and provide examples of how an idea may be expressed in multiple ways in the target language.
<b>02.</b> Communicate in the humanities disciplines through application of language skills.	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 ( <del>information from newspaper or magazine articles, programs on television, radio, or video</del> ).
	e. Write in the target language in a variety of forms (personal essays, poems, letters,

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	stories, e-mail, articles, reports).
<b>03.</b> Communicate in language study through creative expression.	<b>a.</b> Express preferences, desires, opinions, and feelings in the language being studied.
	<b>b.</b> React to current issues in the target language.

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