

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	PROPOSED RULE – IDAPA 08.02.03.004, RULES GOVERNING THOROUGHNESS INCORPORATED BY REFERENCE – COMMON CORE STANDARDS FOR MATH	Motion to Approve
3	PROPOSED RULE – IDAPA 08.02.03.004, RULES GOVERNING THOROUGHNESS, INCORPORATED BY REFERENCE – COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS	Motion to Approve
4	PROPOSED RULE – IDAPA 08.02.03.004, RULES GOVERNING THOROUGHNESS, INCORPORATED BY REFERENCE – INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) STANDARDS	Motion to Approve
5	TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03.111, TIMELINE FOR DISSEMINATION OF ASSESSMENT RESULTS AND COMMUNICATION TO PARENTS	Motion to Approve
6	TEMPORARY AND PROPOSED RULES – IDAPA 08.02.03.004.03 – INCORPORATION BY REFERENCE, THE LIMITED ENGLISH PROFICIENCY PROGRAM ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) AND ACCOUNTABILITY PROCEDURES; IDAPA 08.02.03.004.04 – INCORPORATION BY REFERENCE, THE IDAHO ENGLISH LANGUAGE ASSESSMENT (IELA) ACHIEVEMENT STANDARDS; IDAPA 08.02.03.112 – ACCOUNTABILITY, ADEQUATE YEARLY PROGRESS (AYP) DEFINITIONS	Motion to Approve
7	TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03.105, REMOVAL OF THE SCIENCE ISAT FROM THE GRADUATION REQUIREMENT	Motion to Approve

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

8	TEMPORARY/PROPOSED RULE CHANGE IDAPA 08.02.03.109 – SPECIAL EDUCATION	Motion to Approve
9	PROPOSED RULE IDAPA 08.02.03.160-161 – SAFE AND SUPPORTIVE SCHOOLS	Motion to Approve
10	CHANGES TO THE IDAHO SPECIAL EDUCATION MANUAL	Motion to Approve
11	APPROVAL FOR “NEW SCHOOL” STATUS FOR SCHOOLS IN RESTRUCTURING	Motion to Approve
12	ADOPTION OF CURRICULAR MATERIALS AND RELATED INSTRUCTIONAL MATERIALS AS RECOMMENDED BY THE CURRICULAR MATERIALS SELECTION COMMITTEE	Motion to Approve
13	PROPOSED REVISION TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL – SCHOOL SOCIAL WORK STANDARDS IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE	Motion to Approve
14	PROPOSED REVISION TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL – HEALTH TEACHER STANDARDS IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY , INCORPORATION BY REFERENCE, AND PROPOSED REVISION TO IDAPA 08.02.022, ENDORSEMENTS E-L – HEALTH (6-12) ENDORSEMENT	Motion to Approve
15	PROPOSED REVISION TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL – SOCIAL STUDIES FOUNDATION AND ENHANCEMENT STANDARDS IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE	Motion to Approve

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

16	PROPOSED REVISION TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL – SCIENCE FOUNDATION AND ENHANCEMENT STANDARDS IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE	Motion to Approve
17	PROPOSED RULE CLARIFICATION TO IDAPA 08.02.02.024, ENDORSEMENTS M-Z – NATURAL SCIENCE (6-12) ENDORSEMENT	Motion to Approve
18	PROPOSED ONLINE TEACHER ENDORSEMENT (PRE-K-12) LANGUAGE FOR IDAPA 08.02.02.033, “RESERVED”	Motion to Approve
19	PROPOSED ADDITION TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONEL – PRE-SERVICE TECHNOLOGY STANDARDS, IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE	Motion to Approve
20	PROPOSED REVISION TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONEL – IDAHO STANDARDS FOR MATHEMATICS TEACHERS, IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE	Motion to Approve
21	PROPOSED REVISION TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONEL – IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS, IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE	Motion to Approve
22	PROPOSED CHANGES TO IDAPA 08.02.02.022 AND 08.02.02.024, RULES GOVERNING UNIFORMITY- ENDORSEMENTS A-D AND M-Z; ART (K-12 OR 6-12) COMMUNICATIONS/DRAMA (6-12), DRAMA (6-12), MUSIC (6-12 OR K-12)	Motion to Approve

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

23	PROPOSED REVISION TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL – IDAHO FOUNDATION AND ENHANCEMENT STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS, IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE	Motion to Approve
24	PROPOSED EARLY CHILDHOOD SPECIAL EDUCATION ENDORSEMENT (PRE-K-3) LANGUAGE FOR IDAPA 08.02.02.028, EXCEPTIONAL CHILD CERTIFICATE	Motion to Approve
25	REVISION OF THE IDAHO STANDARDS FOR PUBLIC SCHOOL DRIVER EDUCATION AND TRAINING	Motion to Approve
26	TEMPORARY AND PROPOSED RULE – MASTERY ADVANCEMENT PILOT PROGRAM (MAPP)	Motion to Approve
27	REQUEST FROM THE BOISE SCHOOL DISTRICT TO RECEIVE A WAIVER FOR SCHOOL CHOICE BETWEEN SECONDARY SCHOOLS	Motion to Approve
28	2009-2010 ACCREDITATION SUMMARY REPORT OF IDAHO SCHOOLS	Information Item

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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STATE DEPARTMENT OF EDUCATION

August 11-12, 2010

SUBJECT

Proposed Rule- IDAPA 08.02.03.004, Rules Governing Thoroughness,
Incorporated by Reference- Common Core Standards for Math

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004, Rules of the Board Governing Thoroughness
Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The Common Core Standards have been developed as a joint effort between the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). The goal of the work was to ensure that students graduating from high school are college and career ready. The development team vowed to make the standards clearer, higher, and fewer. The work was started during the spring of 2009 and we have been given draft documents for review along this process.

We met with teams of math teachers, curricular specialists, and administrators that serve the content area of mathematics. We developed comments and shared them with CCSSO and NGA. This first public draft document was published on March 10th. The SDE math "working group" met on March 15th to discuss the future plan for Idaho in regards to these standards. Although these standards will be common across the nation, Idaho may add up to 15% unique state goals and objectives to be incorporated into the document after the October public comment period to better serve Idaho students.

These standards are entirely new; therefore, a document with strikethrough as typically attached is not included this time.

ATTACHMENTS

Attachment 1 – Proposed change of IDAPA 08.02.03.004	Page 3
Attachment 2 – Common Core Document for Math	Page 5
Attachment 3 – Common Core State Standards PowerPoint	Page 99

BOARD ACTION

A motion to approve the Idaho Content Standards for Math as submitted effective for the 2013-2014 academic year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Math.

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of this document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD-2010)()

- a. Driver Education, as revised and adopted on August 21, 2008. (SD 2010)
- b. Health, as revised and adopted on April 17, 2009. (SD 2010)
- c. Humanities Categories: (SD 2010)
 - i. Art, as revised and adopted on April 17, 2009; (SD 2010)
 - ii. Dance, as revised and adopted on April 17, 2009; (SD 2010)
 - iii. Drama, as revised and adopted on April 17, 2009; (SD 2010)
 - iv. Interdisciplinary, as revised and adopted on April 17, 2009; (SD 2010)
 - v. Music, as revised and adopted on April 17, 2009; (SD 2010)
 - vi. World languages, as revised and adopted on April 17, 2009. (SD 2010)
- d. English Language Arts, Part I: reading, as revised and adopted on ~~August 21, 2008~~ August 11, 2010. (SD-2010)()
- ~~e. Language Arts, Part II: language arts, as revised and adopted on August 21, 2008. (SD 2010)~~
- ~~fe.~~ Limited English Proficiency, as revised and adopted on August 21, 2008. (SD 2010)
- ~~gf.~~ Mathematics, as revised and adopted on ~~August 21, 2008~~ August 11, 2010. (SD-2010)()
- ~~hg.~~ Physical Education, as revised and adopted on April 17, 2009. (SD 2010)
- ~~ih.~~ Science, as revised and adopted on April 17, 2009. (SD 2010)
- ~~ji.~~ Social Studies, as revised and adopted on April 17, 2009. (SD 2010)
- ~~j.~~ Information and Communication Technology, as revised and adopted on April 22, 2010 ()

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD 0802)

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on February 28, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD 0802)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

COMMON CORE STATE STANDARDS FOR

Mathematics



Table of Contents

Introduction	3
Standards for Mathematical Practice	6
Standards for Mathematical Content	
Kindergarten	9
Grade 1	13
Grade 2	17
Grade 3	21
Grade 4	27
Grade 5	33
Grade 6	39
Grade 7	46
Grade 8	52
High School — Introduction	
High School — Number and Quantity	58
High School — Algebra	62
High School — Functions	67
High School — Modeling	72
High School — Geometry	74
High School — Statistics and Probability	79
Glossary	85
Sample of Works Consulted	91

Introduction

Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

— Mathematics Learning in Early Childhood, National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K-6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1-3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

— Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

— Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

— Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

*articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, **but also the key ideas** that determine how knowledge is organized and generated within that discipline. This implies*

that to be coherent, a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties). (emphasis added)

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the properties of operations to structure those ideas.

In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

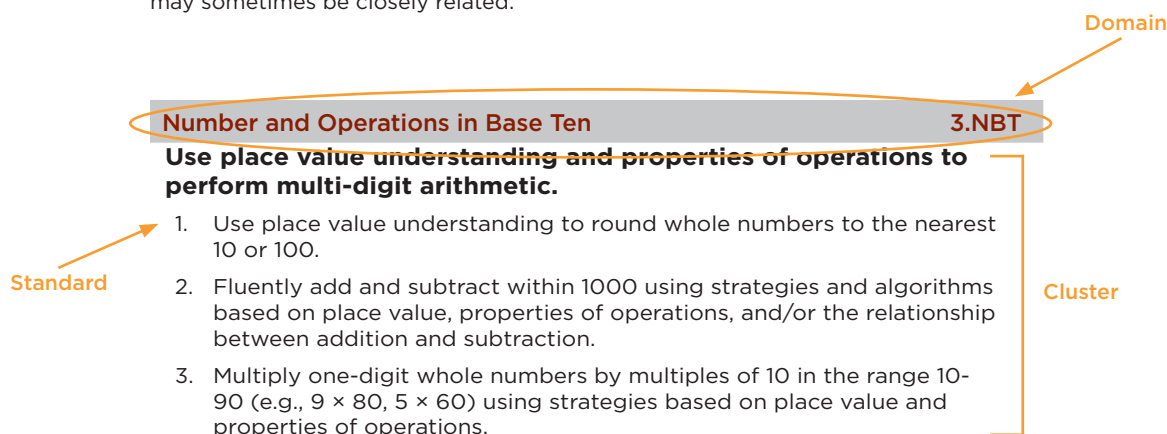
The Standards begin on page 6 with eight Standards for Mathematical Practice.

How to read the grade level standards

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.



These Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

What students can learn at any particular grade level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, "Students who already know ... should next come to learn" But at present this approach is unrealistic—not least because existing education research cannot specify all such learning pathways. Of necessity therefore, grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians. One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students based on their current understanding.

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions,

communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality

K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

¹Include groups with up to ten objects.

²Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Number and Operations in Base Ten

K.NBT

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³

Geometry

K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

³Limit category counts to be less than or equal to 10.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

¹Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.²
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.³ *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.*

Number and Operations in Base Ten

1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

²See Glossary, Table 1.

³Students need not use formal terms for these properties.

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data

1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.⁴
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

⁴Students do not need to learn formal names such as “right rectangular prism.”

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade 2 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten

2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.³

¹See Glossary, Table 1.

²See standard 1.OA.6 for a list of mental strategies.

³Explanations may be supported by drawings or objects.

Measurement and Data

2.MD

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.

Geometry

2.G

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

⁴See Glossary, Table 1.

⁵Sizes are compared directly or visually, not compared by measuring.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

¹See Glossary, Table 2.

²Students need not use formal terms for these properties.

³This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

Number and Operations in Base Ten

3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.⁴

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Number and Operations—Fractions⁵

3.NF

Develop understanding of fractions as numbers.

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data

3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

⁴A range of algorithms may be used.

⁵Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.⁷

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

⁶Excludes compound units such as cm^3 and finding the geometric volume of a container.

⁷Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

Geometry

3.G

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.*

Mathematics | Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade 4 Overview

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

4.OA

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten²

4.NBT

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

¹See Glossary, Table 2.

²Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions³

4.NF

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

³Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ *For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.*
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data

4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

⁴Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry

4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Grade 5 Overview

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

5.OA

Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten

5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions

5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)*
 - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹
 - a. Interpret division of a unit fraction by a non-zero whole number,

¹Students are able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*

- b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*
- c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?*

Measurement and Data

5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry

5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
4. Classify two-dimensional figures in a hierarchy based on properties.

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and

median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

Grade 6 Overview

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships

6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."*¹
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
 - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
 - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System

6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*

Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

¹Expectations for unit rates in this grade are limited to non-complex fractions.

Apply and extend previous understandings of numbers to the system of rational numbers.

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
 - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
 - c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
 - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
 - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .*
 - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*
 - d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations

6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*

- b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
 - c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.*
3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*
 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

Geometry

6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability

6.SP

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.
 - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
 - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Grade 7 Overview

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships

7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between quantities.
 - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.*
 - d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System

7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
 - b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
 - c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

- b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
 - c. Apply properties of operations as strategies to multiply and divide rational numbers.
 - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
3. Solve real-world and mathematical problems involving the four operations with rational numbers.¹

Expressions and Equations

7.EE

Use properties of operations to generate equivalent expressions.

- 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
- 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
 - a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
 - b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry

7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.

- 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

¹Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability

7.SP

Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations.

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
 - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
 - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
 - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
 - b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
 - c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x -coordinate changes by an amount A , the output or y -coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y -intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Grade 8 Overview

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

- Investigate patterns of association in bivariate data.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Number System

8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations

8.EE

Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.*
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.
 - a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
 - b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8. Analyze and solve pairs of simultaneous linear equations.
 - a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
 - b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
 - c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions

8.F

Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.¹
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry

8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
 - a. Lines are taken to lines, and line segments to line segments of the same length.
 - b. Angles are taken to angles of the same measure.
 - c. Parallel lines are taken to parallel lines.
2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

¹Function notation is not required in Grade 8.

3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability

8.SP

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Mathematics Standards for High School

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

All standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards with a (+) symbol may also appear in courses intended for all students.

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

Conceptual categories portray a coherent view of high school mathematics; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*). The star symbol sometimes appears on the heading for a group of standards; in that case, it should be understood to apply to all standards in that group.

Mathematics | High School—Number and Quantity

Numbers and Number Systems. During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, “number” means “counting number”: 1, 2, 3... Soon after that, 0 is used to represent “none” and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators, spreadsheets, and computer algebra systems can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities. In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

Number and Quantity Overview

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Real Number System

N-RN

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities*

N-Q

Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System

N-CN

Perform arithmetic operations with complex numbers.

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane.

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .*
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.*
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities

N-VM

Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$, $|\mathbf{v}|$, $\|\mathbf{v}\|$, v).
2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

Perform operations on vectors.

4. (+) Add and subtract vectors.
 - a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
 - b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
 - c. Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of $\mathbf{w}$, with the same magnitude as $\mathbf{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
5. (+) Multiply a vector by a scalar.
 - a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
 - b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\|c\mathbf{v}\| = |c|\mathbf{v}$. Compute the direction of $c\mathbf{v}$ knowing that when $|c|\mathbf{v} \neq 0$, the direction of $c\mathbf{v}$ is either along $\mathbf{v}$ (for $c > 0$) or against $\mathbf{v}$ (for $c < 0$).

Perform operations on matrices and use matrices in applications.

6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
8. (+) Add, subtract, and multiply matrices of appropriate dimensions.
9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
12. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Mathematics | High School—Algebra

Expressions. An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p . Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1 + b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Algebra Overview

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Seeing Structure in Expressions

A-SSE

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.*
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*
2. Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
 - c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**

Arithmetic with Polynomials and Rational Expressions

A-APR

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.*
5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.¹

¹The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

Rewrite rational expressions

6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations*

A-CED

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Reasoning with Equations and Inequalities

A-REI

Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4. Solve quadratic equations in one variable.
 - a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
 - b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Solve systems of equations

5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*
8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.
9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on \$10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v ; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T .

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates.

Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Functions Overview

Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Interpreting Functions

F-IF

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
 - c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
 - d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
 - b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.*

9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions

F-BF

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.*
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
 - b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
 - c. (+) Compose functions. *For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
4. Find inverse functions.
 - a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*
 - b. (+) Verify by composition that one function is the inverse of another.
 - c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
 - d. (+) Produce an invertible function from a non-invertible function by restricting the domain.
5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Linear, Quadratic, and Exponential Models*

F-LE

Construct and compare linear, quadratic, and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
 - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.

Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear or exponential function in terms of a context.

Trigonometric Functions

F-TF

Extend the domain of trigonometric functions using the unit circle

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.
4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

Prove and apply trigonometric identities

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

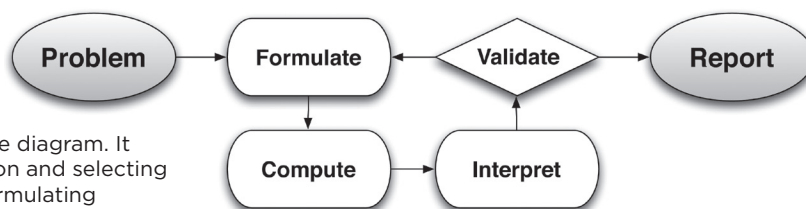
Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it



is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO₂ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards *Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*).*

Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of “same shape” and “scale factor” developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

Geometry Overview

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Mathematical Practices

1. Apply geometric concepts in modeling situations
2. Mathematical Practices
3. Make sense of problems and persevere in solving them.
4. Reason abstractly and quantitatively.
5. Construct viable arguments and critique the reasoning of others.
6. Model with mathematics.
7. Use appropriate tools strategically.
8. Attend to precision.
9. Look for and make use of structure.
10. Look for and express regularity in repeated reasoning.

Congruence

G-CO

Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry

G-SRT

Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations given by a center and a scale factor:
 - a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Apply trigonometry to general triangles

9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.
11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles

G-C

Understand and apply theorems about circles

1. Prove that all circles are similar.
2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

- Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations

G-GPE

Translate between the geometric description and the equation for a conic section

- Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
- Derive the equation of a parabola given a focus and directrix.
- (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Use coordinates to prove simple geometric theorems algebraically

- Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.*
- Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Geometric Measurement and Dimension

G-GMD

Explain volume formulas and use them to solve problems

- Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
- (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
- Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Visualize relationships between two-dimensional and three-dimensional objects

- Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry

G-MG

Apply geometric concepts in modeling situations

- Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
- Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
- Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Mathematics | High School—Statistics and Probability★

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Statistics and Probability Overview

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
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Interpreting Categorical and Quantitative Data

S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*
 - b. Informally assess the fit of a function by plotting and analyzing residuals.
 - c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions

S-IC

Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability

S-CP

Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.
7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions

S-MD

Calculate expected values and use them to solve problems

1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*
4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

Use probability to evaluate outcomes of decisions

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
 - a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*
 - b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Note on courses and transitions

The high school portion of the Standards for Mathematical Content specifies the mathematics all students should study for college and career readiness. These standards do not mandate the sequence of high school courses. However, the organization of high school courses is a critical component to implementation of the standards. To that end, sample high school pathways for mathematics – in both a traditional course sequence (Algebra I, Geometry, and Algebra II) as well as an integrated course sequence (Mathematics 1, Mathematics 2, Mathematics 3) – will be made available shortly after the release of the final Common Core State Standards. It is expected that additional model pathways based on these standards will become available as well.

The standards themselves do not dictate curriculum, pedagogy, or delivery of content. In particular, states may handle the transition to high school in different ways. For example, many students in the U.S. today take Algebra I in the 8th grade, and in some states this is a requirement. The K-7 standards contain the prerequisites to prepare students for Algebra I by 8th grade, and the standards are designed to permit states to continue existing policies concerning Algebra I in 8th grade.

A second major transition is the transition from high school to post-secondary education for college and careers. The evidence concerning college and career readiness shows clearly that the knowledge, skills, and practices important for readiness include a great deal of mathematics prior to the boundary defined by (+) symbols in these standards. Indeed, some of the highest priority content for college and career readiness comes from Grades 6-8. This body of material includes powerfully useful proficiencies such as applying ratio reasoning in real-world and mathematical problems, computing fluently with positive and negative fractions and decimals, and solving real-world and mathematical problems involving angle measure, area, surface area, and volume. Because important standards for college and career readiness are distributed across grades and courses, systems for evaluating college and career readiness should reach as far back in the standards as Grades 6-8. It is important to note as well that cut scores or other information generated by assessment systems for college and career readiness should be developed in collaboration with representatives from higher education and workforce development programs, and should be validated by subsequent performance of students in college and the workforce.

Glossary

Addition and subtraction within 5, 10, 20, 100, or 1000. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: $\frac{3}{4}$ and $-\frac{3}{4}$ are additive inverses of one another because $\frac{3}{4} + (-\frac{3}{4}) = (-\frac{3}{4}) + \frac{3}{4} = 0$.

Associative property of addition. See Table 3 in this Glossary.

Associative property of multiplication. See Table 3 in this Glossary.

Bivariate data. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.¹

Commutative property. See Table 3 in this Glossary.

Complex fraction. A fraction $\frac{A}{B}$ where A and/or B are fractions (B nonzero).

Computation algorithm. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See *also*: computation strategy.

Computation strategy. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See *also*: computation algorithm.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by *counting on*—pointing to the top book and saying “eight,” following this with “nine, ten, eleven. There are eleven books now.”

Dot plot. See: line plot.

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Expanded form. A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, $643 = 600 + 40 + 3$.

Expected value. For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

First quartile. For a data set with median M , the first quartile is the median of the data values less than M . Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the first quartile is 6.² See *also*: median, third quartile, interquartile range.

Fraction. A number expressible in the form $\frac{a}{b}$ where a is a whole number and b is a positive whole number. (The word *fraction* in these standards always refers to a non-negative number.) See *also*: rational number.

Identity property of 0. See Table 3 in this Glossary.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

¹Adapted from Wisconsin Department of Public Instruction, <http://dpi.wi.gov/standards/mathglos.html>, accessed March 2, 2010.

²Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., “Quartiles in Elementary Statistics,” *Journal of Statistics Education* Volume 14, Number 3 (2006).

Integer. A number expressible in the form a or $-a$ for some whole number a .

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is $15 - 6 = 9$. See *also*: first quartile, third quartile.

Line plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.³

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.⁴ Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

Median. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

Midline. In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values.

Multiplication and division within 100. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: $72 \div 8 = 9$.

Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $\frac{3}{4}$ and $\frac{4}{3}$ are multiplicative inverses of one another because $\frac{3}{4} \times \frac{4}{3} = \frac{4}{3} \times \frac{3}{4} = 1$.

Number line diagram. A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

Percent rate of change. A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by $\frac{5}{50} = 10\%$ per year.

Probability distribution. The set of possible values of a random variable with a probability assigned to each.

Properties of operations. See Table 3 in this Glossary.

Properties of equality. See Table 4 in this Glossary.

Properties of inequality. See Table 5 in this Glossary.

Properties of operations. See Table 3 in this Glossary.

Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

Probability model. A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See *also*: uniform probability model.

Random variable. An assignment of a numerical value to each outcome in a sample space.

Rational expression. A quotient of two polynomials with a non-zero denominator.

Rational number. A number expressible in the form $\frac{a}{b}$ or $-\frac{a}{b}$ for some fraction $\frac{a}{b}$. The rational numbers include the integers.

Rectilinear figure. A polygon all angles of which are right angles.

Rigid motion. A transformation of points in space consisting of a sequence of

³Adapted from Wisconsin Department of Public Instruction, *op. cit.*

⁴To be more precise, this defines the *arithmetic mean*.

one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

Repeating decimal. The decimal form of a rational number. See *also*: terminating decimal.

Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.

Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.⁵

Similarity transformation. A rigid motion followed by a dilation.

Tape diagram. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

Terminating decimal. A decimal is called terminating if its repeating digit is 0.

Third quartile. For a data set with median M , the third quartile is the median of the data values greater than M . Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. See *also*: median, first quartile, interquartile range.

Transitivity principle for indirect measurement. If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

Uniform probability model. A probability model which assigns equal probability to all outcomes. See *also*: probability model.

Vector. A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

Visual fraction model. A tape diagram, number line diagram, or area model.

Whole numbers. The numbers 0, 1, 2, 3, ...

⁵Adapted from Wisconsin Department of Public Instruction, *op. cit.*

TABLE 1. Common addition and subtraction situations.⁶

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown ¹
Put Together/ Take Apart²	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare³	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

¹These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.

²Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

³For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

⁶Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

TABLE 2. Common multiplication and division situations.⁷

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$3 \times 6 = ?$	$3 \times ? = 18$, and $18 \div 3 = ?$	$? \times 6 = 18$, and $18 \div 6 = ?$
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? <i>Measurement example.</i> You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? <i>Measurement example.</i> You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? <i>Measurement example.</i> You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,⁴ Area⁵	There are 3 rows of apples with 6 apples in each row. How many apples are there? <i>Area example.</i> What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? <i>Measurement example.</i> A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? <i>Measurement example.</i> A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat? <i>Measurement example.</i> A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$, and $p \div a = ?$	$? \times b = p$, and $p \div b = ?$

⁴The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

⁵Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

⁷The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

TABLE 3. The properties of operations. Here a , b and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

<i>Associative property of addition</i>	$(a + b) + c = a + (b + c)$
<i>Commutative property of addition</i>	$a + b = b + a$
<i>Additive identity property of 0</i>	$a + 0 = 0 + a = a$
<i>Existence of additive inverses</i>	For every a there exists $-a$ so that $a + (-a) = (-a) + a = 0$.
<i>Associative property of multiplication</i>	$(a \times b) \times c = a \times (b \times c)$
<i>Commutative property of multiplication</i>	$a \times b = b \times a$
<i>Multiplicative identity property of 1</i>	$a \times 1 = 1 \times a = a$
<i>Existence of multiplicative inverses</i>	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.
<i>Distributive property of multiplication over addition</i>	$a \times (b + c) = a \times b + a \times c$

TABLE 4. The properties of equality. Here a , b and c stand for arbitrary numbers in the rational, real, or complex number systems.

<i>Reflexive property of equality</i>	$a = a$
<i>Symmetric property of equality</i>	If $a = b$, then $b = a$.
<i>Transitive property of equality</i>	If $a = b$ and $b = c$, then $a = c$.
<i>Addition property of equality</i>	If $a = b$, then $a + c = b + c$.
<i>Subtraction property of equality</i>	If $a = b$, then $a - c = b - c$.
<i>Multiplication property of equality</i>	If $a = b$, then $a \times c = b \times c$.
<i>Division property of equality</i>	If $a = b$ and $c \neq 0$, then $a \div c = b \div c$.
<i>Substitution property of equality</i>	If $a = b$, then b may be substituted for a in any expression containing a .

TABLE 5. The properties of inequality. Here a , b and c stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$, $a = b$, $a > b$.
If $a > b$ and $b > c$ then $a > c$.
If $a > b$, then $b < a$.
If $a > b$, then $-a < -b$.
If $a > b$, then $a \pm c > b \pm c$.
If $a > b$ and $c > 0$, then $a \times c > b \times c$.
If $a > b$ and $c < 0$, then $a \times c < b \times c$.
If $a > b$ and $c > 0$, then $a \div c > b \div c$.
If $a > b$ and $c < 0$, then $a \div c < b \div c$.

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Common Core State Standards



Idaho State Department of Education

www.sde.idaho.gov

About the Initiative

- Common Core State Standards Initiative is a voluntary, state-led effort
- 48 states, 2 territories, and D.C. committed to developing a common core of state standards for proficiency in English language arts and mathematics for grades K-12.
- Idaho signed on in June 2009



How were Standards developed?

- Collaboration with teachers, school administrators, and national groups representing postsecondary educators, English language learners, and students with disabilities, to name a few
- Idaho was involved throughout the process



The Standards

- These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.



The Standards

- Are aligned with college and workforce expectations;
- Are more focused and coherent;
- Include rigorous content and application of knowledge through higher-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by standards in other top-performing countries
- Are built on extensive research.



Why did Idaho sign on?

- Initiative is voluntary, state-led effort.
- These standards will raise the bar for Idaho students and ensure they're prepared to succeed in the 21st century.
- Common core standards with others states is cost-effective in the long term.



The Process



Next Steps

- Each state has the choice of whether or not to adopt the Common Core State Standards for English language arts and mathematics.
- If adopted, the Common Core State Standards must make up at least 85% of the state's standards in English language arts and mathematics.



Side-by-Side Comparison

- An electronic tool has been developed for states to use to analyze their current standards in comparison to the common core.
- Each standard will be rated on a 3-point scale. Reports will be made available.



Next Steps

- August 2010: Standards go to State Board for initial review
- October 2010: Standards open for public comment
- November 2010: Standards go to State Board for approval
- January 2011: Standards go to Legislature for final approval



Local Implementation

- Develop a plan for your district
- Districts *may* start implementation this fall
- Align to current materials
- Total implementation is expected over a 2-3 year period
- ISAT will remain in place until a new assessment has been developed



English Language Arts Standards



Reading

The Standards:

- establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college-and career-level reading no later than the end of high school.
- use a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects
- expect students to build knowledge, gain insights, explore possibilities, and broaden their perspective.



Reading

- intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year.
- mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare.
- appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.



Writing

- emphasizes the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence.
- opinion writing—a basic form of argument—extends down into the earliest grades.
- emphasizes research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research.
- provides annotated samples of student writing to help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.



Speaking and Listening

- require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- focus on academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.



Language

The Standards:

- expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading.
- will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- help prepare students for real life experience at college and in 21st century careers.
- recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.



Media and Technology

- Just as media and technology are integrated in school and life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.



Literacy Standards in History/Social Studies, Science and Technical Subjects

- Starting in grade 6, the reading and writing standards are divided into two sections, one focusing on ELA, and the other focusing on history/social studies, science, and technical subjects.
- This division reflects the role other content areas play in developing the literacy skills students need for success in college and careers.
- Individuals in college, workforce training programs and the workplace will be expected to read demanding informational texts and to write informational and explanatory texts with clarity and coherence.



Comparing the Rigor of the Idaho ELA Standards to the Common Core State Standards

Idaho Standard 4: Writing applications--Kindergartners

Goal 4.4: Acquire Skills for Literary Response

K.LA.4.4.1: Respond orally to identify a connection between the
text and self.

CCSS Writing Standard: Text Types and Purposes

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state as opinion or preference about the topic of the book (e.g. My favorite book is...).



Grade 8

Idaho Standard 2: Comprehension/Interpretation

Goal 2.2: Acquire Skills to Comprehend Expository Text

8.LA.2.2.1: Evaluate expository text structure to extend comprehension.

CCSS Reading Standards for Informational Text

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.



Grade 10

Idaho

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

10.LA.4.2.2: Write a research report that includes a thesis, provides relevant support, and documents sources.

CCSS

Research to Build and Present Knowledge

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation



Mathematics Standards



Development of Mathematics

Development began with research-based learning progressions detailing what we know today about how students' mathematical knowledge, skill and understanding develop over time.



Understanding Mathematics

- These common state standards define what students should understand and be able to do in their study of mathematics.
- Mathematical understanding and procedural skills are equally important and both assessable using rich tasks.



Hallmark of Understanding

- Ability to justify, in an appropriate way, **why** a particular math statement is true or **where** a mathematical rule comes from.
- If a student can explain their thinking he/she may have a better chance to succeed when faced with an unfamiliar task.



Standards for Mathematical Practice

- These mathematical practices describe areas of expertise that educators should seek to develop in their students.
- These practices describe ways students should engage in mathematics as they grow in maturity and expertise in grades K-12.



8 Practices Include

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precisions.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Grade Level Contents

- Grade-level focus (big ideas)
 - A couple of paragraphs describing the focus of this grade level.
- Grade-level overview (outline)
 - A bulleted list of concepts being taught.



High School Standards

- High school standards specify the math that all students should study in order to be college and career ready.
- A (+) symbol indicates additional math that students should learn in order to take advanced courses.



High School Standards

The HS Standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability



High School Pathways

- The standards do not mandate a sequence.
- The organization is critical to implementation.
- Sample Pathways will be available shortly after the release of the common state standards.



Sample Pathways to Include

- Traditional course sequence:
(Algebra I, Geometry, and Algebra II)
- Integrated course sequence:
(Math 1, Math 2, Math 3)



6th Grade Sample

Geometry (Domain)

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.



In conclusion...

- These standards do not dictate curriculum or teaching methods.
- Learning opportunities will continue to vary across schools and districts.
- Educators should make every effort to meet the needs of individuals based on their current understanding.



Finally....

- These standards are not intended to be new names for old ways of doing business.
- They are a call to take the next step.
- It is time to recognize that standards are not just promises to our children, but promises we intend to keep.



Questions?



Visit

www.sde.idaho.gov

for more information

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STATE DEPARTMENT OF EDUCATION

August 11-12, 2010

SUBJECT

Proposed Rule - IDAPA 08.02.03.004, Rules Governing Thoroughness,
Incorporated by Reference - Common Core Standards for English Language Arts

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004, Rules of the Board Governing Thoroughness
Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The Common Core Standards have been developed as a joint effort between the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). The goal of the work was to ensure that students graduating from high school are college and career ready. The development team vowed to make the standards clearer, higher, and fewer. The work was started during the spring of 2009 and we have been given draft documents for review along this process.

Although these standards will be common across the nation, Idaho may add up to 15% unique state goals and objectives to be incorporated into the document after the October public comment period to better serve Idaho students.

These standards are entirely new; therefore, a document with strikethrough as typically attached is not included this time.

ATTACHMENTS

Attachment 1 –Proposed change of IDAPA 08.02.03.004	Page 3
Attachment 2 – Introduction to the Draft Common Core Standards	Page 5
Attachment 3 – Common Core State Standards for English Language Arts	Page 13

BOARD ACTION

A motion to approve the Idaho Content Standards for English Language Arts as submitted effective for the 2013-2014 academic year.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

A motion to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for English Language Arts.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of this document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD-2010)(____)

- a. Driver Education, as revised and adopted on August 21, 2008. (SD 2010)
- b. Health, as revised and adopted on April 17, 2009. (SD 2010)
- c. Humanities Categories: (SD 2010)
 - i. Art, as revised and adopted on April 17, 2009; (SD 2010)
 - ii. Dance, as revised and adopted on April 17, 2009; (SD 2010)
 - iii. Drama, as revised and adopted on April 17, 2009; (SD 2010)
 - iv. Interdisciplinary, as revised and adopted on April 17, 2009; (SD 2010)
 - v. Music, as revised and adopted on April 17, 2009; (SD 2010)
 - vi. World languages, as revised and adopted on April 17, 2009. (SD 2010)
- d. English Language Arts, Part I: reading, as revised and adopted on ~~August 21, 2008~~ August 11, 2010. (SD-2010)(____)
- ~~e. Language Arts, Part II: language arts, as revised and adopted on August 21, 2008. (SD 2010)~~
- fe. Limited English Proficiency, as revised and adopted on August 21, 2008. (SD 2010)
- gf. Mathematics, as revised and adopted on ~~August 21, 2008~~ August 11, 2010. (SD-2010)(____)
- hg. Physical Education, as revised and adopted on April 17, 2009. (SD 2010)
- ih. Science, as revised and adopted on April 17, 2009. (SD 2010)
- ji. Social Studies, as revised and adopted on April 17, 2009. (SD 2010)
- j. Information and Communication Technology, as revised and adopted on April 22, 2010 (____)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD 0802)

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on February 28, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD 0802)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

**Introduction to the Draft Common Core Standards
March 9, 2010**

The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) are pleased to present the draft Kindergarten-12 grade level Common Core State Standards documents that our organizations have produced on behalf of 48 states, two territories, and the District of Columbia. These English language arts and mathematics standards represent a set of expectations for student knowledge and skills that will result in high school graduates who are prepared for success in college and careers.

To develop these standards, CCSSO and the NGA Center worked with representatives from participating states, a wide range of educators, content experts, researchers, national organizations, and community groups. These drafts reflect their input, and we are grateful for the time and insight hundreds of individuals have contributed to the development of these important documents.

Now, we seek public comment on these draft documents and encourage input via our online survey available at www.corestandards.org. The public comment period will end on April 2, 2010.

After our work groups have had an opportunity to review all of the feedback from the general public and state-led reviews, they will produce final documents. It is expected that the final set of standards documents will be available in late spring 2010.

You will notice that the college- and career-readiness standards have been incorporated into this draft. The final English language arts and mathematics standards documents will include college- and career-readiness standards along with the K-12 grade level standards.

The criteria that we used to develop the college- and career-readiness standards, as well as these K-12 grade level standards are:

- Aligned with college and work expectations;
- Include rigorous content *and* application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,
- Evidence and/or research-based.

The following links provide more information about the [criteria](#) and [considerations](#) for standards development.

The standards development process has maximized the best practices and research from across the nation and the world. While we have used all available research to shape these documents, we recognize that there is more to be learned about the most essential knowledge for student success. As new research is conducted and we evaluate the

implementation of the common core standards, we plan to revise the standards accordingly on a set review cycle.

Our organizations would also like to thank our advisory group, which provides advice and guidance on this initiative. Members of this group include experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education, and the State Higher Education Executive Officers.

Application of Common Core State Standards for English Language Learners

English language learners (ELLs) must be held to the same level of standards expected of students who are already proficient in English. However, these students are acquiring both English language proficiency and content area knowledge concurrently, so some students will require additional time, and all will require appropriate instructional support and aligned assessments.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can bring to bear conceptual knowledge developed in their first language when reading in a second language. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Those ELLs who are newcomers to U.S. schools will need sufficiently scaffolded instruction and assessments to make sense of content delivered in a second language and to display this content knowledge.

English Language Arts

The common core standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and our society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English.

To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;

- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English that enable ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

Mathematics

ELLs can participate in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. While mathematics instruction for ELLs should address mathematical discourse and academic language, this involves much more than vocabulary instruction.

Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions *as they are learning English*.

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts; and students should wrestle with important mathematics.

Overall, research suggests that:

- Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient for understanding the text of the word problem.
- Instruction should ensure that students understand the text of word problems before they attempt to solve them.
- Instruction should include a focus on “mathematical discourse” and “academic language” because these are important for ELLs. Although it is critical that

students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments.

- While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

Application of Common Core State Standards for Students with Disabilities

The Common Core Standards articulate rigorous, grade-level expectations in the areas of English language arts and mathematics to prepare students to be college and career ready.

All students, including students with disabilities— students eligible under the Individuals with Disabilities Education Act (IDEA) — must be challenged to excel within the general curriculum and prepared for success in their post-school lives, including college and/ or careers. The common core state standards provide a historic opportunity to improve access to academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will also help improve access to the common core state standards.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

For special education students to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics and English language arts, their instruction must incorporate supports and often times, accommodations, including:

- Special education supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program, which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the common core state standards. To participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning, based on the principles of Universal Design for Learning, which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the common core state standards.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

- Assistive technology devices and services to ensure access to the general education curriculum and the common core state standards.

For some students with significant cognitive disabilities to access certain standards, those standards may need to be extended and/or adjusted. However, standards should be extended and/or adjusted only after students receive access to multiple means of learning and demonstrating knowledge. Any extensions and/ or adjustments must align with and retain the rigor and high expectations of the common core state standards.

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COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects



Table of Contents

Introduction	3	Standards for English Language Arts 6–12	34
Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects K–5			
College and Career Readiness Anchor Standards for Reading	9	College and Career Readiness Anchor Standards for Reading	35
Reading Standards for Literature K–5	10	Reading Standards for Literature 6–12	36
Reading Standards for Informational Text K–5	11	Reading Standards for Informational Text 6–12	39
Reading Standards: Foundational Skills K–5	13	College and Career Readiness Anchor Standards for Writing	41
College and Career Readiness Anchor Standards for Writing	15	Writing Standards 6–12	42
Writing Standards K–5	18	College and Career Readiness Anchor Standards for Speaking and Listening	48
College and Career Readiness Anchor Standards for Speaking and Listening	19	Speaking and Listening Standards 6–12	49
Speaking and Listening Standards K–5	22	College and Career Readiness Anchor Standards for Language	51
College and Career Readiness Anchor Standards for Language	23	Language Standards 6–12	52
Language Standards K–5	25	Language Progressive Skills, by Grade	56
Language Progressive Skills, by Grade	26	Standard 10: Range, Quality, and Complexity of Student Reading 6–12	57
Standard 10: Range, Quality, and Complexity of Student Reading K–5	30	Standards for Literacy in History/Social Studies, Science, and Technical Subjects	59
Staying on Topic Within a Grade and Across Grades	31	College and Career Readiness Anchor Standards for Reading	60
	33	Reading Standards for Literacy in History/Social Studies 6–12	61
		Reading Standards for Literacy in Science and Technical Subjects 6–12	62
		College and Career Readiness Anchor Standards for Writing	63
		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	64

Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K-12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K-5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6-12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9-12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1-3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

¹The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

²As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.
6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K-5 and 6-12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6-12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K-8 and for grades 9-10 and 11-12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K-5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6-12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading

to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.



STANDARDS FOR

**English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects**

K-5

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature K-5

RL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text K-5

RI

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text K-5

RI

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (K-5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:	Grade 1 students:
Print Concepts	
- Demonstrate understanding of the organization and basic features of print. - Follow words from left to right, top to bottom, and page by page. - Recognize that spoken words are represented in written language by specific sequences of letters. - Understand that words are separated by spaces in print. - Recognize and name all upper- and lowercase letters of the alphabet.	- Demonstrate understanding of the organization and basic features of print. - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Recognize and produce rhyming words. - Count, pronounce, blend, and segment syllables in spoken words. - Blend and segment onsets and rimes of single-syllable spoken words. - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Distinguish long from short vowel sounds in spoken single-syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K-5)

RF

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency		
4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills (K-5)

RF

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writing Standards K–5

W

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Writing Standards K–5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. - Provide reasons that support the opinion. - Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. - Provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). - Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. - Provide logically ordered reasons that are supported by facts and details. - Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). - Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. - Develop the topic with facts, definitions, and details. - Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. - Provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words and phrases to manage the sequence of events. - Use concrete words and phrases and sensory details to convey experiences and events precisely. - Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Use concrete words and phrases and sensory details to convey experiences and events precisely. - Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K-5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards K-5

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The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). - Continue a conversation through multiple exchanges.	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. - Ask questions to clear up any confusion about the topics and texts under discussion.	1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Speaking and Listening Standards K-5

SL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards K-5

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The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Print many upper- and lowercase letters. - Use frequently occurring nouns and verbs. - Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). - Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). - Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). - Produce and expand complete sentences in shared language activities. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize the first word in a sentence and the pronoun <i>I</i>. - Recognize and name end punctuation. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Print all upper- and lowercase letters. - Use common, proper, and possessive nouns. - Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). - Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). - Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). - Use frequently occurring adjectives. - Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). - Use determiners (e.g., articles, demonstratives). - Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize dates and names of people. - Use end punctuation for sentences. - Use commas in dates and to separate single words in a series. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use collective nouns (e.g., <i>group</i>). - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). - Use reflexive pronouns (e.g., <i>myself, ourselves</i>). - Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). - Use adjectives and adverbs, and choose between them depending on what is to be modified. - Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K-5

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Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Language Standards K-5

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Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (<i>where</i>, <i>when</i>, <i>why</i>). b. Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>).* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

Language Standards K-5

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Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).

COMMON CORE STATE STANDARDS for ENGLISH LANGUAGE ARTS & LITERACY in HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

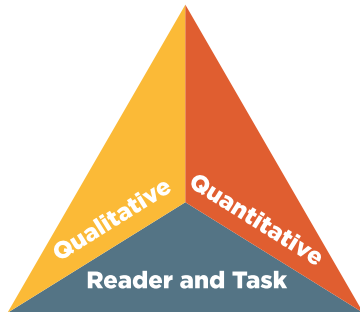
*Subsumed by L.7.3a

*Subsumed by L.9–10.1a

*Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

* Read-aloud
** Read-along

Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	▪ <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* ▪ <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) ▪ <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) ▪ <i>A Story, A Story</i> by Gail E. Haley (1970)* ▪ <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)*	▪ <i>My Five Senses</i> by Alikei (1962)** ▪ <i>Truck</i> by Donald Crews (1980) ▪ <i>I Read Signs</i> by Tana Hoban (1987) ▪ <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* ▪ <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* ▪ <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ <i>Frog and Toad Together</i> by Arnold Lobel (1971)** ▪ <i>Hi! Fly Guy</i> by Tedd Arnold (2006)	▪ <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ <i>Starfish</i> by Edith Thacher Hurd (1962) ▪ <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** ▪ <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ <i>Charlotte's Web</i> by E. B. White (1952)* ▪ <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) ▪ <i>Tops and Bottoms</i> by Janet Stevens (1995) ▪ <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001)	▪ <i>A Medieval Feast</i> by Alikei (1983) ▪ <i>From Seed to Plant</i> by Gail Gibbons (1991) ▪ <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* ▪ <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) ▪ <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	▪ <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ <i>The Black Stallion</i> by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)	▪ <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) ▪ <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) ▪ <i>A History of US</i> by Joy Hakim (2005) ▪ <i>Horses</i> by Seymour Simon (2006) ▪ <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K-2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2-3	4-5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	The five senses and associated body parts • <i>My Five Senses</i> by Ailiki (1989) • <i>Hearing</i> by Maria Rius (1985) • <i>Sight</i> by Maria Rius (1985) • <i>Smell</i> by Maria Rius (1985) • <i>Taste</i> by Maria Rius (1985) • <i>Touch</i> by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest) • <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) • <i>Get Up and Go!</i> by Nancy Carlson (2008) • <i>Go Wash Up</i> by Doering Tourville (2008) • <i>Sleep</i> by Paul Showers (1997) • <i>Fuel the Body</i> by Doering Tourville (2008)	Introduction to the systems of the human body and associated body parts • <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) • <i>Me and My Amazing Body</i> by Joan Sweeney (1999) • <i>The Human Body</i> by Gallimard Jeunesse (2007) • <i>The Busy Body Book</i> by Lizzy Rockwell (2008) • <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004) Taking care of your body: Germs, diseases, and preventing illness • <i>Germs Make Me Sick</i> by Marilyn Berger (1995) • <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) • <i>Germ Stories</i> by Arthur Kornberg (2007) • <i>All About Scabs</i> by Genichiro Yagu (1998)	Digestive and excretory systems • <i>What Happens to a Hamburger</i> by Paul Showers (1985) • <i>The Digestive System</i> by Christine Taylor-Butler (2008) • <i>The Digestive System</i> by Rebecca L. Johnson (2006) • <i>The Digestive System</i> by Kristin Petrie (2007) Taking care of your body: Healthy eating and nutrition • <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) • <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) Muscular, skeletal, and nervous systems • <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) • <i>Muscles</i> by Seymour Simon (1998) • <i>Bones</i> by Seymour Simon (1998) • <i>The Astounding Nervous System</i> Crabtree Publishing (2009) • <i>The Nervous System</i> by Joelle Riley (2004)	Circulatory system • <i>The Heart</i> by Seymour Simon (2006) • <i>The Heart and Circulation</i> by Carol Ballard (2005) • <i>The Circulatory System</i> by Kristin Petrie (2007) • <i>The Amazing Circulatory System</i> by John Burstein (2009) Respiratory system • <i>The Lungs</i> by Seymour Simon (2007) • <i>The Respiratory System</i> by Susan Glass (2004) • <i>The Respiratory System</i> by Kristin Petrie (2007) • <i>The Remarkable Respiratory System</i> by John Burstein (2009) Endocrine system • <i>The Endocrine System</i> by Rebecca Olien (2006) • <i>The Exciting Endocrine System</i> by John Burstein (2009)



STANDARDS FOR
English Language Arts

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6-12

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Literature 6-12

RL

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Standards for Literature 6-12

RL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 6-12

RI

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Standards for Informational Text 6-12

RI

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards 6–12

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The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
- Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s) and organize the reasons and evidence clearly. - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the argument presented. - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate transitions to clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the information or explanation presented.	- Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented. - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented.	- Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented. - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6-12

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Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.) 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.) 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.) 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Writing Standards 6-12

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Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards 6-12

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The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 students:	Grades 11-12 students:
Text Types and Purposes	
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the argument presented. - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the argument presented. - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards 6-12

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Grades 9-10 students:	Grades 11-12 students:
Text Types and Purposes (continued)	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Standards 6-12

W

Grades 9-10 students:	Grades 11-12 students:
Research to Build and Present Knowledge (continued)	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Speaking and Listening Standards 6-12

SL

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Speaking and Listening Standards 6-12

SL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 students:	Grades 11-12 students:
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6–12

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The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Language Standards 6-12

L

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards 6–12

L

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Conventions of Standard English	
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use parallel structure.* - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. - Use a colon to introduce a list or quotation. - Spell correctly.	- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. - Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Observe hyphenation conventions. - Spell correctly.
Knowledge of Language	
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. - Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. - Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 6-12

L

Grades 9-10 students:	Grades 11-12 students:
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.†								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

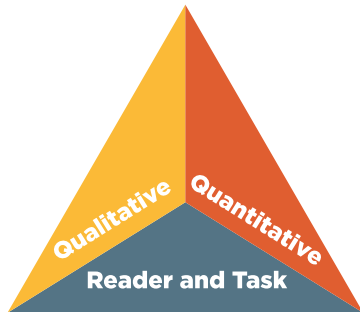
* Subsumed by L.7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading 6-12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	▪ <i>Little Women</i> by Louisa May Alcott (1869) ▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) ▪ “The Road Not Taken” by Robert Frost (1915) ▪ <i>The Dark Is Rising</i> by Susan Cooper (1973) ▪ <i>Dragonwings</i> by Laurence Yep (1975) ▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)	▪ “Letter on Thomas Jefferson” by John Adams (1776) ▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) ▪ “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) ▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) ▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)
9–10	▪ <i>The Tragedy of Macbeth</i> by William Shakespeare (1592) ▪ “Ozymandias” by Percy Bysshe Shelley (1817) ▪ “The Raven” by Edgar Allen Poe (1845) ▪ “The Gift of the Magi” by O. Henry (1906) ▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939) ▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953) ▪ <i>The Killer Angels</i> by Michael Shaara (1975)	▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775) ▪ “Farewell Address” by George Washington (1796) ▪ “Gettysburg Address” by Abraham Lincoln (1863) ▪ “State of the Union Address” by Franklin Delano Roosevelt (1941) ▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) ▪ “Hope, Despair and Memory” by Elie Wiesel (1997)
11–CCR	▪ “Ode on a Grecian Urn” by John Keats (1820) ▪ <i>Jane Eyre</i> by Charlotte Brontë (1848) ▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890) ▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) ▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) ▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) ▪ <i>The Namesake</i> by Jhumpa Lahiri (2003)	▪ <i>Common Sense</i> by Thomas Paine (1776) ▪ <i>Walden</i> by Henry David Thoreau (1854) ▪ “Society and Solitude” by Ralph Waldo Emerson (1857) ▪ “The Fallacy of Success” by G. K. Chesterton (1909) ▪ <i>Black Boy</i> by Richard Wright (1945) ▪ “Politics and the English Language” by George Orwell (1946) ▪ “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.



STANDARDS FOR

**Literacy in
History/Social Studies,
Science, and Technical Subjects**

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6-12

RH

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
1. Write arguments focused on <i>discipline-specific content</i>. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments focused on <i>discipline-specific content</i>. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	1. Write arguments focused on <i>discipline-specific content</i>. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STATE DEPARTMENT OF EDUCATION

August 12-13, 2010

SUBJECT

Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Information and Communication Technology (ICT) Standards

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004, Rules of the Board Governing Thoroughness
Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Student Information Technology Standards (ISITS) were originally created in 2001, and revised in 2003. Due to the seven year gap in revisions, significant changes occurred between the original and revised standards, including changing the name to Information and Communication Technology Standards. A copy of the original ISITS is included.

The ISITS were not part of the Idaho Achievement or Idaho Content Standards; however, this rule would incorporate them into the Idaho Content Standards, complying with the 'Enhancing Education Through Technology Act of 2001.'

The revision committee chose to base the revisions upon the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS•S), which can be found online at:

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf. Title has been updated to reflect today's world. Revision includes grades 9-12.

ATTACHMENTS

Attachment 1 – Proposed change of IDAPA 08.02.03.004	Page 3
Attachment 2 – 2001 Idaho Student Information Technology Standards	Page 5
Attachment 3 – Proposed ICT Standards	Page 35

BOARD ACTION

A motion to approve the Idaho Content Standards for Information and Communication Technology as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Information and Communication Technology.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
August 12-13, 2010

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of this document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. ~~(SD 2010)~~(____)

- a. Driver Education, as revised and adopted on August 21, 2008. (SD 2010)
- b. Health, as revised and adopted on April 17, 2009. (SD 2010)
- c. Humanities Categories: (SD 2010)
 - i. Art, as revised and adopted on April 17, 2009; (SD 2010)
 - ii. Dance, as revised and adopted on April 17, 2009; (SD 2010)
 - iii. Drama, as revised and adopted on April 17, 2009; (SD 2010)
 - iv. Interdisciplinary, as revised and adopted on April 17, 2009; (SD 2010)
 - v. Music, as revised and adopted on April 17, 2009; (SD 2010)
 - vi. World languages, as revised and adopted on April 17, 2009. (SD 2010)
- d. English Language Arts, Part I: reading, as revised and adopted on ~~August 21, 2008~~August 11, 2010. ~~(SD 2010)~~(____)
- ~~e. Language Arts, Part II: language arts, as revised and adopted on August 21, 2008. (SD 2010)~~
- ~~fe.~~ Limited English Proficiency, as revised and adopted on August 21, 2008. (SD 2010)
- ~~gf.~~ Mathematics, as revised and adopted on ~~August 21, 2008~~August 11, 2010. ~~(SD 2010)~~(____)
- ~~hg.~~ Physical Education, as revised and adopted on April 17, 2009. (SD 2010)
- ~~ih.~~ Science, as revised and adopted on April 17, 2009. (SD 2010)
- ~~ji.~~ Social Studies, as revised and adopted on April 17, 2009. (SD 2010)
- ~~j.~~ Information and Communication Technology, as revised and adopted on April 22, 2010 (____)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

STATE DEPARTMENT OF EDUCATION
August 12-13, 2010

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD 0802)

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on February 28, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD 0802)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

8th Grade Idaho Student Information Technology Standards (ISITS)
Kindergarten – 7th Grade Idaho Information Technology Benchmarks



Department of Education asked a statewide team to develop a draft copy of student information technology standards for eighth-grade students. The team consisted of the following:

Jean Bengfort, Coeur d'Alene School District
Johana Doyle, Moscow School District
Greg Eck, Lakeland School District
Bonnie Farmin, Kellogg School District
Jim Marconi, Boise School District
Pam Reidlen, Kamiah School District
Sue Smith, Soda Springs School District
Karen Vauk, Micron Technology

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

8th Grade Idaho Student Information Technology Standards (ISITS)
Kindergarten – 7th Grade Idaho Information Technology Benchmarks

Technology Foundation Standards for all students

The Technology foundation standards for students are divided into six broad categories that were developed through the National Educational Technology Standards (NETS) project coordinated by the International Society for Technology in Education (ISTE). Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking sample applications. These standards and benchmarks are used as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

1. Basic Operations and Concepts

- a. Students demonstrate a sound understanding of the nature and operation of technology systems.
- b. Students are proficient in the use of technology.

2. Social, Ethical, and Human Issues

- a. Students understand the ethical, cultural, and societal issues related to technology.
- b. Students practice responsible use of technology systems, information, and software.
- c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology Productivity Tools

- a. Students use technology tools to enhance learning , increase productivity, and promote creativity.
- b. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. Technology Communications Tools

- a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology Research Tools

- a. Students use technology to locate, evaluate, and collect information from a variety of sources.
- b. Students use technology tools to process data and report results.
- c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. Technology Problem-Solving and Decision-Making Tools

- a. Students use technology resources for solving problems and making informed decisions.
- b. Students employ technology in the development of strategies for solving problems in the real world.

8th Grade Idaho Student Information Technology Standards (ISITS)
Kindergarten – 7th Grade Idaho Information Technology Benchmarks

Idaho Student Information Technology Standards Rationale

Students will live, learn and work in an increasingly complex, technology-driven society. These technology standards are designed to identify foundational skills and processes that students need in order to be productive and successful.

It is essential that computer and technology education be integrated in all grade level content standards. All educators share responsibility for student success.

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

8th Grade Idaho Student Information Technology Standards

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Make informed choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

8th Grade Idaho Student Information Technology Standards

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

8th Grade Idaho Student Information Technology Standards

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.
2. Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

7th Grade Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Identify choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

7th Grade Idaho Student Information Technology Benchmarks

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

7th Grade Idaho Student Information Technology Benchmarks

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

6th Grade Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Explore choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

6th Grade Idaho Student Information Technology Benchmarks

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

6th Grade Idaho Student Information Technology Benchmarks

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

5th Grade Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

5th Grade Idaho Student Information Technology Benchmarks

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

5th Grade Idaho Student Information Technology Benchmarks

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

4th Grade Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Explore the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

4th Grade Idaho Student Information Technology Benchmarks

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

4th Grade Idaho Student Information Technology Benchmarks

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

3rd Grade Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Explore the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Discuss legal and ethical behaviors when using technology and information.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

3rd Grade Idaho Student Information Technology Benchmarks

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

3rd Grade Idaho Student Information Technology Benchmarks

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. Evaluate the accuracy and relevance of electronic information sources.
2. Use technology tools to process data and report results.	a. N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

2nd Grade Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

2nd Grade Idaho Student Information Technology Benchmarks

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

2nd Grade Idaho Student Information Technology Benchmarks

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. N/A
2. Use technology tools to process data and report results.	a. N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

1st Grade Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

1st Grade Idaho Student Information Technology Benchmarks

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

1st Grade Idaho Student Information Technology Benchmarks

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. N/A
2. Use technology tools to process data and report results.	c. N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

Kindergarten Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Use input and output devices successfully to operate computers, VCRs, audio tapes and other technologies.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

Kindergarten Idaho Student Information Technology Benchmarks

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. N/A
	b. N/A
	c. N/A
	d. N/A

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. N/A
	b. N/A
	c. N/A

Kindergarten Idaho Student Information Technology Benchmarks

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. N/A
	b. N/A
2. Use technology tools to process data and report results.	c. N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

**IDAHO CONTENT STANDARDS
K – 2
INFORMATION AND COMMUNICATION TECHNOLOGY**

Standard 1: Creativity and Innovation

Goal 1.1: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes.

Objective(s): By the end of Grade 2, the student will be able to:

- K-2.ICT.1.1.1 Use multiple forms of knowledge to create products.
- K-2.ICT.1.1.2 Create original works as a means of personal or group expression.
- K-2.ICT.1.1.3 Use models and games to introduce systems.

Standard 2: Communication and Collaboration

Goal 2.1: Use digital media and environments to communicate and work collaboratively to support individual learning and to contribute to the learning of others.

Objective(s): By the end of Grade 2, the student will be able to:

- K-2.ICT.2.1.1 Identify and use digital media and environments to share ideas.
- K-2.ICT.2.1.2 Identify issues in a group setting using digital tools.

Standard 3: Research Skills and Critical Thinking

Goal 3.1: Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital, and other sources

Objective(s): By the end of Grade 2, the student will be able to:

- K-2.ICT.3.1.1 Identify information needs and questions to solve an information problem or make an informed decision.
- K-2.ICT.3.1.2 Identify information resources for specific tasks.
- K-2.ICT.3.1.3 Identify navigation skills in accessing resources such as table of contents, index, menu, and search fields.
- K-2.ICT.3.1.4 Collect and analyze data and information to make decisions and draw conclusions.

Standard 4: Digital Citizenship

Goal 4.1: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.

Objective(s): By the end of Grade 2, the student will be able to:

- K-2.ICT.4.1.1 Identify safe and responsible use of information and technology such as careful disclosure of personal information.
- K-2.ICT.4.1.2 Identify the source of information

NETS.S: http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

Standard 5: Technology Operations & Concepts

Goal 5.1: Demonstrate a sound understanding of technology concepts, systems, and operations.

Objective(s): By the end of Grade 2, the student will be able to:

- K-2.ICT.5.1.1 Identify and use technology tools including hardware and electronic devices.
- K-2.ICT.5.1.2 Identify and use software applications with assistance.

IDAHO CONTENT STANDARDS

3 – 5

INFORMATION AND COMMUNICATION TECHNOLOGY

Standard 1: Creativity and Innovation

Goal 1.1: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes.

Objective(s): By the end of Grade 5, the student will be able to:

- 3-5.ICT.1.1.1 Demonstrate different ways to gain knowledge to create products.
- 3-5.ICT.1.1.2 Create original works as a means of personal or group expression incorporating teacher selected resources
- 3-5.ICT.1.1.3 Interpret models and simulations to explore systems and issues.

Standard 2: Communication and Collaboration

Goal 2.1: Use digital media and environments to communicate and work collaboratively to support individual learning and to contribute to the learning of others.

Objective(s): By the end of Grade 5, the student will be able to:

- 3-5.ICT.2.1.1 Illustrate and present ideas using digital media and environments.
- 3-5.ICT.2.1.2 Select an issue and use digital tools and media to present solutions collaboratively.

Standard 3: Research Skills and Critical Thinking

Goal 3.1: Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources

Objective(s): By the end of Grade 5, the student will be able to:

- 3-5.ICT.3.1.1 Categorize and understand information needs and create research questions to solve an information problem or make an informed decision.
- 3-5.ICT.3.1.2 Select information resources to solve an information problem or make an informed decision.

NETS.S: http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

- 3-5.ICT.3.1.3 Demonstrate navigation skills in accessing information resources.
- 3-5 ICT.3.1.4 Collect and analyze data and information to make decisions, draw conclusions, and create new understanding.

Standard 4: Digital Citizenship

Goal 4.1: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.

Objective(s): By the end of Grade 5, the student will be able to:

- 3-5 ICT.4.1.1 Describe safe, ethical, and responsible practices in the use of information and technology.
- 3-5.ICT.4.1.2 Identify and cite information and sources in an ethical and responsible manner.

Standard 5: Technology Operations & Concepts

Goal 5.1: Demonstrate a sound understanding of technology concepts, systems, and operations.

Objective(s): By the end of Grade 5, the student will be able to:

- 3-5. ICT. .5.1.1 Identify and use technology tools independently such as electronic devices and keyboards.
- 3-5. ICT.5.1.2 Identify and use software applications independently.
- 3-5. ICT.5.1.3 Identify technology tools and software application problems.
- 3-5. ICT.5.1.4 Identify and experiment with new technologies such as hardware, software applications and web-based applications.

IDAHO CONTENT STANDARDS

6 – 8

INFORMATION AND COMMUNICATION TECHNOLOGY

Standard 1: Creativity and Innovation

Goal 1.1: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8. ICT.1.1.1 Apply existing knowledge to generate new ideas, products, or processes.
- 6-8. ICT.1.1.2 Create original works as a means of personal or group expression using student selected resources.
- 6-8.ICT.1.1.3 Build models and simulations to explore systems, issues and trends.

NETS.S: http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

Standard 2: Communication and Collaboration

Goal 2.1: Use digital media and environments to communicate and work collaboratively to support individual learning and to contribute to the learning of others.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.ICT.2.1.1 Inquire, interact, and communicate ideas, employing a variety of digital media and environments.
- 6-8. ICT.2.1.2 Collaborate with others, using digital tools and media to identify and research an issue, compare solutions and make a decision.

Standard 3: Research Skills and Critical Thinking

Goal 3.1: Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.ICT.3.1.1 Organize and analyze information needs to formulate research questions to solve an information problem or make an informed decision.
- 6-8.ICT.3.1.2 Compare and select information resources to solve an information problem or make an informed decision.
- 6-8.ICT.3.1.3 Demonstrate navigation skills in accessing a variety of information resources and begin using advanced search skills.
- 6-8.ICT.3.1.4 Collect, analyze and organize data and information to make decisions, draw conclusions, and create new understanding.

Standard 4: Digital Citizenship

Goal 4.1: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.ICT.4.1.1 Practice safe, ethical, legal, and responsible use of information and technology.
- 6-8.ICT.4.1.2 Use and cite all information and sources in an ethical and responsible manner.

Standard 5: Technology Operations & Concepts

Goal 5.1: Demonstrate a sound understanding of technology concepts, systems, and operations.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.ICT.5.1.1 Differentiate, use and integrate technology tools.
- 6-8.ICT.5.1.2 Select and use software applications.
- 6-8.ICT.5.1.3 Troubleshoot technology tools and software applications.
- 6-8.ICT.5.1.4 Apply previous knowledge to new technologies.

NETS.S: http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

**IDAHO CONTENT STANDARDS
9 – 12
INFORMATION AND COMMUNICATION TECHNOLOGY**

Standard 1: Creativity and Innovation

Goal 1.1: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.ICT.1.1.1 Evaluate and interpret existing knowledge to generate new ideas, products, or processes.
- 9-12.ICT.1.1.2 Create original works as a means of personal or group expression using multiple resources and formats.
- 9-12.ICT.1.1.3 Create models and simulations to explore complex systems and issues to identify trends and forecast possibilities.

Standard 2: Communication and Collaboration

Goal 2.1: Use digital media and environments to communicate and work collaboratively to support individual learning and to contribute to the learning of others.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.ICT.2.1.1 Inquire, interact, and publish with peers, experts, or others employing a variety of digital media and environments.
- 9-12.ICT.2.1.2 Collaborate with others using digital tools and media to identify issues and exchange ideas, develop new understandings, make decisions and/or solve problems

Standard 3: Research Skills and Critical Thinking

Goal 3.1: Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.ICT.3.1.1 Design research questions and strategies based on information needs to solve an information problem or make an informed decision.
- 9-12.ICT. 3.1.2 Evaluate and select a variety of resources to solve an information problem or make an informed decision.
- 9-12.ICT.3.1.3 Formulate specific searches using advanced navigation skills to access a variety of resources.
- 9-12.ICT.3.1.4 Collect, analyze, organize, and interpret data and information to make informed decisions, draw conclusions, and construct new understanding and knowledge.

Standard 4: Digital Citizenship

Goal 4.1: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12. ICT.4.1.1 Practice and explain importance of safe, ethical, legal, and responsible use of information and technology.
- 9-12. ICT.4.1.2 Practice and explain importance of citing information.

Standard 5: Technology Operations & Concepts

Goal 5.1: Demonstrate a sound understanding of technology concepts, systems, and operations.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12. ICT.5.1.1 Evaluate, configure, and implement various technologies.
- 9-12. ICT.5.1.2 Select, use and integrate various software applications.
- 9-12. ICT.5.1.3 Troubleshoot technology systems and software applications.
- 9-12. ICT.5.1.4 Integrate new technologies into current knowledge and practices.

STATE DEPARTMENT OF EDUCATION

August 11-12, 2010

SUBJECT

Temporary and Proposed Rule- IDAPA 08.02.03.111.

Timeline for dissemination of assessment results and communication to parents.

REFERENCE

Idaho Administrative code, IDAPA 08.02.03.111

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.111

No Child Left Behind, Title I, Part A.

BACKGROUND/DISCUSSION

Federal Title I, Part A regulatory requirements state that districts must notify parents of AYP status, school choice, supplemental services and other assessment related communication in advance of, but no later than 14 calendar days before the start of the school year, so that parents have adequate time to exercise their choice option before the school year begins.

The April 2010 Federal monitoring review noted that several Idaho districts had not sent letters to parents until the end of August and did not meet the 14 day deadline. Due to this finding, the US Department of Education is requiring Idaho to *“provide a plan and timeline to ensure that all districts in the State identify schools in need of improvement in a **timely way** so that school improvement requirements can be implemented and parents of students entitled to public school choice and SES are notified no later than 14 calendar days before the start of the school year so that parents have adequate time to exercise their choice option before the beginning of the school year.”*

In order to address this finding, the State Department worked with the ISAT vendor to release final results to districts one week earlier than previously and is currently negotiating an even earlier release. Also, the inclusion of the requirement that all Title I and assessment results and related communication be sent out within 3 weeks of receiving the information from the state within the administrative code will assist in ensuring this requirement is met.

IMPACT

The three-week timeline for districts to send assessment results and communication to parents will ensure that parents receive the information they need in a timely manner. Some districts may need to mail the results thus creating an additional cost. SDE's effort to change to release of the final reports earlier and prior to the end of the school year for most districts will help mitigate this cost.

ATTACHMENTS

Attachment 1 – Idaho Administrative Code 08.02.03.111

Page 3

STATE DEPARTMENT OF EDUCATION

August 11-12, 2010

BOARD ACTION

A motion to approve the Temporary and Proposed rules for IDAPA 08.02.03.111 to require a maximum of 3 weeks for dissemination of assessment results and communication to parents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.02.03.111

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

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. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (4-2-08)

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

- a.** Measure and improve student achievement; (3-15-02)
- b.** Assist classroom teachers in designing lessons; (3-15-02)
- c.** Identify areas needing intervention and remediation, and acceleration; (3-15-02)
- d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)
- e.** Inform parents and guardians of their child's progress; (3-15-02)
- f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)
- g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)
- h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), and the Idaho Alternate Assessment. (4-2-08)

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. (4-2-08)

a. All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score below the fluent level on the Idaho English Language Assessment and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the IELA in lieu of the reading/language usage ISAT, but will still be required to take the math and science ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in Subsection 112.02. (5-8-09)

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (5-8-09)

a. Districts must send all assessment results and related communication to parents within 3 weeks of receipt from the state. (8-12-10)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-2-08)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

- k.** Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- l.** Grade 11 - Idaho English Language Assessment. (4-2-08)
- m.** Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)
- n.** Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in their tenth grade year or later are not required to continue taking that portion or portions. (5-8-09)
- 07. Comprehensive Assessment Program Schedule.** (5-3-03)
- a.** The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)
- b.** The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)
- c.** The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)
- d.** The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)
- e.** The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)
- f.** The Idaho English Language Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)
- 08. Costs Paid by the State.** Costs for the following testing activities will be paid by the state: (4-1-97)
- a.** All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)
- b.** Statewide distribution of all assessment materials; (3-15-02)
- c.** Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)
- d.** Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)
- 09. Costs of Additional Services.** Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)
- 10. Services.** The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

11. Test Security, Validity and Reliability. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (4-2-08)

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

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

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (4-2-08)

12. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (4-2-08)

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

a. The Idaho Standards Achievement Tests (grades 2-9 and High School). (5-3-03)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

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

ii. Math. (3-15-02)

iii. Science. (3-15-02)

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

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Temporary and Proposed Rules

IDAPA 08.02.03.004.03- Incorporation by Reference, The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.

IDAPA 08.02.03.004.04- Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards.

IDAPA 08.02.03.112 - Accountability, Adequate Yearly Progress (AYP) Definitions.

REFERENCE

November 2009

Run as Temporary Rules

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.004 Incorporation by Reference

Idaho Administrative code, IDAPA 08.02.03.112

No Child Left Behind Act of 2001, Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students, Section 3113(b)(2);

Title I, Part A, Section 1111(b)(7)

BACKGROUND/DISCUSSION

All 3 rules were run last November as Temporary Rules. They are now being run as Temporary and Proposed. No changes have been made to the rules.

IDAPA 08.02.03.004.03- Incorporation by Reference, The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.

In August 2006, the Board approved and adopted the Title III/Limited English Proficiency Accountability Plan. In February 2009, the Board approved changes to the Title III/Limited English Proficiency Accountability Plan. Following the approval, the Board office submitted the revised Accountability Plan to the US Department of Education (USDOE) for their approval. The USDOE responded in a letter that the amendment requests would not be approved unless Idaho altered the requirements slightly in one of the four components.

Idaho requested to adopt the "n" size of 34 for Title III purposes, in order to maintain consistency with Title I. This would ensure that districts with less than 34 LEP students would not be held to the same IELA accountability targets as those districts with more than 34 students. However, the USDOE determined that districts that received Title III funding through a special consortia grant

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

application, even if they had less than 34 students, must not be exempt and still held accountable.

Therefore, the following underlined sentence has been added to the Accountability Plan to ensure compliance with this USDOE stipulation.

N size of 34 (page 6 of Attachment 1)

“N” Count – Idaho has adopted the number of 34 in its accountability workbook, under Title I and will use this same number for Title III accountability. LEAs with less than 34 LEP students tested on the IELA will not be included in the LEP Accountability Plan. However, all LEAs with 34 or more LEP students, whether they receive Title III funds or not, will be held accountable to this LEP Accountability Plan. The only exception to this is for LEAs that receive Title III funds in a Consortium. All members of a consortium will be included in AMAO determinations regardless of the LEP subgroup size.

IDAPA 08.02.03.004.04- Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards.

The No Child Left Behind Act of 2001 mandates that all states implement an English Language Proficiency assessment for Limited English Proficient (LEP) students. All states must set achievement standards/cut scores for their assessments in order to determine the proficiency level and growth for every student each year.

A standard setting/cut score session took place after the first administration of the IELA in July 2006. Those standards were subsequently approved by the Board. Since that standard setting for the IELA, new items were developed to augment grade level forms. In addition, data gathered over the past 4 years of testing suggested that the original standards were not consistent across the grades and that students were not moving from the early fluent to fluent level as expected, based on their performance on the ISAT and classroom work. Therefore, a standards “reconsideration” session took place in July 2009 to look at whether the standards/cuts needed to be modified.

A panel of 15 Idaho educators, including testing coordinators, LEP directors, superintendents, and school staff came together to determine these new standards/cuts for the IELA. The panel members determined to minimally revise the standards/cut scores to be used for the assessment. The raw cut scores were then translated into scale scores for the purpose of equating the IELA alternate year and grade level forms. The revised scale scores ensure consistent progression across grade spans, enabling educators to make decisions based on the students’ IELA proficiency level. The most significant changes are in the Early Fluent and Fluent categories, both categories used to determine when a student should exit from an LEP program.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

The changes do not suggest that the test is easier or harder, rather that the changes help to more accurately define the level of reading ability or fluency by LEP students.

The attachment details the revised scale scores derived from the changes made to the raw scores. IELA scale scores can be compared for the same language domain and the same grade-span test (A, B, C, D, or E). For example, all Form C (3rd -5th grade) reading scale scores can be compared regardless of whether the student took the beginning or intermediate level Reading test. However, Form C scale scores cannot be compared to Form D (6th-8th grade) scale scores, therefore there will not be an increasing progression of scale scores across grade spans.

IDAPA 08.02.03.112 - Accountability, Adequate Yearly Progress (AYP) Definitions.

The State Department of Education (SDE) conducted the Adequate Yearly Progress (AYP) appeals in summer 2009 due to the transition of the assessment program to SDE. In reviewing the appeals, it was noted that three clarifications needed to be made in order to more clearly guide the appeals process.

First, under Subsection 03(b) the State Department of Education will make annual yearly progress determinations in accordance with the move of assessment from the Board to the Department.

Second, under Subsection 04(a)(i) concerning the definition of "Continuous Enrollment," the last sentence contradicts the definition of continuous enrollment earlier in the paragraph. The sentence reads "Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP." An expulsion by definition means that there is a break in the enrollment of the student. This rule does not cover temporary suspensions as outlined in Subsection 04(a)(i). In these cases, schools are responsible for all AYP accountability measures. The distinctions between temporary suspension and full expulsion can be found in Idaho Code, 33-205. It should also be noted that students who do return to any school after an expulsion are required to take the ISAT, if they are present during the testing window and be counted in the school's participation rate. They would not be counted in the proficiency rate because of the break in continuous enrollment. To this end, the sentence is being removed from the rule.

Third, under Subsection 04(b)(i)(2) concerning "Participation Rate," clarification was needed for students who are not present during the entire testing window for specific reasons such as chronic illnesses or being homebound. These students are not able to be tested and currently count negatively for a school's participation rate. The current language of "significant medical emergency" excludes students who have an ongoing chronic condition that keeps them out of

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

school for the entire testing window. In addition, the inclusion of specific instances- like full expulsion where a school's connection to a student is severed- helps clarify the definition of when students can be considered exited.

IMPACT

IDAPA 08.02.03.004.03- Incorporation by Reference, The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.

This change will impact 4 districts in the 2010-2011 school year. These districts, which each have under 34 LEP students, will not be exempt from Title III accountability, due to the fact they receive Title III funds.

IDAPA 08.02.03.004.04- Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards.

The impact of the adoption of the revised scale score tables for the IELA will enable LEP students to be tested and placed more appropriately in one of five proficiency levels: beginning, advanced beginning, intermediate, early fluent and fluent. This will help schools and districts to determine the appropriate services for each student and the information necessary to exit a student out of the LEP program.

IDAPA 08.02.03.112 - Accountability, Adequate Yearly Progress (AYP) Definitions.

The first change in the AYP process will clarify which party is responsible for calculating and disseminating AYP determinations for schools and districts. The second change will clarify the rule and give clear direction to the staff handling appeals. In 2009, less than 10 appeals were related to expelled students, so the impact will be minimal. This change does not exempt expelled students who return to school in any district from being required to take the ISAT if they are present during the testing window and being counted for the participation rate for that school. The third change provides a more specific and clear designation of students who are unable to take the ISAT because they are gone for the entire testing window, not simply because of absences. In 2009, there were a small number of appeals related to students who were not present during the entire testing window but were counted against a school for their participation rate. The clarification of the rules surrounding expelled students, while not impacting large numbers of students, will provide clarity to schools and districts and create efficiencies in the AYP demographic appeal process. Also, having even one student who was unable to test for the aforementioned reasons and was subsequently counted against the school in participation rate can result in the school missing an AYP target. This can result in school and district sanctions, depending on the level of school improvement, up to and including

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

financial holdbacks in some areas such as in transportation funds related to school choice.

ATTACHMENTS

Attachment 1 – Title III/LEP Accountability Plan	Page 7
Attachment 2 - IELA Scale Score Tables	Page 21
Attachment 3 – Temporary and Proposed Rule change to IDAPA 08.02.03.004	Page 23
Attachment 4 – Temporary and Proposed Rule change to IDAPA 08.02.03.112	Page 25

BOARD ACTION

A motion to approve the Temporary and Proposed rules for:

IDAPA 08.02.03.004.03- Incorporation by Reference, The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.

IDAPA 08.02.03.004.04- Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards;
and

IDAPA 08.02.03.112 - Accountability, Adequate Yearly Progress (AYP) Definitions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Title III/Limited English Proficiency (LEP)
Accountability Plan

Annual Measurable Achievement Objectives (AMAOs) For
Idaho Local Education Agencies (LEAs)

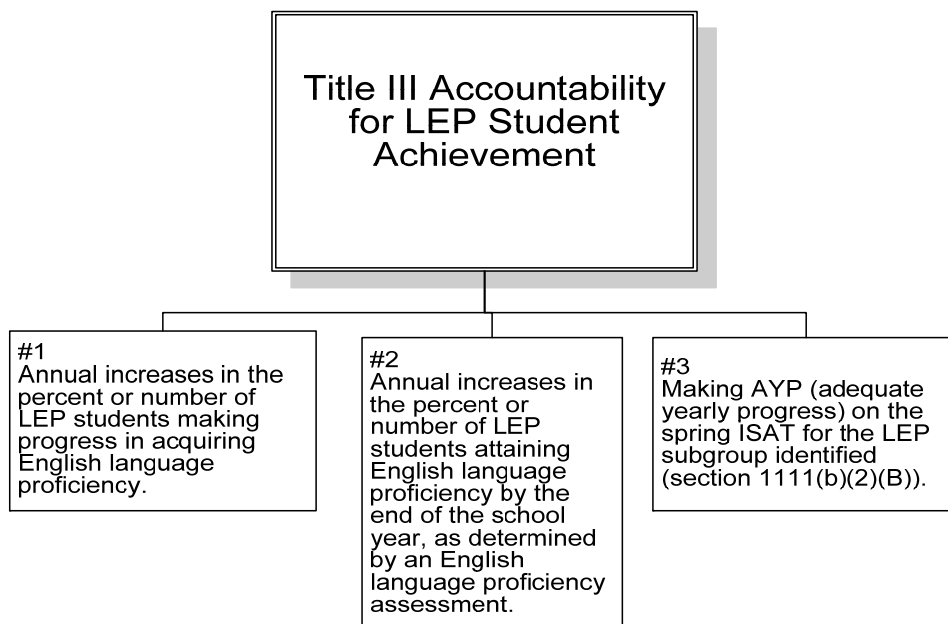
Revised November 2009

**No Child Left Behind, Title III:
Language Instruction for Limited English Proficient and Immigrant Students
Introduction**

Title III of the No Child Left Behind (NCLB) Act of 2001, establishes sanctions or consequences for Local Education Agencies (LEAs), or school districts, that do not meet Title III Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that all LEAs must meet each year for those students in an LEP program. Part I details NCLB requirements. Part II details the state developed annual objectives/targets and definitions. Part III details the sanctions and procedures for LEAs.

Part I: NCLB Requirements

All LEAs, Title III and non Title III LEAs alike, serving Limited English Proficient (LEP) students¹ in Idaho are held accountable to demonstrating annual progress and proficiency in English language acquisition (**NCLB, Title III, section 3122(b)**). The AMAO accountability structure set forth in Title III is a 3-tiered structure. The first 2 AMAOs are determined by the Idaho English Language Assessment (IELA) and the 3rd AMAO is based on the AYP determinations.



¹ LEP students are English language learners (ELLs) who are specifically placed in a language development program, based on the home language survey (HLS) and the Idaho ELL Placement Test.

AMAO #1: Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency, as determined by the IELA: **English Language “Progress/Growth”**.

AMAO #2: Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year, as determined by the IELA: **English Language “Proficiency”**.

AMAO #3: LEA determination for making AYP (adequate yearly progress) on the spring ISAT for LEP students (section 1111(b)(2)(B)): **“AYP”**.

If an LEA does not meet any one of the 3 measures in any given year, then the AMAOs are not met for that year.

Accountability measures, as set forth in section 3122(b) state that:

A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State Board of Education will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

B. If a district LEP program fails to meet these objectives for four (4) consecutive years, the State Board of Education will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and require the district to replace educational personnel.

C. Parental Notification

In addition to providing the general parental notifications, each district that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days of notice of failure to reach AMAOs. All notifications sent home to parents, must be translated into the home language, to the extent practicable. In addition, a parent has the right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

Part II: State Defined AMAO Targets and Definitions

The State Board of Education, Idaho’s SEA, has looked at 3 years of IELA data and consulted with Idaho educators (Attachment B) to determine appropriate AMAOs for LEAs in the state. In February 2009, Idaho adopted the following definitions and will calculate AMAOs as indicated below. If an LEA does not meet any one of the three

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

AMAO measures, then the LEA will be considered as not meeting the AMAOs for that year.

“N” Count – Idaho has adopted the number of 34 in its accountability workbook, under Title I and will use this same number for Title III accountability. LEAs with less than 34 LEP students tested on the IELA will not be included in the LEP Accountability Plan. However, all LEAs with 34 or more LEP students, whether they receive Title III funds or not, will be held accountable to this LEP Accountability Plan. **The only exception to this is for LEAs that receive Title III funds in a Consortia. All members of a consortium will be included in AMAO determinations regardless of the LEP subgroup size.**

Title III Consortia Funds - AMAOs will be individually calculated for each LEA that receives Title III funds within a Consortium. These LEAs will be treated as separate entities and will not be combined for accountability purposes.

1. AMAO #1 - English Language Progress/Growth (“Progress”): Progress is defined as advancing one level or more of language proficiency per year, as indicated by the Idaho English Language Assessment (IELA). The IELA details 5 levels of English proficiency (see Attachment A for English language development level descriptors) and assesses the domains of listening, speaking, reading, writing and comprehension (listening + reading) in grades K-12. The 5 English language development levels as defined for Idaho are:

- (1) Beginning
- (2) Advanced Beginning
- (3) Intermediate
- (4) Early Fluent
- (5) Fluent

Idaho has determined that on an annually increasing basis, the following percentages of LEP students within an LEA will achieve progress, as measured on the IELA.

Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #1 Growth										
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Target	25%	26.1%	27.2%	28.3%	29.4%	30.5%	31.6%	32.7%	33.8%	34.9%
rounded	25	26	27	28	29	31	32	33	34	35
Point increase	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

The AMAO **growth** targets are set on a linear growth interval, which increases in equal increments each year for 10 years, from 2009-2018. This research-based model² was adopted because it establishes the starting point to be at the corresponding percentage associated with the 25th percentile of LEAs, and the ending point to be at the corresponding percentage associated with the 75th percentile of LEAs. The percentiles were derived by ranking districts, from top to bottom, based on the percent of students, across all grades, who gained one or more proficiency levels from the previous year. It was determined that the rounding of the percentages at the 25th and 75th percentiles from the 2007-2008 IELA results would form the basis of the targets.

Through application of this method and the decision points from the group of Idaho educators, AMAO 1 will begin for the 2008-2009 school year with a target of 25% of students within an LEA increasing one level of proficiency on the IELA. AMAO 1 will end at the 2017-2018 school year with a target of 35% of students within an LEA increasing one level of proficiency on the IELA. The growth interval with these targets is a 1.111 point increase per year. Only students who have tested for 2 years (e.g. students who have 2 data points) will be included in AMAO 1.

2. AMAO #2 - English Language Proficiency (“Proficiency”): A student is defined as “proficient” in English on the IELA if a student tests at the early fluent and above (EF+) level within each sub-domain (listening, speaking, reading, writing and comprehension) assessed on the IELA. An EF+ on each sub-domain could result in a student receiving a total score of either a 4 (Early Fluent) or a 5 (Fluent) on the overall IELA score.

Idaho has determined that on an annually increasing basis, the following percentages of LEP students within an LEA will achieve “proficiency”, as measured on the IELA.

Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #2 Proficiency										
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Target	13%	13.7%	14.5%	15.3%	16.1%	16.8%	17.6%	18.4%	19.2%	19.9%
rounded	13	14	15	15	16	17	18	18	19	20
Point increase	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777

The AMAO **proficiency** targets are also set on a linear growth interval, which increases each year for 10 years, from 2009-2018. Again, this research-based model was adopted because it establishes the starting point to be at the corresponding percentage

²Linquanti, R. & George, C. (2007). Establishing and utilizing an NCLB Title III accountability system: California's approach and findings to date. In J. Abedi (Ed.), English language proficiency assessment and accountability under NCLB Title III: A national perspective. Davis: University of California.

Cook, H. G., Boals, T., Wilmes, C., & Santos, M. (2008). Issues in the development of annual measurable achievement objectives for WIDA consortium states (WCER Working Paper No. 2008-2). Madison: University of Wisconsin–Madison, Wisconsin Center for Education Research.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

associated with the 25th percentile of LEAs, and the ending point to be at the corresponding percentage associated with the 75th percentile of LEAs. The percentiles were derived by ranking districts, from top to bottom, based on the percent of students, across all grades, who achieved proficiency on the IELA. It was determined that the rounding of the percentages at the 25th and 75th percentiles from the 2007-2008 IELA results would form the basis of the targets.

Through application of this method and the decision points from the group of Idaho educators, AMAO 2 will begin for the 2008-2009 school year with a target of 13% of students within an LEA reaching proficiency on the IELA. AMAO 2 will end at the 2017-2018 school year with a target of 20% of students within an LEA reaching proficiency on the IELA. The growth interval with these targets is a .777 point increase per year. All students tested within a district will be included in AMAO 2.

LEP Students Exiting from a Language Development Program

When a student scores “proficient” on the IELA they will be eligible to begin transition out of a language development program, however scoring proficient alone is not sufficient for exiting out of the program. The criteria for LEAs in Idaho to exit LEP students from a language development program is as follows:

1. Score at the Early Fluent level (EF+) on each sub-domain tested on the IELA (listening, speaking, reading, writing and comprehension);

AND one of the following:

2. Receive an Idaho Reading Indicator (IRI) score of a 3 in grades K-3, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level in grades 3-8 and 10;

I. OR

- II. 3. Demonstrate access to mainstream content curriculum in one of the following ways:

- Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
- Secondary: Core content area GPA (non-modified) of 2.0; or
- III. - Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

A student should not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. These are two different measures of achievement and have two different definitions.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

3. AYP: AYP will be determined by annual spring ISAT data, as provided by the State Department of Education (SDE) for the LEP subgroup at the LEA level, where the LEA failed to make AYP in any target area because of the LEP subgroup.

Part III: LEA sanctions and procedures

The accountability measures for each LEA are determined by the results of the annual spring IELA and ISAT assessments of LEP students. Sanctions are determined by consecutive years of not meeting the AMAOs set forth above (1. progress, 2. proficiency, and 3. AYP).

Any type of improvement plan or restructuring should be seen as an opportunity for an LEA to thoroughly evaluate their programs and assess what steps need to be taken or changes that need to be made so that the LEA is able to better serve the LEP population.

Accountability and sanctions are applicable to all districts with LEP students, whether Title III funding is received or not, unless otherwise indicated below. Title III funding is the federal allocation for language acquisition, emergency immigrant, and consortia funding.

Appeals process

AMAOs will be calculated according to LEP student growth on the IELA and AYP. The appeals process for AYP takes place through the Department of Education. If an LEA believes that there has been an error in the calculation of AMAOs, then the LEA may contact the State LEP Program, however there will be no formal appeals process. Student scores may not be contested. Testing discrepancies (i.e. a student has taken 2 different grade level tests; a student has taken only a portion of the test) will be taken into consideration by the testing vendor when tests are scored and student reports are generated. The testing vendor may or may not contact the LEA directly to resolve the discrepancy.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

	AMAO Sanctions				
School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Improvement Year	Baseline Data from spring 2006	LEP Improvement 1	LEP Improvement 2	LEP Improvement 3	LEP Improvement 4
LEA Responsibility		Alert Status	1. Develop/augment Improvement Plan specific to LEP 2. Implement Improvement Plan	1. Continue School Improvement Plan 2. Review Plan and outcomes for adequacy	Corrective Action Plan * Title III LEAs could lose funding
		Parental Notification	Parental Notification	Parental Notification	Parental Notification
SEA Responsibility		Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance

A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State LEP Program will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

Baseline: The spring 2006 IELA assessment will give Idaho the baseline data to begin looking at LEP student growth.

LEP Improvement YEAR 1: Data from the spring 2007 IELA will provide information regarding what LEAs will be in LEP Improvement Year 1.

- Once notified, LEAs will be on alert status for this year.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs.

LEP Improvement YEAR 2: Data from spring 2008 will provide information regarding what LEAs will be in LEP Improvement Year 2.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

- LEAs must submit an LEP Program Improvement Plan, which is based on the Idaho LEP Program Enhancement Grant Application.
- The State LEP program will review all LEP Program Improvement Plans and give feedback to each district.
- The LEAs will have until December 31 of each year that the LEA is in needs improvement to complete their improvement plan. The LEAs will have until May 31 of each year to demonstrate in writing the implementation of the plan within the LEA.
- Those LEAs that meet AMAOs in Year 2 will not be required to submit improvement plans.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs and must detail the process that the LEA is going through to remedy the situation.

LEP Improvement YEAR 3: Data from spring 2009 will provide information regarding what LEAs will be in LEP Improvement Year 3.

- The LEAs that are in LEP Improvement Year 3 must continue to implement their LEA improvement plan. The LEA must review the plan for outcomes and adequacy by December 31. The LEAs will have until May 31 to demonstrate in writing the changes made to the implementation of the school improvement plan within the LEA.
- Those LEAs that did not meet AMAOs in Year 2 but did meet AMAOs in Year 3 will continue to be required to submit documentation of implementation of their improvement plans by May 31 of that year.
- The State LEP program will continue to provide technical assistance first to the LEAs that have not previously developed an improvement plan, and then to those LEAs that already have an improvement plan on file.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs detailing the process that the LEA is going through to remedy the situation.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

B. If a district LEP program fails to meet these objectives for four (4) consecutive years, the State LEP Program will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and/or require the district to replace educational personnel.

LEP Improvement YEAR 4: Data from spring 2010 will provide information regarding what LEAs will be in LEP Improvement Year 4.

Title III LEAs

- ⇒ LEAs that receive Title III funds must submit a new corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, parents and community members is required. Further guidance from the State LEP program will detail what the corrective action plan must include.
- ⇒ LEAs must submit their corrective action plan by May 31 and written documentation of implementation of the corrective action by December 31 of the following school year.
- ⇒ The State LEP program will make the determination whether Title III funding will be continued and/or require that staff be terminated.

Non Title III LEAs

- ⇒ LEAs that do not receive Title III funds must also submit a corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, parents and community members is required. Further guidance from the State LEP program will detail what the corrective action plan must include.
- ⇒ LEAs must submit their corrective action plan by May 31 and written documentation of implementation of the corrective action by December 31 of the following school year.
- Those LEAs that did not meet AMAOs in Year 3 but did meet AMAOs In Year 4 will continue to be required to submit documentation of implementation of their improvement plans by May 31 of that year.
- The State LEP program will continue to provide technical assistance to all LEAs in LEP Improvement Year 4.

- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs detailing the process that the LEA is going through to remedy the situation.

LEP Improvement Year 4+

If a district continues to miss the AMAO targets after 4 consecutive years, the district must continue to implement its corrective action plan and provide documentation of implementation by December 31 and May 31. In addition, the State LEP Program will continue to work with the district to determine the best course of action.

C. Parental Notification

In addition to providing the general parental notifications, each district that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days. All notifications sent home to parents, must be translated into the home language, to the extent practicable. In addition, a parent has the right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

**Attachment A:
Idaho English Language Development Level Descriptors**

Level 1 - Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Level 3 - Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

1. Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 - Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they

may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

**Attachment B:
List of Idaho Educators for 2009 Accountability Plan Revision**

Angela	Armstrong	Boundary #101	Principal - LEP/Migrant Director
Ellen	Batt	College of Idaho	Professor of Education and Modern Foreign Languages
Cindy	Bechinski	Moscow #281	Curriculum Director
Fernanda	Brendefur	State Department of Education	Title III/LEP Coordinator
H. Gary	Cook	University of Wisconsin	Consultant
Molly Jo	de Fuentealba	Boise #1	Federal Programs Consultant
Jesús	de León	Caldwell #132	Project Director - Federal Programs
Tristan	Galenski	Blaine #61	Middle School LEP Program Director
John	Graham	Filer #413	Superintendent
Margo	Healy	State Board of Education	ISAT and Accountability Director
Eric	Jensen	Jefferson #251	District LEP/Migrant Director and Elementary Principal
Aaron	Mitchell	Middleton #134	Director of Federal Programs
Diane	Olivia	Meridian #2	Title III/LEP Coordinator
Wayne	Rush	Glenns Ferry #	Superintendent
Sheri	Schmidt	Shelly #60	Federal Programs Director
Jim	Shank	Idaho Falls #91	Director of Federal Programs and Assessments
Galen	Shaver	McCall-Donnelly	Special Programs Director
D.	Simmons	Madison #321	Federal Programs Director
Doris	Sommer	Twin Falls #411	ESL Coordinator
Wendy	St. Michell	State Board of Education	IELA Manager
Elaine	Tobias	Pocatello #25	Title I Director
Neil	Williams	Fremont #215	Principal - LEP Director

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

**IELA Scale Scores Corresponding to Proficiency Levels
(2009)**

The tables in this document show the scale score ranges on the Idaho English Language Assessment (IELA) that correspond to Idaho English Language Development Performance Level Descriptors. Scale scores are derived from raw scores (number correct) and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same language domain and the same grade-span test (A, B, C, D, or E). For example, all Form C reading scale scores can be compared regardless of whether the student took the C1 or C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores. Scale scores are useful for making comparisons over individuals and over time and are useful in gauging absolute levels of performance if they are mapped onto proficiency levels, as they are in the tables that follow. The mapping of score ranges to proficiency levels is based on the results of a Standards Reconsideration process involving Idaho educators in July 2009. These tables can be used to determine a student's level of English proficiency based on total test results and within each language domain. In addition, they can be used to know where in the proficiency category (e.g., bottom, middle) a student's score places her or him.

The first table shows the range of Total IELA scale scores by grade that correspond to each of five proficiency levels.

Form	Grade	Total IELA Proficiency Levels				
		Beginning	Advanced Beginning	Intermediate	Early Fluent	Fluent
A	K	Below 370	370-380	381- 406	407- 430	431 and over
B1/B2	1	Below 351	351-371	372- 407	408- 427	428 and over
	2	Below 363	363-391	392- 424	425- 462	463 and over
C1/C2	3	Below 359	359-378	379- 396	397- 417	418 and over
	4	Below 361	361-382	383- 404	405- 429	430 and over
	5	Below 367	367-387	388- 416	417- 437	438 and over
D1/D2	6	Below 357	357-373	374- 394	395- 410	411 and over
	7	Below 357	357-374	375- 398	399- 417	418 and over
	8	Below 357	357-374	375- 403	404- 422	423 and over
E1/E2	9	Below 361	361-372	373- 398	399- 411	412 and over
	10	Below 362	362-375	376- 399	400- 414	415 and over
	11	Below 363	363-375	376- 399	400- 416	417 and over
	12	Below 364	364-375	376- 399	400- 417	418 and over

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

The following table shows scale score ranges corresponding to proficiency levels in each of the language domains (Listening, Speaking, Reading, Writing) and Comprehension. Only three proficiency levels are reported because individual language domain tests do not contain a sufficient number of items to reliably report more than three levels.

		Language Domain Proficiency Levels		
Form	Grade	Beginning	Advanced Beginning to Intermediate	Early Fluent and Above
A	K	Below 84	84 – 103	104 and over
B1/B2	1	Below 82	84 – 102	103 and over
	2	Below 87	87 – 108	109 and over
C1/C2	3	Below 80	80 – 98	99 and over
	4	Below 81	81 – 101	102 and over
	5	Below 84	84 – 107	108 and over
D1/D2	6	Below 80	80 – 97	98 and over
	7	Below 80	80 – 99	100 and over
	8	Below 80	80 – 101	102 and over
E1/E2	9	Below 78	78 – 98	99 and over
	10	Below 79	79 – 99	100 and over
	11	Below 79	79 – 99	100 and over
	12	Below 80	80 – 99	100 and over

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.03
Rules Governing Thoroughness

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-10)

- a.** Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- b.** Health, as revised and adopted on April 17, 2009. (3-29-10)
- c.** Humanities Categories: (3-29-10)
 - i.** Art, as revised and adopted on April 17, 2009; (3-29-10)
 - ii.** Dance, as revised and adopted on April 17, 2009; (3-29-10)
 - iii.** Drama, as revised and adopted on April 17, 2009; (3-29-10)
 - iv.** Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)
 - v.** Music, as revised and adopted on April 17, 2009; (3-29-10)
 - vi.** World languages, as revised and adopted on April 17, 2009. (3-29-10)
- d.** Language Arts, Part I: reading, as revised and adopted on August 21, 2008. (3-29-10)
- e.** Language Arts, Part II: language arts, as revised and adopted on August 21, 2008. (3-29-10)
- f.** Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- g.** Mathematics, as revised and adopted on August 21, 2008. (3-29-10)
- h.** Physical Education, as revised and adopted on April 17, 2009. (3-29-10)
- i.** Science, as revised and adopted on April 17, 2009. (3-29-10)
- j.** Social Studies, as revised and adopted on April 17, 2009. (3-29-10)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>.

(4-2-08)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on ~~August 10, 2006~~ November 11, 2009. Copies of the document can be found on the State ~~Board~~ Department of Education website at ~~<http://www.boardofed.idaho.gov>~~ <http://www.sde.idaho.gov/site/assessment/IELA/relatedDocs.htm>.

(4-2-08)()

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on ~~August 10, 2006~~ November 11, 2009. Copies of the document can be found on the State ~~Board~~ Department of Education website at ~~<http://www.boardofed.idaho.gov>~~ <http://www.sde.idaho.gov/site/assessment/IELA/relatedDocs.htm>.

(4-2-08)()

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>.

(4-2-08)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov>.

(5-8-09)

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on February 28, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>.

(5-8-09)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>.

(4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>.

(4-2-08)

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

08.02.03.112. ACCOUNTABILITY.

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

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05.

(4-2-08)

02. IELA Language Proficiency Levels. There are five (5) levels of language proficiency for students testing on the Idaho English Language Assessment: beginning,” advanced beginning, intermediate, early fluent, and fluent. Definitions for these levels of language proficiency are adopted by reference in Subsections 004.02 and 004.04.

(4-2-08)

03. Adequate Yearly Progress (AYP).

(3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT.

(3-20-04)

b. The State ~~Board~~ Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school.

~~(4-2-08)~~()

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period.

(3-20-04)

04. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied.

(3-20-04)

a. Full Academic Year (continuous enrollment).

(3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved AYP in proficiency. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. ~~Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP.~~

~~(4-2-08)~~()

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

achieved AYP.

(4-2-08)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved AYP. (4-2-08)

b. Participation Rate. (3-20-04)

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

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

(2) Students who are absent for the entire state-approved testing window because of ~~a significant~~ medical ~~emergency~~ reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (4-6-05)()

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

c. Schools. (3-20-04)

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

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

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

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

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

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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

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

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

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

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

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

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

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

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

05. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by the IELA and determined based on three (3) AMAOs: (4-2-08)

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency; (4-2-08)

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and (4-2-08)

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

- c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT.
(4-2-08)

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STATE DEPARTMENT OF EDUCATION

August 11-12, 2010

SUBJECT

Temporary and Proposed Rule- IDAPA 08.02.03.105.
Removal of the science ISAT from the graduation requirement.

REFERENCE

Idaho Administrative code, IDAPA 08.02.03.105

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.105
No Child Left Behind, Title I, Part A.

BACKGROUND/DISCUSSION

The science ISAT functions in a much different fashion than the reading, language usage or mathematics ISATs. The ISAT series includes integrated content, which in reading and mathematics works well because the concepts build on each other and are less course specific. However, in science, particularly at the high school level, courses do not directly build on one another. Thus the current cumulative approach presents a disadvantage to 10th grade students who, for example, may have taken biology two years previously or may not have had biology yet due to a different scope and sequence within a district. Compounding this problem are gaps in assessment which necessarily occur because science is only assessed at grades 5, 7, and 10. These may be factors in the lower pass rates in science compared to other content areas as reflected in the chart below. The full implementation of the Science ISAT requirement continues to present significant remediation issues as the chart indicates. Adding another assessment requirement with the lowest pass rate could present a significant hurdle to a number of Idaho's high school students. A more effective approach to ensure students have a specific, discrete set of knowledge might be a series of end-of-course assessments. In this way students could access assessments that are synchronized with the particular scope and sequence employed at their respective districts, enhancing their opportunity to demonstrate what they know and can do.

ISAT 2010 Grade 10 Percent Proficient and Advanced	
Reading	86.4%
Mathematics	76.9%
Language Usage	71.5%
Science	67.9%

Removal of the current ISAT science graduation requirement slated to be in force for the class of 2013 will allow the state to proceed with a studied and prudent approach to the potential use of other potentially more suitable methods of assessment and accountability in science, especially end of course assessments.

STATE DEPARTMENT OF EDUCATION

August 11-12, 2010

IMPACT

Annual costs for fall and spring retesting of 11th and 12th graders just for science will cost at a minimum \$159,000 in fiscal year 2011, and to match the ISAT matrix and allow for a spring science test in grade 9, an additional \$60,000 is needed. These annual estimated costs of \$220,000 would be required additional costs to the ISAT contract for as long as the current Idaho Code governing state graduation requirements remains in place. There is also an undetermined cost for remediation at the district level.

ATTACHMENTS

Attachment 1 – Idaho Administrative Code 08.02.03.105

Page 3

BOARD ACTION

A motion to approve the temporary and proposed rules for IDAPA 08.02.03.105 to remove the science ISAT requirement and instruct the Department of Education to develop End of Course assessments in science to serve as a graduation requirement by the graduating class of 2017.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

08.02.03.105

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.b. through 105.01.g.(3-29-10)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.(3-29-10)

b. Mastery. Students may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Four (4) credits are required. 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. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school. (3-29-10)

e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-29-10)

STATE DEPARTMENT OF EDUCATION

August 11-12, 2010

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. (5-8-09)

04. Senior Project. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-29-10)

05. Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.b. through 105.01.g. in addition to the courses completed in middle school. (3-29-10)

06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. ~~For all public school students who enter high school at the 9th grade level in the Fall 2009 or later, each student must also achieve a proficient or advanced score on the science portion of the ISAT in order to graduate.~~ A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Board of Education for review and information. Districts with alternate measures on file with the Board on the effective date of this rule must re-submit their plans to the Board. Alternate mechanisms must be re-submitted to the Board when changes are made in their plans. ~~(5-8-09)~~ (8-12-10)

a. Before entering an alternate measure, the student must be: (4-2-08)

i. Enrolled in a special education program and have an Individual Education Plan (IEP); or

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

(3-20-04)

- ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or
(3-20-04)
- iii. Enrolled in the fall semester of the senior year. (3-20-04)
- b.** The measure must be: (5-8-09)
 - i. Aligned at a minimum to tenth grade state content standards; (3-20-04)
 - ii. Aligned to the state content standards for the subject matter in question; (5-8-09)
 - iii. Valid and reliable; and (5-8-09)
 - iv. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)
- c.** A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)
 - i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)
 - ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)
 - iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)
 - iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)
- 07. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)
- 08. Foreign Exchange Students.** Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Temporary/Proposed Rule Change IDAPA 08.02.03.109 – Special Education

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, 33-2002, Idaho Code
20 U.S.C, Section 1412; Individuals with Disabilities Education Act (IDEA); 34 CFR §§300.301; 300.323

BACKGROUND/DISCUSSION

The Individuals with Disabilities Education Act (IDEA) sets certain timeframes for districts to complete particular activities such as initial evaluation for special education, reevaluation and dispute resolution. Timeframes help ensure that services for students are not unnecessarily delayed and reviewed appropriately. Federal regulation allows for 60 calendar days from the receipt of parent consent for initial evaluation to evaluate a student and determine eligibility for special education. After a student is found eligible for special education, regulations allow 30 calendar days to develop an individualized education program (IEP); implementation of that IEP must occur as soon as possible thereafter. Idaho's rules currently set a maximum 60 day timeline for student evaluation, determination of eligibility for special education, development of an IEP and implementation of that IEP. Consistent with federal regulation, Idaho's timeline starts upon the receipt of parent consent for initial evaluation for special education, and excludes periods when regular school is not in session for five or more consecutive school days, or if all parties agree to an extension beyond 60 days. Idaho also requires once eligibility is determined, an IEP must be developed and implemented within 30 days (as long as those 30 days still fall within the 60 day timeframe). An example would be if a student was evaluated and found eligible by the 15th day, a district would then have 30 days (not 45 days) to ensure development and implementation of an IEP. If a student was evaluated and found eligible on the 35th day, the IEP would have to be developed and implemented within 25 days.

This temporary and proposed rule change would change Idaho's timeline to more closely match the federal timeline and allow 60 calendar days from the receipt of parental consent for initial evaluation to the determination of eligibility, and if the student is found in need of special education, 30 calendar days from the time of that determination to develop and implement an IEP. Using the examples above, if a student was evaluated and found eligible within 15 days, a district would then have 30 days to ensure development and implementation of an IEP. If a student was evaluated and found eligible on the 35th day, the IEP would have to be developed and implemented within 30 days.

Districts have requested this change to ensure thorough and proper evaluation, eligibility determination and IEP development. The evaluation process includes a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

information provided by the parent. Both eligibility determination and IEP development must be conducted with a team (may be the same team for both). Team members at a minimum must include a district representative, parents, student (whenever appropriate), at least one general education teacher, a special education teacher, and individual qualified to interpret results and implications of assessments (such as a speech language pathologist or school psychologist). Other people may be included as needed or at the discretion of the parent or district. Flexibility provided in this rule change would help ensure that all relevant and necessary team members can be included in these essential processes, and that multiple meetings or additional assessment could be scheduled if necessary or beneficial to determine eligibility or develop an IEP.

This temporary and proposed rule change is effective retroactively to August 1 in order to ensure one consistent timeline for all students starting this school year.

IMPACT

There is no fiscal impact.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule IDAPA 08.02.03.109 Page 3

BOARD ACTION

A motion to approve the temporary and proposed rule change to IDAPA 08.02.03.109 – Special Education

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

08.02.03.109

109. SPECIAL EDUCATION.

- 01. Definitions.** The following definitions apply only to Section 109 of these rules. (4-5-00)
- a.** Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (4-5-00)
- b.** Department. State Department of Education. (4-5-00)
- c.** Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (3-29-10)
- i.** Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-29-10)
- ii.** For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-29-10)
- d.** Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (4-5-00)
- e.** Governing Special Education Requirements. Sections 33-201, 33-2001 through 2002, 33-2004 through 2005, and 33-2010, Idaho Code; Section 109 of these rules; the Individuals with Disabilities Education Act (IDEA), Parts A and B, (20 U.S.C., Sections 1400-1419); IDEA Regulations (34 C.F.R. Part 300); Idaho Special Education Manual; and special education case law that sets precedence in Idaho. (3-29-10)
- f.** Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (3-29-10)
- g.** Special education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (4-5-00)
- 02. Legal Compliance.** The State Department of Education and education agencies shall comply with all governing special education requirements. (4-5-00)
- a.** The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (4-5-00)
- b.** The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (4-5-00)
- c.** Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (4-5-00)

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

- i. Is an accredited school or a licensed rehabilitation center; and (4-5-00)
- ii. Meets minimum health, fire and safety standards; and (4-5-00)
- iii. Is nonsectarian; and (4-5-00)
- iv. Provides special education services consistent with governing special education requirements. (4-5-00)

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

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the Bureau of Occupational Licensing. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (4-5-00)

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

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

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

03. Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. (3-29-10)(8-1-10)T

04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

soon as possible after it is developed. The total timeline from the ~~date of receipt of written parental consent for an initial assessment-determination that the student needs special education and related services~~ to the date of IEP implementation of the initial IEP shall not exceed ~~sixtythree (60)(30)~~ calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed.

~~(4-5-00)(8-1-10)T~~

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

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

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

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

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

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

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

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-29-10)

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year olds nor to implement more than the educational components of the IFSP. (4-5-00)

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

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

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

a. If a parent or adult student disagrees with an individualized education program change or

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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

b. Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants shall be required to sign a confidentiality pledge. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (3-29-10)

c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (3-29-10)

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

e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act (IDEA) requirements, and the Idaho Special Education Manual. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual. (3-29-10)

f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (4-5-00)

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

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

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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

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

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

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

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

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

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Rule IDAPA 08.02.03.160-161- Safe and Supportive Schools

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The use of restraint and seclusion in schools has become a topic of national focus. In May of 2009, the Education and Labor Committee in the U.S. House of Representatives held a hearing to examine the use of restraint and seclusion techniques in schools and the significant consequences that occur from misuse and misapplication of these techniques. The Government and Accountability Office simultaneously released testimony on "Seclusions and Restraints: Selected Cases of Death and Abuse at Public and Private Schools and Treatment Centers." In July 2009 as a result of the testimony, Secretary of Education Arne Duncan issued a letter to the Chief State School Officers encouraging every state to develop, review or revise State policies and guidelines regarding restraint and seclusion.

At the local level, Idaho's Special Education Advisory Panel (SEAP) also sent a letter to Superintendent Luna recommending that a task force be formed to create policies, rules and/or laws to address the use of restraints, seclusion and other aversive techniques in Idaho public schools.

Superintendent Luna accordingly authorized the creation of a task force at the State Department of Education to address the use of restraint, seclusion and other aversive techniques in Idaho public schools. The Safe and Supportive Schools Task Force includes representatives from the Idaho Council on Developmental Disabilities, DisAbility Rights Idaho, Idaho School Boards Association, Idaho Education Association, a school district special education director and a school principal (a full membership list is included in Attachment 3). Idaho currently does not have any laws, rules or policies governing the use of restraints, seclusion and aversive techniques in Idaho public schools. Data on the use of these techniques are not collected at the state level in Idaho. The proposed rules resulted from the task force's discussions, review and identified needs to address the use of restraints, seclusion and other aversive techniques.

Restraint involves the forced restriction of a child's body, which can involve manual restraint by staff, mechanical devices, or restraint through medication. Seclusion (or seclusionary timeout, as it is known in Idaho) involves the forced isolation of a child in a room or space from which the child cannot escape. The general term aversive refers to the deliberate infliction of physical and/or emotional pain and suffering for the purpose of changing or controlling a child's behavior. Examples include spraying a child with cold water, lemon juice squirted into the eyes, holding harsh smelling chemicals under the child's nose,

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

or forced exercise such as “air chairs” or “wall sits” where a child squats against a wall in a sitting position without the support of an actual seat.

According to research conducted by various advocacy groups, the use of restraint, seclusionary timeout and other aversive techniques carry significant risk of injury or harm not only to the students who are subjected to them, but also to the school staff who must implement them.

The task force reviewed other states regulations and policies, the position statement from the Council for Children with Behavioral Disorders (a division of the national Council for Exceptional Children), a report by the National Disability Rights Network as well as a position statement from the Idaho Council on Developmental Disabilities. During the course of the task force’s work, national legislation was introduced and passed the U.S. House of Representatives governing the use of restraint and seclusion in schools. The task force reviewed the proposed legislation which for the most part was in line with the task force’s progress and priorities. In March of this year the “Keeping All Students Safe Act” passed the House and was referred to the Senate for a hearing which has not been scheduled to this date. In recognition of the already existing need to address this issue in Idaho, the task force felt it would not be prudent to wait for the potential passage of the legislation and subsequent regulations from the US Department of Education. In drafting the proposed rules, the task force was cognizant of being consistent with and not in conflict with the provisions in the proposed legislation.

In the proposed rule section 160 Safe Environment and Discipline is being amended to require each school district to have a comprehensive districtwide policy and procedure encompassing the use of restraint, seclusion and other aversive techniques. Districts are required to annually review policies listed under this section.

Section 161 Use of Restraint, Seclusion and Other Aversive Techniques is a new section of rule. This section prohibits the use of restraint and seclusion except in an emergency and only to the extent necessary to preserve the safety of students and others. An emergency is defined in the rules as a situation in which a student’s behavior poses a believable and real threat of imminent, serious physical harm to the student or others. Subsections of the rule address definitions, components in the districtwide policy required under section 160, procedures to be addressed in the districtwide procedures, training and documentation.

At a minimum district policies will be required to address circumstances under which seclusion or restraint may be applied, procedures to be followed by staff in cases of seclusion or restraint. School district personnel will be required to be notified of the incident, parent notification, training in crisis intervention, preventative and alternative measures to restraint, seclusion and other aversive

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

techniques. Incident reports and that locations used for seclusion are safe and clean must also be addressed. Minimum procedures addressed in the district's policy and procedures must include observation during the restraint or seclusion, documentation if seclusion and restraint are contraindicated due to a student's condition, time limits, and follow-up for staff after an incident has occurred.

These rules would require that restraint and seclusion may only be implemented by a person who has been trained and certified in a crisis intervention program. The rules outline the minimum requirements that must be included in a crisis intervention program. These programmatic elements for crisis intervention are matched to the federally proposed Keeping All Students Safe Act in order to ensure that any person in Idaho certified in a crisis prevention program in accordance with these proposed rules would still be valid if the federal legislation passes. Some of Idaho's school districts already obtain training for staff members from programs that include these elements. The Special Education Statewide Technical Assistance (SESTA) center at Boise State University Center for School Improvement & Policy Studies will be the primary leader in ensuring that districts have the support and training to meet the requirements proposed in this rule. SESTA will be particularly involved with districts that do not currently have any staff members trained in programs that would meet the requirements.

The documentation subsection requires that in the annual review of the district policy (as required in section 160), a district review their documentation and reporting of incidents involving restraint and seclusion.

IMPACT

These rules will help ensure that Idaho public schools provide and support a safe environment conducive to learning. Proper training is important to prevent injury or harm not only to the students who are subjected to restraint and seclusion, but also to the school staff who may need to implement these procedures in emergency situations. Training needs, especially for districts that are not already meeting or exceeding the proposed requirements, will be supported by the SDE and SESTA.

ATTACHMENTS

Attachment 1 – Letter from Secretary of Education Arne Duncan	Page 5
Attachment 2 – Proposed Rule 08.02.03.160-161 – Safe and Supportive Schools	Page 7
Attachment 3 – List of Safe and Supportive Schools Task Force Members	Page 11

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

BOARD ACTION

A motion to approve the proposed amendment to IDAPA 08.02.03.160 and IDAPA 08.02.03.161 Rules Governing Uniformity – Safe and Supportive Schools.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Print

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Window**Key Policy Letters Signed by the Education Secretary or Deputy Secretary**

July 31, 2009

July 31, 2009

Dear Chief State School Officers:

On May 19, the Education and Labor Committee in the U.S. House of Representatives held a hearing to examine the abusive and potentially deadly misapplication of seclusion and restraint techniques in schools. Related to this hearing was the testimony issued on the same day by the Government Accountability Office on "Seclusions and Restraints: Selected Cases of Death and Abuse at Public and Private Schools and Treatment Centers." The testimony is available on the Internet at the following Web address:
<http://www.gao.gov/new.items/d09719t.pdf>.

I was deeply troubled by the testimony, as I am sure you would have been. As education leaders, our first responsibility should be to make sure that schools foster learning in a safe environment for all of our children and teachers. Therefore, I am encouraging each State to review its current policies and guidelines regarding the use of restraints and seclusion in schools to ensure every student is safe and protected, and if appropriate, develop or revise its policies and guidelines.

My home State of Illinois has what I believe to be one good approach, including both a strong focus upon Positive Behavior Intervention and Supports (PBIS) as well as State regulations that limit the use of seclusion and restraint under most circumstances (see <http://www.isbe.state.il.us/rules/archive/pdfs/oneark.pdf>). The State's requirements, which I found to be extremely helpful as chief executive officer of the Chicago Public Schools, were described in testimony at the hearing. Illinois prohibits the use of seclusion or restraint for the purpose of punishment or exclusion, and allows trained staff to restrain students only in narrow circumstances. The State allows the use of isolated time out or physical restraint only in situations when it is absolutely necessary to preserve the safety of self or others; includes rules that must be followed when these techniques are used; and requires documentation of each incident to be provided to parents within 24 hours. Several other States have also adopted effective seclusion and/or restraint policies, but there are many jurisdictions that have not, leaving students and teachers vulnerable.

Approximately 8,000 schools across the country are already implementing PBIS, a systems approach to establishing the social culture needed for schools to achieve social and academic gains while minimizing problem behavior for all children. PBIS provides a framework for decision making that guides the implementation of evidence-based academic and behavioral practices throughout the entire school, frequently resulting in significant reductions in office disciplinary referrals, suspensions, and expulsions. While the successful implementation of PBIS typically results in improved social and academic outcomes, it will not eliminate all behavior incidents in a school. However, PBIS is an important preventative approach that can increase

STATE DEPARTMENT OF EDUCATION

AUGUST 11-12, 2010

Letter to Chief State School Officers regarding the use of seclusions and restraints in publ... Page 2 of 2

the capacity of the school staff to support children with the most complex behavioral needs, thus reducing the instances that require intensive interventions.

The American Recovery and Reinvestment Act provides significant one-time resources that districts can use to implement a school-wide system of PBIS. Districts could, consistent with program requirements, use funds provided for the State Fiscal Stabilization Fund, Title I of the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, and State and local funds to provide professional development, develop data systems, and offer coaching to establish and sustain these programs. The Department's Office of Special Education Programs funds the Center on Positive Behavioral Interventions and Supports, with a Web site (<http://www.pbis.org/>) where additional information and technical assistance on PBIS can be obtained free of charge.

I urge each of you to develop or review and, if appropriate, revise your State policies and guidelines to ensure that every student in every school under your jurisdiction is safe and protected from being unnecessarily or inappropriately restrained or secluded. I also urge you to publicize these policies and guidelines so that administrators, teachers, and parents understand and consent to the limited circumstances under which these techniques may be used; ensure that parents are notified when these interventions do occur; and provide the resources needed to successfully implement the policies and hold school districts accountable for adhering to the guidelines.

I encourage you to have your revised policies and guidance in place prior to the start of the 2009-2010 school year to help ensure that no child is subjected to the abusive or potentially deadly use of seclusion or restraint in a school. I have asked Fran Walter of our Office of Elementary and Secondary Education to work with staff from our regional Comprehensive Centers to contact your office by August 15, to discuss the status of your State's efforts with regard to limiting the use of seclusion and restraint to protect our students. During this contact, we expect to discuss relevant State laws, regulations, policies, and guidance that affect the use of seclusion and restraint, and any plans for further development or revisions. We expect to post the results of these discussions on the Department's Web site to assist in the sharing of information that will help protect our students.

In the meantime, please feel free to contact Ms. Walter at (202) 205-9198 or at Fran.Walter@ed.gov with any information or questions about your State's efforts to limit the use of restraints and seclusion in schools.

Thank you for your cooperation on this important topic.

Sincerely,

/s/

Arne Duncan

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Last Modified: 08/03/2009

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

08.02.03.160-161 Rules Governing Thoroughness

160. SAFE ENVIRONMENT AND DISCIPLINE.

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

School Climate
Discipline
Student Health
Violence Prevention
Gun-free Schools
Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-free School Zones
Building Safety including Evacuation Drills
<u>Use of Restraint, Seclusion and other Aversive Techniques</u>

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

161. USE OF RESTRAINT, SECLUSION AND OTHER AVERSIVE TECHNIQUES

Restraint and seclusion are prohibited except in an emergency as defined in this section and only to the extent necessary to preserve the safety of students and others. The use of other aversive techniques is prohibited. This section does not apply to the duties and responsibilities of law enforcement personnel. Nothing in this section shall be construed as limiting a person's right of self-defense under Idaho law or as limiting any immunity from civil or criminal liability granted under Idaho law to a person who has lawfully exercised force in the defense of self or another. ()

01. Definitions. The following definitions apply only to Section 161 of these rules. ()

a. Aversive technique. Physical, emotional or mental distress as a method of redirecting or controlling behavior. Education agencies are prohibited from using aversive techniques. ()

b. Crisis intervention. Implementation of a predetermined strategy to mitigate immediate harm to student, staff or property. ()

c. Education agency. Each school district, public agency, and governmental entity that is responsible for delivering public education, with the exception of the Department of Juvenile Corrections and Department of Corrections. ()

d. Emergency. A situation in which a student's conduct creates a reasonable belief in another person that the student's conduct has placed the student or a third person in imminent danger of serious bodily harm. ()

e. Positive behavioral interventions and supports. Application of a broad range of systematic and individualized strategies for achieving important social and learning outcomes, while preventing problem behaviors by making them irrelevant, inefficient, and ineffective. ()

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

f. Restraint. A chemical, manual method, physical or mechanical device, material, or equipment for the purpose of immobilizing or reducing an individual's freedom of movement for the purpose of preventing harm to students and others. The term does not include seatbelts and other safety equipment when used to secure students during transportation. ()

g. Seclusion. Involuntary confinement in a room or other space during which a student is prevented from leaving, or reasonably believes that he will be prevented from leaving, by means that include, but are not limited to, the following: ()

i. manually, mechanically, or electrically locked doors that when closed cannot be opened from the inside ()

ii. blocking or other physical interference by staff ()

iii. coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion. ()

02. Districtwide policy. In accordance with section 160 of these rules each education agency, must have a comprehensive districtwide policy and procedure addressing the use of restraint and seclusion. Each education agency must provide training to staff members covering these policies and procedures. Any education agency's policy that permits the use of seclusion or restraint will include: ()

a. circumstances under which seclusion or restraint will be applied ()

b. written procedures to be followed by staff in cases of seclusion or restraint ()

c. designation of school officials who will be informed of incidents when seclusion and physical restraint is used ()

d. process for notifying parents within twenty-four hours of incident that includes contact information for education agency staff member to be contacted for further information ()

e. training of personnel in crisis intervention ()

f. preventative, alternative interventions to seclusion, restraint and other aversive techniques. ()

g. reporting of incidents as required by state and federal regulations ()

h. observing and monitoring the use of seclusion and restraint ()

i. locations used for seclusion are safe and clean. ()

03. Procedures. Any education agency's policy and procedures that permits the use of seclusion or restraint will include at a minimum procedures for the following: ()

a. observing and monitoring the use of seclusion and restraint includes continuous, direct visual contact with the student ()

b. documentation when seclusion and restraint are contraindicated due to the student's psychiatric, medical, or physical conditions. ()

c. immediately terminate seclusion and restraint when the student is no longer an immediate danger

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

to himself or others or if the student is observed to be in severe distress ()

d. establish time limits ()

e. following an incident involving seclusion, restraint or both ()

i. notification of appropriate school officials ()

ii. notification of parents within twenty-four hours of incident that includes contact information for education agency staff member to be contacted for further information ()

iii. required documentation in accordance with subsection 05 of these rules ()

04. Training. Seclusion and restraint techniques may only be employed by a person who has been trained in crisis intervention. ()

a. Training in crisis intervention must include but is not limited to: ()

i. evidence-based techniques shown to be effective in the prevention of physical restraint and seclusion. ()

ii. evidence-based techniques shown to be effective in keeping both school personnel and students safe when imposing physical restraint or seclusion; ()

iii. evidence-based skills training related to positive behavioral interventions and supports, safe physical escort, conflict prevention, understanding antecedents, de-escalation, and conflict management; ()

iv. first aid and cardiopulmonary resuscitation ()

05. Documentation. In accordance with section 160 of these rules each education agency's annual review of the districtwide policy and procedures addressing the use of restraint, seclusion and other aversive techniques must include a review of the documentation and reporting of incidents involving seclusion and restraint. ()

1642. -- 169. (RESERVED).

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**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

Safe and Supportive Schools Task Force

Name		Organization
Greg	Deitchler	Region III & IV Children's Mental Health Subcommittee
Dina	Flores-Brewer	DisAbility Rights Idaho & SEAP
Matt	Hyde	Idaho State Parent Information and Resource Center (PIRC)
Courtney	Lester	Idaho Federation of Families for Children's Mental Health
Evelyn	Mason	Idaho Parents Unlimited
Matt	McCarter	SDE - Safe and Drug Free Schools
Steve	Meade	Idaho School Boards Association
Jackie	Meyer	Principal, Andrus Elementary - Meridian School District
Russell	Salyards	Health & Welfare - Community Outreach and Support Team
Charlie	Silva	Special Education Director, Boise School District 001
Tracy	Warren	Idaho Council on Developmental Disabilities
Sherri	Wood	Idaho Education Association
Jacque	Hyatt	SDE - Special Education
Joan	MacMillan	SDE - Special Education

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**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

SUBJECT

Changes to the Idaho Special Education Manual

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, 33-2002, Idaho Code
20 U.S.C, Section 1412; Individuals with Disabilities Education Act (IDEA); 34
CFR §§300.301; 300.323

BACKGROUND/DISCUSSION

These changes correspond to the temporary and proposed rule changes to the 60 day timeline for student evaluation, determining eligibility for special education, development of an Individualized Education Program (IEP) and implementation of that IEP.

IMPACT

There is no fiscal impact. This change will allow more time for assessment and team meetings to determine eligibility for special education.

ATTACHMENTS

Attachment 1 – Changes to the Idaho Special Education Manual Page 3

BOARD ACTION

A motion to adopt the changes to the Idaho Special Education Manual.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Section 7. Least Restrictive Environment (LRE)

The IDEA 2004 states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team should consider what constitutes LRE for the individual student. This includes considering that a continuum of alternative placements is available to meet the needs of children with disabilities and for special education and related services.

See Chapter 6 for more information on LRE.

Section 8. Summary of Activities That May Lead to Special Education Services

This section describes the steps that may lead to special education services. The activities that are within each step are often sequential, but could occur simultaneously. The process might occur in a different sequence for emergency or interim placements. A flowchart of these steps is provided at the end of this chapter.

A. General Education Interventions (carried out by the problem-solving team)

A general education problem-solving team addresses student learning needs and ensures that referrals to consider special education are appropriate. The general education problem-solving process may include comprehensive early intervening services based on whole-school approaches such as: a three-tiered model using scientifically based reading (and other content area) programs, positive behavior supports, and a response-to-intervention system. Accommodations and instructional interventions shall be attempted during the problem-solving process. These accommodations and interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and shall be clearly documented.

If the student shows adequate progress with general education interventions and accommodations, a referral to consider a special education evaluation may be unnecessary. However, if general education interventions and accommodations need to be provided on an ongoing basis or if the student shows limited or no progress *and* the student's performance is significantly discrepant from peers, a referral to consider a special education evaluation may be warranted.

See Chapter 4 and Appendixes 3 and 4 for more information on problem-solving activities and the three tiered model.

B. Referral to Consider a Special Education Evaluation

Following the problem-solving team's review of the student's response to general education interventions, if the team suspects that the student has a disability that adversely impacts his or her education, the problem-solving team shall initiate a referral to consider a special education evaluation. The purpose of this referral is to bring a student to the attention of an evaluation team so that it can determine whether to conduct a special education evaluation.

A referral to consider a special education evaluation marks the point at which procedural safeguards are activated. The parent and/or adult student shall be involved in decisions once a written referral has been made to the evaluation team to consider a special education evaluation.

The evaluation team shall review existing data, including assessments and information provided by the parent and/or adult student, to determine the need for further assessment.

See Chapter 3 for more information on the referral process to consider a special education evaluation and who can make a referral.

C. Written Notice and Consent (completed by an evaluation team)

Before administering assessments as part of the special education evaluation, written notice shall be provided to the parent and/or adult student and written consent shall be obtained from the parent and/or adult student. The district may use a single form that meets the requirements of written notice and consent for assessment. In addition, if the evaluation team needs information for an evaluation from a non-educational agency or an individual, such as a doctor, written consent for the release of information shall be obtained from the parent and/or adult student.

See Chapter 4 and Chapter 11 for more information.

D. Evaluation and Eligibility Determination (completed by evaluation team)

After receiving consent, the evaluation team shall schedule assessments and ensure they are conducted. The time between receiving consent for evaluation and determining eligibility for special education and related services cannot exceed 60 calendar days, excluding periods when regular school is not in session for five or more consecutive school days. The parent and district may agree in writing to extend the 60-day period for the purpose of initial evaluation as long as Federal IDEA 2004 time requirements are met. See Chapter 4 for guidance on timeline exceptions. Next, the evaluation team reviews the assessment data, the response to general education interventions, and parent and/or adult student input and recommendations to determine whether the student is eligible for special education services. Then the evaluation team compiles an *Eligibility Report* using data collected from individual assessments and provides the parent and/or adult student with a copy of the report.

If the student is not eligible, the district shall provide written notice to the parent and/or adult student that the data does not indicate eligibility under the IDEA 2004. The district shall maintain documentation in permanent records. (A student ineligible under the IDEA 2004 may be considered to have a disability under Section 504.)

If the parent and/or adult student disagrees with the district's evaluation and/or the eligibility determination, he or she has the right to request SDE mediation, file a due process hearing challenging the decision, or seek an independent educational evaluation (IEE). See Chapter 11 for more information.

E. IEP Development and Implementation (completed by IEP team)

The time between ~~receiving consent for assessment~~ a determination that the student needs special education and related services and ~~implementing~~ implementation of the IEP cannot exceed ~~60~~ 30 calendar days, excluding periods when regular school is not in session for five or more consecutive school days. ~~The parent and district may agree in writing to extend the 60-day period for the purpose of initial assessment as long as Federal IDEA 2004 time requirements are met. See Chapter 4 for guidance on timeline exceptions.~~

The following activities are included in the development and implementation of the IEP:

1. Conduct an IEP team meeting to develop an IEP within 30 calendar days of a determination that the student is eligible for special education and related services. For eligible students, the IEP can be developed at the same meeting at which eligibility is determined if all required IEP team members are present and agree to proceed.
2. After determining goals and services, determine the placement in the LRE in which the IEP can be implemented. For those goals that are aligned to the alternate standards, benchmarks/objectives shall be written.
3. Obtain documentation indicating participation in the IEP team meeting.
4. Obtain consent from the parent and/or adult student for initial placement in special education.
5. Provide copies of the IEP to the parent and/or adult student and other participants, as appropriate.
6. Provide written notice to the parent and/or adult student before implementing the IEP if the provision of FAPE or the educational placement is proposed to change.
7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.
8. Implement the IEP as soon as possible after it is developed.
9. Provide the parent and/or adult student with periodic reports of the student's progress towards IEP goals (such as quarterly or other periodic reports, concurrent with the issuance of report cards).

See Chapter 5 for more information on IEP development.

F. Review and Revision of IEP and Placement Decision (completed by IEP team)

1. Send the parent and/or adult student a *Procedural Safeguards Notice* with an invitation to attend an IEP meeting (required at least once annually).

The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program (ITP).

Section 3. Written Notice and Consent for ~~Assessment~~Evaluation

Written notice shall be provided and informed consent shall be obtained before assessments are administered to a student as part of an evaluation.

A. Written Notice Requirements

Written notice shall be provided to the parent and/or adult student within a reasonable time before the district proposes to initiate the evaluation or re-evaluation of a student. Written notice shall be in words understandable to the general public. It shall be provided in the native language or other mode of communication normally used by a parent and/or adult student unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

1. The notice is translated orally or by other means in the native language or other mode of communication;
2. The parent or adult student understands the content of the notice; and
3. There is written evidence that the above two requirements have been met.

The written notice shall *include* the following:

1. a description of the evaluation or reevaluation proposed or refused by the district;
2. an explanation of why the district proposes to evaluate or reevaluate the student;
3. a description of any other options the district considered and the reasons why those options were rejected;
4. a description of each assessment procedure, test, record, or report that the district used as a basis for the proposed or refused evaluation or reevaluation;
5. a description of any other factors relevant to the evaluation or reevaluation;
6. a statement that the parent or adult student has special education rights and how to obtain a copy of the *Procedural Safeguards Notice*; and

E. Timeline

The time between receiving written consent for initial ~~assessment-evaluation~~ and ~~implementing the IEP~~determining eligibility for special education and related services cannot exceed 60 calendar days, excluding periods when regular school is not in session for five or more consecutive school days. The time between eligibility determination and implementation of the IEP cannot exceed 30 days.

In unusual circumstances, all parties may agree in writing to an extension of the 60-day period for the purpose of initial ~~assessment-evaluation~~. These circumstances may include the following:

1. The child enrolls in a school in another school district after the 60-day timeline began and prior to the determination by the child's eligibility in the previous school district. If the new school district is making sufficient progress in determining eligibility, the parent and district may agree to a different timeline.
2. The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule an evaluation.

Section 4. Information from Other Agencies or Districts

Consent for release of information shall be received before the district seeks to obtain information about the student from other agencies. Upon receipt of consent, the case manager will send letters requesting information to individuals or agencies that have relevant information about the student. A copy of the signed consent form for release of information shall be included with the letters and a copy shall be retained in the student's confidential file. Sources of this additional information may include records from health and social service agencies, private preschool programs, legal service agencies, and non-school professionals such as physicians, social workers, and psychologists.

Federal laws and regulations do not require consent for the district to:

1. request information from other districts that the student has attended; or
2. send information to other districts in which the student intends to enroll.

For children transferring from the ITP, eligibility shall be determined and the IEP developed by the date that the child turns 3 years of age. See Chapter 5 and Appendix 5B for additional information on collaboration with the ITP throughout the transition process.

a team member. The parent and/or adult student, district personnel, and other IEP team members should come prepared to discuss specific information about the student's individual needs and the type of services to be provided to address those needs.

The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the student related to their disability. Placement decisions shall be considered *after* the special education services are determined. Placement is based on the IEP services and accommodations and shall not be the determining factor in developing the IEP content.

Informal or unscheduled conversations involving district personnel on various issues (e.g., teaching methodology, lesson plans, or coordination of service provisions) are not considered a meeting as long as no decisions are made regarding issues addressed on the student's IEP. A meeting does not include preparatory activities in which district personnel engage to develop a proposal or a response to a parent and/or adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP meeting serves as a communication vehicle between the parent and/or adult student, district personnel, and other IEP team members that enables them, as equal participants, to make joint, informed decisions regarding the student's special education services. All members of the IEP team are expected to work toward consensus regarding the services that will be included in the student's IEP to ensure that he or she receives a free appropriate public education (FAPE). Consensus means that all members are in general agreement regarding what is written.

If there is a lack of consensus between the parent and/or adult student, district personnel, and other IEP team members regarding an IEP decision, then school personnel on the IEP team should seek consensus and make the decision subject to the due process rights of the parent and/or adult student. If there is a lack of consensus among school personnel, then the district representative on the IEP team shall make the decision.

The district shall follow the procedures in Section 2J of this chapter, "Parent and/or Adult Student Objection to the IEP," if necessary.

C. When IEP Meetings Are Held

An IEP meeting shall be held for one or more of the following reasons:

1. To develop and implement an IEP within ~~60-30~~ calendar days of ~~receiving parent and/or adult student consent for initial evaluation, a determination that the student needs special education and related services,~~ excluding periods when regular school is not in session for 5 or more consecutive days. ~~With the exception that the meeting to develop the IEP shall be held within 30 days of a determination that the student needs special education and related services.~~ Refer to Chapter 4, Section 3.E regarding

additional timeline exceptions. The IEP shall be implemented as soon as possible following the meeting during which the IEP was developed.

2. To review the IEP periodically, but no longer than 365 days from the date of development of the current IEP. An IEP shall be in effect at the beginning of each school year;
3. When another agency fails to deliver transition or other services outlined in the IEP;
4. To consider revisions to the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
5. At the reasonable request of any member of the IEP team;
6. To review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP; or
7. To address the IDEA 2004 discipline requirements (see Chapter 12).

NOTE: Under the IDEA 2004, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP team means a group of individuals who are responsible for developing, reviewing, or revising an IEP for a student with a disability.

NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP meeting, in whole or in part, if the parent and/or adult student and district agree to this in writing. If the meeting deals with the excused member's areas, he or she shall provide written input to the IEP team prior to the meeting. Written input shall include substantive data (e.g., based on assessment, providing meaningful guidance to the team, regarding the purpose of the meeting, reflecting on general education curriculum). If the district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.

continue to provide such services, but must provide you with prior written notice, as described under the heading **Prior Written Notice**, before discontinuing those services.

~~The timeline from consent to IEP implementation is 60 calendar days which excludes vacation time exceeding 5 consecutive school days, unless parties agree otherwise.
IDAPA 8.02.03.109.04~~

Parent's Right to Object

Once you consent to the initial start of services, the school district is not required to obtain your consent to make changes to the IEP. However, if you do not want the school district to implement the changes to the IEP, you must submit your objections in writing. Your written objections must either be postmarked or hand-delivered to the school district within 10 days of receiving the written notice of the changes.

IDAPA 8.02.03.109.05a

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain your consent for initial evaluations, to provide special education and related services for the first time, for a reevaluation, and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; **and**
3. Detailed records of visits made to your home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Approval for "New School" status for schools in Restructuring

REFERENCE

January 14, 2008

Second Motion/S: (Luna/Stone): To approve the restructuring rubric for Idaho Local Education Agencies and Schools. Motion carried unanimously.

February 18, 2010

M/S (Luna/Edmunds): To approve the request by the State Department of Education to approve Scott Crane, Emma Atchley, Gary Johnstone, Bill Parrett, Greg Alexander, Marybeth Flachbart and Anne Ritter as members of the Restructuring Subcommittee, all for a term of three years. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

SEC 1116(b)(8) No Child Left Behind

34 CFR §200.34

Page 13, Appendix A, *State of Idaho Consolidated State Application Accountability Workbook*

BACKGROUND/DISCUSSION

According to No Child Left Behind (NCLB), schools that have not demonstrated Adequately Yearly Progress (AYP) for five (5) consecutive years enter into a status called Restructuring. This is preceded by a 3-year period of planning and implementing School Improvement Plans and Corrective Action Plans. According to the law, Restructuring means that a school must implement one of five options for alternative governance in order to significantly and substantially change the operations of and academic results in the school. Restructuring is implemented in a two phase process: a year of planning for alternative governance and, if the school fails to make AYP again, a second year of implementing the alternative governance. The options for alternative governance are:

- a. Replace all or most of the school staff
- b. Enter into a contract with an entity...to aid in the operation of the school
- c. Turn the operation of the school over to the state education agency, if the state agrees
- d. Re-open as a public charter school
- e. Implement any **other** major restructuring of the school's governance that is consistent with the principles set forth in SDE's restructuring rubric.

A Restructuring Plan and the implementation of alternative governance does not guarantee that a school will exit from AYP the school improvement status or timeline. Schools stay in needs improvement status until they (a) meet AYP for

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

two consecutive years OR (b) it is determined that they have substantially become a "New School" for the purpose of accountability.

According to the *State of Idaho Consolidated State Application Accountability Workbook*, Appendix A, the Idaho State Board of Education has authority under NCLB to grant New School Status to schools that have restructured. A New School is one that, in the process of restructuring, has become substantially different. In other words, the way it does business now is highly distinguishable from the way it looked when first entering into AYP needs improvement status. The State Board of Education Subcommittee on Restructuring evaluates such schools holistically to make such a determination and recommends the New School status for approval to the Board of Education.

To evaluate the changes a school has made, the Subcommittee on Restructuring evaluates the evidence that the school has submitted via a comprehensive portfolio that represents what the school has accomplished. Any school recommended and approved as a New School is thereby exited from AYP restructuring and needs improvement status.

IMPACT

There is no fiscal impact. If approved, the schools will no longer be identified for school improvement. Schools designated as new schools would no longer be required to provide school choice.

ATTACHMENTS

Attachment 1 – Timeline and Process for "New School" status for schools in Restructuring	Page 3
Attachment 2 – List of Appointed Subcommittee Members	Page 5
Attachment 3 – Summary of Schools and Recommendation	Page 7
Attachment 4 - Recommendation Letters for Approval	Page 9

BOARD ACTION

A motion to approve the recommendation by the Subcommittee on Restructuring to grant "New School" status to the submitted schools in Restructuring.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

Timeline and Process for “New School” status for schools in Restructuring

January 2008	State Board of Education approved a scoring rubric to use with schools in Restructuring
School Year 2008-2009	State Department of Education provided assistance in developing restructuring action plans to schools in the Restructuring Planning phase
June 2009	State Board of Education approved the design for a Subcommittee on Restructuring
Fall 2009	State Department of Education provided onsite assistance, upon request, to schools in the Restructuring Implementation phase
December 2009	State Board of Education took nominations for members of the Subcommittee on Restructuring
January 2010	State Department of Education notified schools in Restructuring that they could apply for New Schools status by preparing a portfolio and presenting to the Subcommittee on Restructuring
February 2010	State Board of Education confirmed appointments to the Subcommittee on Restructuring
March 2010	State Department of Education provided training to schools in Restructuring related to the restructuring process and how to apply for New School status
March 2010	State Board of Education Subcommittee on Restructuring met with State Department of Education staff to coordinate expectations for a May review of New School applicants
Spring 2010	State Department of Education provided onsite assistance, upon request, to schools in Restructuring that were preparing New School portfolio applications
April 2010	State Board of Education Subcommittee on Restructuring met with State Department of Education staff to design and finalize the process for a May review of New School applicants
May 2010	State Board of Education Subcommittee on Restructuring conducts review of New School applicants and makes determinations about recommendations to be made at the August Board of Education Meeting
June 2010	State Department of Education notified New School applicant of the recommendations that will be made by the Subcommittee on Restructuring

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

List of Appointed Subcommittee Members

- ☐ Emma Atchley, Chair, State Board Member
- ☐ Anne Ritter, Meridian School Board
- ☐ Dr. William Parrett, Center for School Improvement, Boise State University
- ☐ Dr. Scott Crane, Superintendent, Blackfoot School District
- ☐ Gary Johnston, State and Federal Programs Director, Vallivue School District
- ☐ Greg Alexander, Principal, Sacajawea Elementary

State Department of Education Staff Members

- ☐ Marybeth Flachbart, Deputy Superintendent, Student Achievement & School Improvement
- ☐ Steve Underwood, Director, Statewide System of Support

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AUGUST 11-12, 2010**

Summary of Schools and Recommendation

School District	School	Subcommittee Determination
002 Meridian	Meridian Middle School	Provisional Recommendation
025 Pocatello	Irving Middle School	Provisional Recommendation
055 Blackfoot	Blackfoot High School	Provisional Recommendation
055 Blackfoot	Mountain View Middle School	Recommended
131 Nampa	West Middle School	Recommended
151 Cassia County	Burley Junior High School	Recommended
139 Vallivue	Vallivue Middle School	Provisional Recommendation
331 Minidoka County	East Minico Middle School	Recommended
331 Minidoka County	Minico Senior High School	Recommended
331 Minidoka County	West Minico Middle School	Recommended
411 Twin Falls	Twin Falls Senior High	Recommended

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AUGUST 11-12, 2010



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PUBLIC INSTRUCTION

July 12, 2010

Lisa Austin, Principal
Meridian Middle School
1507 West 8th Street
Meridian, ID 83642-2013
austin.lisa@meridianschools.org

Dear Ms. Austin:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that Meridian Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steve Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Linda Clark, Superintendent
Denise Shumway, Administrator Of Federal
Programs

clark.linda@meridianschools.org
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AUGUST 11-12, 2010



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July 12, 2010

Susan Pettit, Principal
Irving Middle School
911 North Grant Avenue
Pocatello, ID 83204-2847
pettitsu@d25.k12.id.us

Dear Ms. Pettit:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that Irving Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steven M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Mary Vagner, Superintendent
Elaine Tobias, Title I Coordinator

vagnerma@d25.k12.id.us
tobiasel@d25.k12.id.us

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AUGUST 11-12, 2010



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July 12, 2010

Blaine Mcinelly, Principal
Blackfoot High School
870 S Fisher Avenue
Blackfoot, ID 83221-3305
mcinb@d55.k12.id.us

Dear Mr. Mcinelly:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that Blackfoot High School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steven M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Scott Crane, Superintendent
Linda Dunbar, Title One Director

crans@d55.k12.id.us
dunbl@d55.k12.id.us

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AUGUST 11-12, 2010



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PUBLIC INSTRUCTION

May 24, 2010

Jake Jacobson, Principal
Mountain View Middle School
645 Mitchell Road
Blackfoot, ID 83221-2985
jake@d55.k12.id.us

Dear Mr. Jacobson:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your application for New School status. The subcommittee has determined that Mountain View Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(ii), replacing all or most of the school staff who are relevant to the failure to make adequate yearly progress. This is due to the significant changes that have occurred in the school's staffing composition following the Corrective Actions taken both during and after School Improvement Year 3 and other program and governance changes occurring in successive years. The subcommittee also commends the school staff for the significant improvement evidenced in student achievement data, such as decreasing the number of AYP indicators missed from fifteen in 2007 to five in 2008, the first year of Restructuring, as well as demonstrating above average improvement in the overall percentage of students proficient in Reading and Mathematics between 2007 and 2009. While the subcommittee understands that there are still areas of achievement to be addressed, they have chosen to recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steve Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Scott Crane, Superintendent
Linda Dunbar, Title One Director

crans@d55.k12.id.us
dunbl@d55.k12.id.us

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PUBLIC INSTRUCTION

May 24, 2010

Stefanie Duby, Principal
West Middle School
28 S Midland Blvd
Nampa, ID 83651-2425
sduby@nsd131.org

Dear Ms. Duby:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that West Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(ii), replacing all or most of the school staff who are relevant to the failure to make adequate yearly progress. This is due to the significant changes that have occurred in the school's staffing composition, school attendance boundaries, program structure, and student population. And, while these structural, governance changes were sufficient, the subcommittee also commends the school staff for the significant improvement evidenced in student achievement data. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steven M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Gary Larsen, Superintendent
Susie Caywood, Title I Coordinator

glarsen@nsd131.org
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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

May 24, 2010

Steve Copmann, Principal
Burley Junior High School
700 W 16th St
Burley, ID 83318-1710
copsteve@sd151.k12.id.us

Dear Mr. Copmann:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that Burley Junior High School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steven M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Gaylen Smyer, Superintendent
Christine Brown, Federal Programs Director

smygalen@sd151.k12.id.us
brochris@sd151.k12.id.us

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

July 12, 2010

Rod Lowe, Principal
Vallivue Middle School
16412 S 10th Avenue
Caldwell, ID 83607-8248
rlowe@vallivue.org

Dear Mr. Lowe:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that Vallivue Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steve Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: George Grant, Superintendent
Gary Johnston, Federal Programs Director

ggrant@vallivue.org
gajohnston@vallivue.org

Office Location
650 West State Street

Telephone
208-332-6800

Speech/Hearing Impaired
1-800-377-3529

Fax
208-334-2228

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

May 24, 2010

Kevan Vogt, Principal
East Minico Middle School
1805 H Street
Rupert, ID 83350-1055
kvogt@minidokaschools.org

Dear Mr. Vogt:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that East Minico Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steven M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Scott Rogers, Superintendent
Michele Widmier, Federal Programs Director

srogers@minidokaschools.org
mwidmier@minidokaschools.org

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010



STATE DEPARTMENT OF EDUCATION

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BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

May 24, 2010

Dan Rogers, Principal
Minico Senior High School
292 W 100 S
Rupert, ID 83350-9684
drogers@minidokaschools.org

Dear Mr. Rogers:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that Minico Senior High School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steven M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Scott Rogers, Superintendent
Michele Widmier, Federal Programs Director

srogers@minidokaschools.org
mwidmier@minidokaschools.org

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

May 24, 2010

Sandra Miller, Principal
West Minico Middle School
155 S 600 W
Paul, ID 83347-8621
sanmiller@minidokaschools.org

Dear Ms. Miller:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that West Minico Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steve Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Scott Rogers, Superintendent
Michele Widmier, Federal Programs Director

srogers@minidokaschools.org
mwidmier@minidokaschools.org

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

May 24, 2010

Ben Allen, Principal
Twin Falls Senior High
1615 Filer Ave E
Twin Falls, ID 83301-4258
allenbe@tfsd.k12.id.us

Dear Mr. Allen:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio application for New School status. The subcommittee has determined that Twin Falls Senior High has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(ii), replacing all or most of the school staff who are relevant to the failure to make adequate yearly progress. This is due to the significant changes that have occurred in the school's staffing composition, school attendance boundaries, program structure, and student population. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2010-11 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steven M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Wiley Dobbs, Superintendent
Patti O'dell, Title I Director
Mary Lu Barry

dobbswi@tfsd.k12.id.us
odellpa@tfsd.k12.id.us
barryma@tfsd.k12.id.us

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.128 Rules Governing Thoroughness, Curricular Materials Selection
Section 33-118a, Idaho Code

BACKGROUND/DISCUSSION

The Administrative Rules of the Idaho State Board of Education, IDAPA 08.02.03.128 describes the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and Internet resources" (Idaho Code 33-118A.) Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2010, the main adoption cycle is curricular materials in the subject areas of Social Studies, Economics, Psychology, Sociology, and Character Education. Interim clause allows for submissions in the subject areas of Health; Physical Education; Humanities: Art, Dance, Music, Theatre; and Drivers Education; Annual adoption includes Limited English Proficiency and Computer Applications.

This year the curricular materials review week was held June 14-18, 2010. Forty-five content area specialists from throughout the state assisted the fifteen standing committee members in the evaluation of the curricular materials.

ATTACHMENTS

Attachment 1 – 2010 Curricular Materials Recommendations.

Page 3

BOARD ACTION

A motion to adopt the curricular materials and their related instructional materials as recommended by the Curricular Materials Selection Committee as submitted for Social Studies, Economics, Psychology, Sociology, Character Education, Health, Physical education, Humanities, Drivers Education, Limited English Proficiency and Computer Applications.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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2010 Curricular Materials Recommendations

Curricular Materials Adoption Process



**THE IDAHO STATE DEPARTMENT OF EDUCATION
TOM LUNA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2010 *Session* called for reviewing curricular materials in the main subject areas of Social Studies, Economics, Sociology, Psychology and Character Education. Interim materials include Health, Physical Education, and Humanities. Annual materials include Computer Applications and Limited English Proficiency.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.



CURRICULAR MATERIALS ADOPTION PROCEDURES FOR THE STATE OF IDAHO

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

The Adoption Process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. These materials are screened in order to eliminate any of inferior quality or undesirable content. This process maintains local control in the choice of instruction materials by providing a multiple list of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools.

Idaho adopts materials in the areas of reading, research based reading, literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, English, applied English, spelling, dictionary, thesaurus, speech, journalism, world, languages, art, drama, music, healthy life styles, professional technical education, business computer applications (adopted annually), and limited English proficiency (adopted annually).

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional one year following the main adoption year to submit new copyrights for a particular content area, allowing each of the content area submissions a total of two years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are considered unsuitable for use in their designated subject area.

Schools are required to select curricular materials from the state approved-adoption listings. Deviation points are subtracted from the school's accreditation report if this is not followed. Materials that serve as supplements to the core curricular materials do not have to be selected from the adoption listings.

Schools may submit a waiver to the Executive Secretary of the Committee requesting to use materials that do not appear on the Approved Listings. Local school boards must approve this request prior to sending it to the Executive Secretary of the Committee. Requests are generally granted for new copyrights not currently under adoption, or materials not submitted to the Selection Committee for consideration. No requests are granted for any materials denied by the Selection Committee or for old copyrights.

Curricular Materials Adoption Procedures (continued)

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years, which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality, organization, vocabulary and graphic presentation. Textbooks publishers must submit Manufacturing Standards and Specifications for Textbooks (MSST) standards compliance form for each title.
- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed of getting the same textbooks and complementary materials as larger school systems.

Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

The Curricular Materials Selection Committee, which is appointed by the SBOE, has the responsibility of overseeing the adoption process for the state. The Executive Secretary to this Committee is an employee of the State Department of Education (SDE).

The membership on the 19-member Selection Committee consists of:

- one representative from each of the state's four colleges of education
- one secondary administrator
- one elementary administrator
- two secondary teachers
- two elementary teachers
- one district school board member
- one representative from private/parochial schools
- three parent representatives
- one member who is not a public school educator nor trustee
- one content area specialist from the SDE
- one representative from the Division of Professional-Technical Education.
- the Executive Secretary

Curricular Materials Adoption Procedures (continued)

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinator and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by social studies, economics, sociology, psychology, character education, health, physical education, humanities: world language, limited English proficiency, and computer application specialists from throughout the state, met for one week in June to review and correlate all materials to the Content Standards and specific course requirements. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August 2010), contracts are mailed to the publishing companies (August 2010). After the return of signed contracts, the listing of newly adopted materials is published by December 1, 2010 in the annual Adoption Guide found on the Internet at

http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm .

A state curriculum library is maintained at the SDE as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library
College of Idaho
Caldwell, Idaho

Curriculum Library
Lewis-Clark State College
Lewiston, Idaho

Albertson Library
Boise State University
Boise, Idaho

Riley Library
Northwest Nazarene University
Nampa, Idaho

David O. McKay Library
Brigham Young University-Idaho
Rexburg, Idaho

Instructional Materials Technology Ctr
University of Idaho
Moscow, Idaho

Instructional Materials Center
Idaho State University
Pocatello, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled *Textbook Adoption Process: Request for Reconsideration of Materials* is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.

Idaho
STATE CURRICULAR MATERIALS SELECTION COMMITTEE
COMMITTEE MEMBERS LIST AS OF JUNE, 2010

Sally Harris State Div. of Prof-Tech Education PO Box 83720 Boise ID 83720-0095	Peter Kavouras Social Studies Coordinator Idaho State Dept of Education PO Box 83720 Boise ID 83720-0027	Patty Silvers, Public School Trustee Murtaugh Jt School Dist. 418 PO Box 117 Murtaugh, ID 83344
Rodney McConnell State's Institution of Higher Ed College of Education, ED 405B University of Idaho Moscow ID 83844	Dr. Bruce Roberts, Asst Supt. Public School Administrators Bonnevillle School Dist. 3497 North Ammon Road Idaho Falls, ID 83401-1301	Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201
Susan Day Scherz, Ed.D., State's Institution of Higher Ed Idaho State University Dept. of Educational Leadership 921 South 8th Avenue, Stop 8059 Pocatello, ID 83209-8059	Chris Lyon Private/Parochial School Holy Family Catholic School 3005 W. Kathleen Ave. Coeur d'Alene, ID 83815	Darlene Matson Dyer Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333.
Margaret Chase State's Institution of Higher Ed Boise Sate University 1910 University Drive #502 College of Education, MS1745 Boise, ID 83725	Linda Lofaro Coursey State's Institution of Higher Ed Lewis-Clark State College Division of Education 500 E 8th Ave. Lewiston, ID 83501	Vicki Scaggs Secondary Teacher Vallivue High School 1407 Homedale Road Caldwell, ID 83607
Geri Gillespy, Vice Principal Public School Administrators Siena K-8 2870 East Rome Drive Meridian, ID 83333.	Val Fenske, Executive Secretary Curriculum & Technology Ctr. 650 West State Street Boise, ID 83702	Emily Perkes, PTA Parent Representative 109 South 900 West Blackfoot, ID 83221

I

2010 Curricular Materials

Social Studies, Economics, Sociology, Psychology, and Character Education, Recommendations

Curricular Materials Recommendations - Regular Adoptions

It was moved by **Vicki Scaggs**, seconded by **Chris Lyon**, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Regular Adoption* of Social Studies, Economics, Psychology Sociology and Character Education materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations – Annual Adoptions

It was moved by **Darlene Dyer**, seconded by **Stacey Jensen**, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Computer Applications, Limited English Proficiency (LEP) materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations - Interim Adoptions

It was moved by **Maggie Chase**, seconded by **Susan Day Scherz**, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Adoption* of Health, Physical Education and Humanities materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Adjournment

Motion for adjournment was made by **Patty Silvers**, seconded by **Unanimous Vote**, and carried to adjourn the meeting on June 18, 2010.

Respectfully submitted,
Val Fenske
Executive Secretary

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2010 RECOMMENDATIONS**

**Social Studies
K-12**

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
American Legacy Publishing	Kindergarten Studies Weekly	Kathleen Hoover Linda Moore	2011	K	00000-1550-3054	R 65%
	Notes: Recommended as a "Resource Only". Key Features: Consumable, Contains 24 Full Color Weekly Student Editions, 24 Full Color Weekly Big Issues and 1 Teacher Resource Book					
	First Grade Studies Weekly	Kathleen Hoover Linda Moore	2011	1	00000-1550-3062	R 63%
	Notes: Recommended as a "Resource Only". Key Features: Consumable, Contains 24 Full Color Weekly Student Editions, 24 Full Color Weekly Big Issues and 1 Teacher Resource Book					
	Second Grade Studies Weekly	Kathleen Hoover Linda Moore	2011	2	00000-1550-3070	R 79%
	Notes: Recommended as a "Resource Only". Key Features: Consumable, Contains 24 Full Color Weekly Student Editions, 24 Full Color Weekly Big Issues and 1 Teacher Resource Book					
Capstone Publishers	Capstone Interactive Library-Perpetual License	Various Authors	2009	K-5	1429645822	R
	Notes: Recommended as a "Resource Only". Key Features: Offers over 200 titles for various reading levels including beginning, struggling, and reluctant readers. This web-based resource features word-by-word highlighting, read-aloud technology, links to safe websites and extended learning opportunities, as well as links to educational games and randomly generated quizzes for each title. Fiction, science, and dual language titles are also available. Dual language titles can be read aloud in either Spanish or English. Capstone Interactive Library has a user-friendly interface that students can access from school or home. This can be a one-time purchase with the perpetual license or as an annual subscription.					
	Capstone Interactive Library-Annual License				9781429643542	
Center for Civic Education	We the People: The Citizen & the Constitution	Charles N. Quigley, et al	2003	5-6	978-0-89818-169-2	R Grade 5 = 38% Grade 6 = 36%
	Notes: Recommended as a "Resource Only". Teacher edition required. Aligns to standards 4. Key Features:					
	We the People: The Citizen & the Constitution – Teacher's Guide					
	We the People: Project Citizen	Charles N. Quigley, et al	2008	5-8	978-0-89818-226-2	R
	Notes: Recommended as a "Resource Only". Designed to foster the development of student's interest and ability to participate competently in local and state government. Key Features:					
	We the People: Project Citizen - Teacher's Guide				978-0-89818-236-1	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	Great Americans / Set of 12 Titles	Various Authors	2008	2-4	9780836883725	R
	Notes: Recommended as a "Resource Only". Biographical readers to support curriculum content. Key Features:					
	Andrew Jackson	Monica Rausch	2007	2-4	978-0-8368-7690-1	
	Anne Hutchinson	Barbara Kiely Miller	2008	2-4	978-0-8368-8324-4	
	Benjamin Franklin	Monica Rausch	2007	2-4	978-0-8368-7689-5	
	Chief Joseph	Barbara Kiely Miller	2008	2-4	978-0-8368-8321-3	
	Crispus Attucks	Monica Rausch	2007	2-4	978-0-8368-7688-8	
	Frederick Douglass	Barbara Kiely Miller	2008	2-4	978-0-8368-8322-0	
	George Washington Carver	Barbara Kiely Miller	2008	2-4	978-0-8368-8320-6	
	Harriet Tubman	Monica Rausch	2007	2-4	978-0-8368-7693-2	
	John Muir	Barbara Kiely Miller	2008	2-4	978-0-8368-8325-1	
	Sacagawea	Monica Rausch	2007	2-4	978-0-8368-7692-5	
	Sam Houston	Barbara Kiely Miller	2008	2-4	978-0-8368-8323-7	
	Thomas Jefferson	Monica Rausch	2007	2-4	978-0-8368-7691-8	
	People We Should Know / Set of 15 Titles	Various Authors	2006	2-4	9780836849295	R
	Notes: Recommended as a "Resource Only". Biographical readers to support curriculum content. Key Features:					
	Amelia Earhart	Jonatha A Brown	2005	2-4	978-0-8368-4472-6	
	Bill Gates	Jonatha A Brown	2005	2-4	978-0-8368-4317-0	
	Cesar Chavez	Jonatha A Brown	2006	2-4	978-0-8368-4752-9	
	Eleanor Roosevelt	Jonatha A Brown	2005	2-4	978-0-8368-4475-7	
	Henry Ford	Jonatha A Brown	2005	2-4	978-0-8368-4473-3	
	Jackie Robinson	Jonatha A Brown	2005	2-4	978-0-8368-4318-7	
	Martin Luther King Jr.	Jonatha A Brown	2005	2-4	978-0-8368-4474-0	
	Muhammad Ali	Jonatha A Brown	2006	2-4	978-0-8368-4750-5	
	Neil Armstrong	Jonatha A Brown	2006	2-4	978-0-8368-4751-2	
	Oprah Winfrey	Jonatha A Brown	2005	2-4	978-0-8368-4319-4	
	Rosa Parks	Jonatha A Brown	2006	2-4	978-0-8368-4755-0	
	Steven Spielberg	Jonatha A Brown	2005	2-4	978-0-8368-4476-4	
	Tiger Woods	Jonatha A Brown	2005	2-4	978-0-8368-4320-0	
	Venus and Serena Williams	Jonatha A Brown	2005	2-4	978-0-8368-4477-1	
	Walt Disney	Jonatha A Brown	2006	2-4	978-0-8368-4753-6	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	People We Should Know (Second Series) / Set of 14 Titles	Various Authors	2010	2-4	9781433936777	R
	Notes: Recommended as a "Resource Only". Biographical readers to support curriculum content.					
	Key Features:					
	Barack Obama	Geoffrey M Horn	2009	2-4	978-1-4339-0157-7	
	Danica Patrick	Dina El Nabli	2009	2-4	978-1-4339-0158-4	
	Ellen Ochoa	Jayne Keedle	2009	2-4	978-1-4339-0159-1	
	John McCain	Geoffrey M Horn	2009	2-4	978-1-4339-0160-7	
	LeBron James	Mike Kennedy	2009	2-4	978-1-4339-0161-4	
	Nancy Pelosi	Geoffrey M Horn	2009	2-4	978-1-4339-0162-1	
	Al Gore	Joe McGowan	2009	2-4	978-1-4339-3297-7	
	Hillary Rodham Clinton	Jill Egan	2009	2-4	978-1-4339-2193-3	
	Joe Biden	Nicole Iorio	2009	2-4	978-1-4339-2148-3	
	Michael Phelps	Mike Kennedy	2009	2-4	978-1-4339-2151-3	
	Michelle Obama	Amanda Hudson	2009	2-4	978-1-4339-2192-6	
	Neil Armstrong	Rachel A. Koestler-Grack	2009	2-4	978-1-4339-2147-6	
	Rachael Ray	Jane Keedle	2009	2-4	978-1-4339-2149-0	
	Tony Hawk	Mike Kennedy	2009	2-4	978-1-4339-2191-9	
	Cool Careers: Cutting Edge Careers / Set of 6 Titles	Various Authors	2010	3	978-1-4339-2178-0	R
	Notes: Recommended as a "Resource Only".					
	Key Features:					
	Animator	Jessica Cohn			978-1-4339-2152-0	
	Architect	Jessica Cohn			978-1-4339-2153-7	
	Auto Technician	Chris Jozefowicz			978-1-4339-2154-4	
	Environmental Engineer	Geoffrey Horn			978-1-4339-2155-1	
	Marine Biologist	William David Thomas			978-1-4339-2156-8	
	Video Game Programmer	Chris Jozefowicz			978-1-4339-2157-5	
	Cool Careers: Adventure Careers / Set of 6 Titles	Various Authors	2008	3	978-0-8368-8886-7	R
	Notes: Recommended as a "Resource Only".					
	Key Features:					
	Crime Scene Investigator	Geoffrey M Horn			978-0-8368-8887-4	
	Deep-Sea Fishing	William David Thomas			978-0-8368-8888-1	
	Forest Firefighter	William David Thomas			978-0-8368-8889-8	
	Oil Rig Roughneck	Geoffrey M Horn			978-0-8368-8890-4	
	Test Pilot	Geoffrey M Horn			978-0-8368-8891-1	
	Wildlife Photographer	William David Thomas			978-0-8368-8892-8	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	Cool Careers: Helping Careers / Set of 6 Titles	Various Authors	2009	3	978-0-8368-9399-1	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Construction Worker	Geoffrey M Horn			978-0-8368-9325-0	
	FBI Agent	Geoffrey M Horn			978-0-8368-9326-7	
	Meteorologist	Geoffrey M Horn			978-0-8368-9327-4	
	Mountain Rescuer	William David Thomas			978-0-8368-9328-1	
	Sports Therapist	Geoffrey M Horn			978-0-8368-9329-8	
	Veterinarian	William David Thomas			978-0-8368-9330-4	
	Graphic Biographies / Set of 6 Titles	Various Authors	2006	3	978-0-8368-6245-4	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Anne Frank	Elizabeth Hudson Goff			978-0-8368-6248-5	
	Cesar Chavez	Elizabeth Hudson Goff			978-0-8368-6247-8	
	Jackie Robinson	Kerri O'Hern			978-0-8368-6250-8	
	Louis Armstrong	Kerri O'Hern			978-0-8368-6246-1	
	Nelson Mandela	Kerri O'Hern			978-0-8368-6249-2	
	The Wright Brothers	Kerri O'Hern			978-0-8368-6251-5	
	Graphic Histories / Set of 6 Titles	Various Authors	2006	3	978-0-8368-6252-2	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	The Battle of Gettysburg	Kerri O'Hern			978-0-8368-6256-0	
	The Battle of the Alamo	Kerri O'Hern			978-0-8368-6253-9	
	The Bombing of Pearl Harbor	Elizabeth Hudson Goff			978-0-8368-6258-4	
	The California Gold Rush	Elizabeth Hudson Goff			978-0-8368-6254-6	
	The First Moon Landing	Elizabeth Hudson Goff			978-0-8368-6255-3	
	The Montgomery Bus Boycott	Kerri O'Hern			978-0-8368-6257-7	
	Our Country's Holidays / Set of 6 Titles	Sherri Dean	2006	K-2	978-0-8368-6510-3	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Flag Day				978-0-8368-6511-0	
	Fourth of July				978-0-8368-6512-7	
	Martin Luther King Jr. Day				978-0-8368-6513-4	
	Memorial Day				978-0-8368-6514-1	
	Presidents' Day				978-0-8368-6515-8	
	Thanksgiving				978-0-8368-6516-5	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	How People Lived in America / Set of 6 Titles	Dana Meachen Rau	2007	2-4	978-0-8368-7211-8	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Clothing in American History				978-0-8368-7212-5	
	Food and Cooking in American History				978-0-8368-7213-2	
	Going to School in American History				978-0-8368-7214-9	
	Keeping in Touch in American History				978-0-8368-7215-6	
	Toys, Games, and Fun in American History				978-0-8368-7216-3	
	Travel in American History				978-0-8368-7217-0	
	Places in American History / Set of 12 Titles	Various	2006	2-4	978-0-8368-6260-7	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Ellis Island	Frances E Ruffin	2006		978-0-8368-6415-1	
	Jamestown	Frances E Ruffin	2006		978-0-8368-6417-5	
	Mount Rushmore	Susan Ashley	2004		978-0-8368-4149-7	
	St. Augustine	Frances E Ruffin	2006		978-0-8368-6419-9	
	The Alamo	Frances E Ruffin	2006		978-0-8368-6414-4	
	The Gateway Arch	Frances E Ruffin	2006		978-0-8368-6416-8	
	The Golden Gate Bridge	Susan Ashley	2004		978-0-8368-4147-3	
	The Liberty Bell	Susan Ashley	2004		978-0-8368-4148-0	
	The Lincoln Memorial	Frances E Ruffin	2006		978-0-8368-6418-2	
	The Statue of Liberty	Susan Ashley	2004		978-0-8368-4150-3	
	The White House	Susan Ashley	2004		978-0-8368-4152-7	
	The Washington Monument	Susan Ashley	2004		978-0-8368-4151-0	
	Are You a Good Friend? / Classroom Collection	Joanne Mattern	2008	K-2	978-0-8368-8277-3	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Do You Help Others?				978-0-8368-8278-0	
	Do You Listen?				978-0-8368-8279-7	
	Do You Share?				978-0-8368-8280-3	
	Do You Take Turns?				978-0-8368-8281-0	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	People in My Community / Set of 11 Titles	Various	2010	K-2	978-1-4339-1207-8	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Bus Drivers	Jacqueline Laks Gorman	2010		978-1-4339-3336-3	
	Crossing Guard	JoAnn Early Macken	2003		978-0-8368-3596-0	
	Dentist	Jacqueline Laks Gorman	2003		978-0-8368-3300-3	
	Firefighters	Jacqueline Laks Gorman	2010		978-1-4339-3339-4	
	Librarians	Jacqueline Laks Gorman	2010		978-1-4339-3342-4	
	Mail Carriers	JoAnn Early Macken	2010		978-1-4339-3345-5	
	Nurse	Early Early Macken	2003		978-0-8368-3598-4	
	Police Officers	Jacqueline Laks Gorman	2010		978-1-4339-3351-6	
	Sanitation Worker	JoAnn Early Macken	2003		978-0-8368-3599-1	
	Teachers	JoAnn Early Macken	2010		978-1-4339-3348-6	
	Veterinarian	JoAnn Early Macken	2003		978-0-8368-3601-1	
	Safety First / Classroom Collection	Joanne Mattern	2007	K-2	978-0-8368-7797-7	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Staying Safe at Home				978-0-8368-7798-4	
	Staying Safe at School				978-0-8368-7799-1	
	Staying Safe in the Car				978-0-8368-7800-4	
	Staying Safe on My Bike				978-0-8368-7801-1	
	Staying Safe on the School Bus				978-0-8368-7802-8	
	Staying Safe on the Street				978-0-8368-7803-5	
	Going Places / Set of 4 Titles	Susan Ashley	2003	2-4	978-0-8368-3833-6	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Going by Bus				978-0-8368-3834-3	
	Going by Car				978-0-8368-3835-0	
	Going by Plane				978-0-8368-3836-7	
	Going by Train				978-0-8368-3837-4	
	Where Does Our Food Come From? / Set of 6 Titles	Gretchen Will Mayo	2004	2-4	978-0-8368-4070-4	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Applesauce				978-0-8368-4071-1	
	Cereal				978-0-8368-4072-8	
	Frozen Vegetables				978-0-8368-4073-5	
	Milk				978-0-8368-4074-2	
	Orange Juice				978-0-8368-4075-9	
	Pasta				978-0-8368-4076-6	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	Maps and Mapping / Set of 4 Titles	Susan C Hoe	2009	2-4	978-0-8368-9402-8	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Environments				978-0-8368-9331-1	
	Habitats				978-0-8368-9332-8	
	Resources				978-0-8368-9333-5	
	Where We Live				978-0-8368-9334-2	
	Where On Earth? World Geography / Set of 6 Titles	JoAnn Early Macken	2006	3-5	978-0-8368-6399-4	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Deserts				978-0-8368-6400-7	
	Lakes				978-0-8368-6401-4	
	Mountains				978-0-8368-6402-1	
	Plains				978-0-8368-6403-8	
	Rivers				978-0-8368-6404-5	
	Seas				978-0-8368-6405-2	
	Our Country's Holidays/Las fiestas de nuestra nación / Classroom Collection	Sheri Dean	2006	K-2	978-0-8368-6524-0	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Flag Day/Día de la Bandera				978-0-8368-6525-7	
	Fourth of July/Cuatro de Julio				978-0-8368-6526-4	
	Martin Luther King Jr. Day/Día de Martin Luther King Jr.				978-0-8368-6527-1	
	Memorial Day/Día de los Caídos				978-0-8368-6528-8	
	Presidents' Day/Día de los Presidentes				978-0-8368-6529-5	
	Thanksgiving/Día de Acción de Gracias				978-0-8368-6530-1	
	My Day at School/Mi día en la escuela / Classroom Collection	Joanne Mattern	2007	K-2	978-0-8368-7363-4	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	After School/Después de la escuela				978-0-8368-7364-1	
	Eating Lunch at School/El almuerzo en la escuela				978-0-8368-7365-8	
	Getting Ready for School/Me preparo para ir a la escuela				978-0-8368-7366-5	
	Going to School/De camino a la escuela				978-0-8368-7367-2	
	In the Classroom/En el salón de clases				978-0-8368-7368-9	
	Playing at School/Juego en la escuela				978-0-8368-7369-6	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	Safety First/La seguridad es lo primero / Set of 4 Titles	Joanne Mattern	2007	K-2	978-0-8368-8062-5	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Staying Safe at Home/La seguridad en casa				978-0-8368-8063-2	
	Staying Safe at School/La seguridad en la escuela				978-0-8368-8064-9	
	Staying Safe in the Car/La seguridad en el auto				978-0-8368-8065-6	
	Staying Safe on the School Bus/La seguridad en el autobús escolar				978-0-8368-8067-0	
	Where I Live/Donde vivo / Classroom Collection	Gini Holland	2004	K-2	978-0-8368-4132-9	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	I Live in a Town/Vivo en un pueblo				978-0-8368-4138-1	
	I Live in the City/Vivo en la ciudad				978-0-8368-4133-6	
	I Live in the Country/Vivo en el campo				978-0-8368-4134-3	
	I Live in the Desert/Vivo en el desierto				978-0-8368-4135-0	
	I Live Near the Ocean/Vivo cerca del mar				978-0-8368-4137-4	
	Grandes personajes / Set of 12 Titles	Various		2-4	978-0-8368-8374-9	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Andrew Jackson	Monica Rausch	2007	2-4	978-0-8368-7989-6	
	Anne Hutchinson	Barbara Kiely Miller	2008	2-4	978-0-8368-8337-4	
	Benjamín Franklin	Monica Rausch	2007	2-4	978-0-8368-7988-9	
	Crispus Attucks	Monica Rausch	2007	2-4	978-0-8368-7987-2	
	Frederick Douglass	Barbara Kiely Miller	2008	2-4	978-0-8368-8335-0	
	George Washington Carver	Barbara Kiely Miller	2008	2-4	978-0-8368-8334-3	
	Harriet Tubman	Monica Rausch	2007	2-4	978-0-8368-7992-6	
	Jefe Joseph (Chief Joseph)	Barbara Kiely Miller	2008	2-4	978-0-8368-8338-1	
	John Muir	Barbara Kiely Miller	2008	2-4	978-0-8368-8339-8	
	Sacagawea	Monica Rausch	2007	2-4	978-0-8368-7991-9	
	Sam Houston	Barbara Kiely Miller	2008	2-4	978-0-8368-8336-7	
	Thomas Jefferson	Monica Rausch	2007	2-4	978-0-8368-7990-2	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	Biografías gráficas (Graphic Biographies) / Set of 6 Titles	Various	2007	3	978-0-8368-7884-4	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Ana Frank	Elizabeth Hudson Goff			978-0-8368-7887-5	
	César Chávez	Elizabeth Hudson Goff			978-0-8368-7886-8	
	Jackie Robinson	Kerri O'Hern			978-0-8368-7889-9	
	Los hermanos Wright	Kerri O'Hern			978-0-8368-7890-5	
	Louis Armstrong	Kerri O'Hern			978-0-8368-7885-1	
	Nelson Mandela	Kerri O'Hern			978-0-8368-7888-2	
	Historias gráficas (Graphic Histories) / Set of 6 Titles	Various	2007	3	978-0-8368-7898-1	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	El ataque a Pearl Harbor (The Bombing of Pearl Harbor)	Elizabeth Hudson Goff			978-0-8368-7899-8	
	El boicot a los autobuses de Montgomery (The Montgomery Bus Boycott)	Kerri O'Hern			978-0-8368-7902-5	
	El primer alunizaje (The First Moon Landing)	Elizabeth Hudson Goff			978-0-8368-7904-9	
	La batalla de El Álamo (The Battle of the Alamo)	Kerri O'Hern			978-0-8368-7900-1	
	La batalla de Gettysburg (The Battle of Gettysburg)	Kerri O'Hern			978-0-8368-7901-8	
	La fiebre del oro en California (The California Gold Rush)	Elizabeth Hudson Goff			978-0-8368-7903-2	
	America's Westward Expansion / Set of 5 Titles	Christie Steele	2005	5-8	978-0-8368-5792-4	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Cattle Ranching in the American West				978-0-8368-5794-8	
	Famous Wagon Trails				978-0-8368-5795-5	
	Pioneer Life in the American West				978-0-8368-5797-9	
	Texas Joins the United States				978-0-8368-5798-6	
	The Louisiana Purchase				978-0-8368-5796-2	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	Wars That Changed American History / Set of 8 Titles	Various	2007	5-8	978-0-8368-7297-2	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	America in World War I	Richard Worth			978-0-8368-7301-6	
	America in World War II	Michael Burgan			978-0-8368-7302-3	
	Conflicts in Iraq and Afghanistan	Robin Doak			978-0-8368-7305-4	
	The American Revolution	Deborah DeFord			978-0-8368-7298-9	
	The Civil War	Deborah DeFord			978-0-8368-7300-9	
	The Korean War	Robin Doak			978-0-8368-7303-0	
	The Mexican-American War	Matthew Kachur			978-0-8368-7299-6	
	The Vietnam War	Michael Burgan			978-0-8368-7304-7	
	World Almanac Library of the American Revolution / Set of 8 Titles	Various	2007	5-8	978-0-8368-5933-1	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	America in World War I	Richard Worth			978-0-8368-7301-6	
	America in World War II	Michael Burgan			978-0-8368-7302-3	
	Conflicts in Iraq and Afghanistan	Robin Doak			978-0-8368-7305-4	
	The American Revolution	Deborah DeFord			978-0-8368-7298-9	
	The Civil War	Deborah DeFord			978-0-8368-7300-9	
	The Korean War	Robin Doak			978-0-8368-7303-0	
	The Mexican-American War	Matthew Kachur			978-0-8368-7299-6	
	The Vietnam War	Michael Burgan			978-0-8368-7304-7	
	World Almanac Library of the Civil War / Set of 7 Titles	Dale Anderson	2004	5-8	978-1-4339-0243-7	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	A Soldier's Life in the Civil War				978-0-8368-5595-1	
	The Aftermath of the Civil War				978-0-8368-5597-5	
	The Causes of the Civil War				978-0-8368-5590-6	
	The Civil War at Sea				978-0-8368-5594-4	
	The Civil War in the East (1861-July 1863)				978-0-8368-5591-3	
	The Civil War in the West (1861-July 1863)				978-0-8368-5592-0	
	The Union Victory (July 1863-1865)				978-0-8368-5593-7	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	Continents of the World / Set of 6 Titles	Various	2006	5-8	978-0-8368-5916-4	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Africa	Rob Bowden			978-0-8368-5917-1	
	Asia	Rob Bowden			978-0-8368-5918-8	
	Australia, Antarctica and the Pacific	Kate Darian-Smith			978-0-8368-5919-5	
	Europe	David Flint			978-0-8368-5920-1	
	North America	Garrett Nagle			978-0-8368-5921-8	
	South America	Simon Scoones			978-0-8368-5922-5	
	Oceans and Seas / Classroom Collection	Jen Green	2006	5-8	978-0-8368-6277-5	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	Arctic Ocean				978-0-8368-6278-2	
	Atlantic Ocean				978-0-8368-6279-9	
	Caribbean Sea and Gulf of Mexico				978-0-8368-6280-5	
	Indian Ocean				978-0-8368-6281-2	
	Mediterranean Sea				978-0-8368-6282-9	
	Pacific Ocean				978-0-8368-6283-6	
	My American Government / Set of 4 Titles	William David Thomas	2008	4-6	978-0-8368-8864-5	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	How Do We Elect Our Leaders?				978-0-8368-8865-2	
	What Are Citizens' Basic Rights?				978-0-8368-8866-9	
	What Are the Parts of Government?				978-0-8368-8867-6	
	What Is a Constitution?				978-0-8368-8868-3	
	Mi gobierno de Estados Unidos (My American Government) / Set of 4 Titles	William David Thomas	2008	4-6	978-0-8368-8874-4	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum. Key Features:					
	¿Cómo elegimos a nuestros líderes? (How Do We Elect Our Leaders?)				978-0-8368-8875-1	
	¿Cuáles son las partes del gobierno? (What Are the Parts of Government?)				978-0-8368-8877-5	
	¿Cuáles son los derechos básicos de los ciudadanos? (What Are Citizens' Basic Rights?)				978-0-8368-8876-8	
	¿Qué es una constitución? (What Is a Constitution?)				978-0-8368-8878-2	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gareth Stevens Classroom	World Almanac Library of American Government / Set of 4 Titles	Geoffrey M Horn	2004	5-8	978-1-4339-0242-0	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	Political Parties, Interest Groups, and the Media				978-0-8368-5483-1	
	The Bill of Rights and Other Amendments				978-0-8368-5480-0	
	The Cabinet and Federal Agencies				978-0-8368-5481-7	
	The Constitution				978-0-8368-5482-4	
	Places in History / Set of 6 Titles	Various Authors	2005	5-8	978-0-8368-5816-7	R
	Notes: Recommended as a "Resource Only". Readers intended to support curriculum.					
	Key Features:					
	The Forbidden City	Susie Hodge			978-0-8368-5817-4	
	The Great Pyramid of Giza	Anne Millard			978-0-8368-5818-1	
	The Inca City of Cuzco	Nick Saunders			978-0-8368-5819-8	
	The Tower of London	Colin Hynson			978-0-8368-5820-4	
	The White House	Karen Price Hossell			978-0-8368-5821-1	
	Versailles	Anthony Mason			978-0-8368-5822-8	
Houghton Mifflin Harcourt School Publishers (HMHSP)	HOUGHTON MIFFLIN HARCOURT SOCIAL STUDIES Kindergarten Program Package	Berson, et al	2010	K	9780153517921	82%
	Key Features:					
	Interactive Atlas			K	9780153364099	
	Social Studies Music Collection CD			K-5	9780153444609	
	TimeLinks Interactive Timeline Package			K-2	9780153466922	
	Teacher Edition			K	9780153472725	
	Multimedia Biographies CD			K-5	9780153519734	
	One Stop Planner CD-ROM			K	9780153519864	
	ePlanner Online (Contract Length Subscription)			K	9780153519963	
	Leveled Readers Online (Contract Length Subscription)			K	9780153558887	
	Floor Maps			K-2	9780395810804	
	Interactive Atlas			K-5	9780153364099	
	Interactive Map Transparencies: United States			K-5	9780153444654	
	Interactive Map Transparencies: World			K-5	9780153444661	
	Interactive Desk Maps: United States (5 pack)			K-5	9780153467851	
	Interactive Desk Maps: World (5 pack)			K-5	9780153467868	
	Primary Source Kit			K-5	9780153498657	
	Geo Skills CD-ROM			K-3	9780153259555	
	Start with a Video DVD			K-5	9780153591877	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers (HMHSP)	HOUGHTON MIFFLIN HARCOURT SOCIAL STUDIES A Child's View, Student Edition	Berson, et al	2010	1	9780153858826	Highly Recommended 95%
	Notes: Key Features: A comprehensive social studies program for students in Kindergarten through grade 5. Organized around Big Ideas, this approach provides a framework of learning the themes and disciplines of elementary social studies curriculum. Combined with this integrated and interdisciplinary approach, a strong foundation is laid with reading skill development and reinforcement; skill lessons that develop thoughtful, participating citizens; engaging content supported with dynamic visuals; and differentiated instruction to reach all students.					
	Online Student Edition (1 Yr. Subscription)			1	9780153520327	
	Homework and Practice Workbook, Student Edition				9780153472923	
	Teacher Edition			1	9780153858956	
	Online ePlanner (Contract Length Subscription)			1	9780153519970	
	One Stop Planner for Teachers CD-ROM			1	9780153519864	
	Assessment Program			1	9780153473067	
	Assessment on CD-ROM			1	9780153519772	
	Leveled Reader's Collection			1	9780153599958	
	Leveled Readers Online (Contract Length Subscription)			1	9780153558894	
	Social Studies Music Collection CD			K-5	9780153444609	
	Success for English Learners			1	9780153494055	
	Social Studies in Action			1	9780153494185	
	Reading Support and Intervention			1	9780153494277	
	Multimedia Biographies CD			K-5	9780153519734	
	Reader's Theater Kit			1	9780618974900	
	TimeLinks Interactive Timeline Package			K-2	9780153466922	
	Let's Read Biographies Hardbound Collection			1	9780395765401	
	Floor Maps			K-2	9780395810804	
	Interactive Atlas			K-5	9780153364099	
	Interactive Map Transparencies: United States			K-5	9780153444654	
	Interactive Map Transparencies: World			K-5	9780153444661	
	Interactive Desk Maps: United States (5 pack)			K-5	9780153467851	
	Interactive Desk Maps: World (5 pack)			K-5	9780153467868	
	Write-on/Wipe Off Graphic Organizers			1	9780153492686	
	Primary Source Kit			K-5	9780153498657	
	Primary Source Center			K-1	9780547201405	
	Geo Skills CD-ROM			K-3	9780153259555	
	Start with a Video DVD			K-5	9780153591877	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers (HMHSP)	HOUGHTON MIFFLIN HARCOURT SOCIAL STUDIES People We Know, Student Edition	Berson, et al	2010	2	9780153858833	Highly Recommended 91%
	Notes: Key Features: A comprehensive social studies program for students in Kindergarten through grade 5. Organized around Big Ideas, this approach provides a framework of learning the themes and disciplines of elementary social studies curriculum. Combined with this integrated and interdisciplinary approach, a strong foundation is laid with reading skill development and reinforcement; skill lessons that develop thoughtful, participating citizens; engaging content supported with dynamic visuals; and differentiated instruction to reach all students.					
	Online Student Edition (1 Yr. Subscription)			2	9780153520334	
	Homework and Practice Workbook, Student Edition			2	9780153472930	
	Teacher Edition			2	9780153858963	
	Online ePlanner (Contract Length Subscription)			2	9780153519987	
	One Stop Planner for Teachers CD-ROM			2	9780153519888	
	Assessment Program			2	9780153473074	
	Assessment on CD-ROM			2	9780153519789	
	Leveled Reader's Collection			2	9780153599965	
	Leveled Readers Online (Contract Length Subscription)			2	9780153558900	
	Social Studies Music Collection CD			K-5	9780153444609	
	Success for English Learners			2	9780153494062	
	Social Studies in Action			2	9780153494192	
	Reading Support and Intervention			2	9780153494284	
	Multimedia Biographies CD			K-5	9780153519734	
	Reader's Theater Kit			2	9780618974795	
	TimeLinks Interactive Timeline Package			K-2	9780153466922	
	Let's Read Biographies Hardbound Collection			2	9780395806272	
	Floor Maps			K-2	9780395810804	
	Interactive Atlas			K-5	9780153364099	
	Interactive Map Transparencies: United States			K-5	9780153444654	
	Interactive Map Transparencies: World			K-5	9780153444661	
	Interactive Desk Maps: United States (5 pack)			K-5	9780153467851	
	Interactive Desk Maps: World (5 pack)			K-5	9780153467868	
	Write-on/Wipe Off Graphic Organizers			2	9780153492693	
	Primary Source Kit			K-5	9780153498657	
	Primary Source Center			2-3	9780547201375	
	Geo Skills CD-ROM			K-3	9780153259555	
	Start with a Video DVD			K-5	9780153591877	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers (HMHSP)	HOUGHTON MIFFLIN HARCOURT SOCIAL STUDIES Our Communities, Student Edition	Berson, et al	2010	3	9780153858840	Highly Recommended 92%
	Notes: Key Features: A comprehensive social studies program for students in Kindergarten through grade 5. Organized around Big Ideas, this approach provides a framework of learning the themes and disciplines of elementary social studies curriculum. Combined with this integrated and interdisciplinary approach, a strong foundation is laid with reading skill development and reinforcement; skill lessons that develop thoughtful, participating citizens; engaging content supported with dynamic visuals; and differentiated instruction to reach all students.					
	Online Student Edition (1 Yr. Subscription)			3	9780153520341	
	Homework and Practice Workbook, Student Edition			3	9780153472947	
	Teacher Edition			3	9780153858970	
	Online ePlanner (Contract Length Subscription)			3	9780153519994	
	One Stop Planner for Teachers CD-ROM			3	9780153519895	
	Assessment Program			3	9780153473081	
	Assessment on CD-ROM			3	9780153519796	
	Leveled Reader's Collection			3	9780153599972	
	Leveled Readers Online (Contract Length Subscription)			3	9780153558917	
	Social Studies Music Collection CD			K-5	9780153444609	
	Success for English Learners			3	9780153494079	
	Social Studies in Action			3	9780153494208	
	Reading Support and Intervention			3	9780153494291	
	Multimedia Biographies CD			K-5	9780153519734	
	Reader's Theater Kit			3	9780618974474	
	TimeLinks Interactive Timeline Package			3-5	9780153466960	
	Interactive Atlas			K-5	9780153364099	
	Interactive Map Transparencies: United States			K-5	9780153444654	
	Interactive Map Transparencies: World			K-5	9780153444661	
	Interactive Desk Maps: United States (5 pack)			K-5	9780153467851	
	Interactive Desk Maps: World (5 pack)			K-5	9780153467868	
	Write-on/Wipe Off Graphic Organizers			3	9780153492709	
	Primary Source Kit			K-5	9780153498657	
	Primary Source Center			2-3	9780547201375	
	Geo Skills CD-ROM			3-5	9780153259562	
	Start with a Video DVD			K-5	9780153591877	
	Doing History, Student Edition			3	9781581714685	
	Doing History, Teacher Edition			3	9781581714784	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers (HMHSP)	HOUGHTON MIFFLIN HARCOURT SOCIAL STUDIES States and Regions, Student Edition	Berson, et al	2010	4	9780153858864	Recommend w/ Reservations 29%
	Notes: Does not cover Idaho history. Key Features: Organized around Big Ideas, this approach provides a framework of learning the themes and disciplines of elementary social studies curriculum. Combined with this integrated and interdisciplinary approach, a strong foundation is laid with reading skill development and reinforcement; skill lessons that develop thoughtful, participating citizens; engaging content supported with dynamic visuals; and differentiated instruction to reach all students.					
	Online Student Edition (1 Yr. Subscription)			4	9780153520358	
	Homework and Practice Workbook, Student Edition			4	9780153472954	
	Teacher Edition			4	9780153858994	
	Online ePlanner (Contract Length Subscription)			4	9780153520006	
	One Stop Planner for Teachers CD-ROM			4	9780153519901	
	Assessment Program			4	9780153473098	
	Assessment on CD-ROM			4	9780153519802	
	Leveled Reader's Collection			4	9780153599989	
	Leveled Readers Online (Contract Length Subscription)			4	9780153558924	
	Social Studies Music Collection CD			K-5	9780153444609	
	Success for English Learners			4	9780153494086	
	Social Studies in Action			4	9780153494215	
	Reading Support and Intervention			4	9780153494307	
	Multimedia Biographies CD			K-5	9780153519734	
	Reader's Theater Kit			4	9780618974689	
	TimeLinks Interactive Timeline Package			3-5	9780153466960	
	Interactive Atlas			K-5	9780153364099	
	Interactive Map Transparencies: United States			K-5	9780153444654	
	Interactive Map Transparencies: World			K-5	9780153444661	
	Interactive Desk Maps: United States (5 pack)			K-5	9780153467851	
	Interactive Desk Maps: World (5 pack)			K-5	9780153467868	
	Write-on/Wipe Off Graphic Organizers			4	9780153492716	
	Primary Source Kit			4	9780153498657	
	Primary Source Center			4-5	9780547201443	
	Geo Skills CD-ROM			3-5	9780153259562	
	Start with a Video DVD			K-5	9780153591877	
	Doing History, Student Edition			4	9781581714685	
	Doing History, Teacher Edition			4	9781581714784	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers (HMHSP)	HOUGHTON MIFFLIN HARCOURT SOCIAL STUDIES United States History: Making a New Nation, Student Edition	Berson, et al	2010	5	9780153858871	77%
	Notes: Key Features: A comprehensive social studies program for students in Kindergarten through grade 5. Organized around Big Ideas, this approach provides a framework of learning the themes and disciplines of elementary social studies curriculum. Combined with this integrated and interdisciplinary approach, a strong foundation is laid with reading skill development and reinforcement; skill lessons that develop thoughtful, participating citizens; engaging content supported with dynamic visuals; and differentiated instruction to reach all students.					
	Online Student Edition (1 Yr. Subscription)			5	9780153520365	
	Homework and Practice Workbook, Student Edition			5	9780153472978	
	Teacher Edition			5	9780153859007	
	Online ePlanner (Contract Length Subscription)			5	9780153520013	
	One Stop Planner for Teachers CD-ROM			5	9780153519918	
	Assessment Program			5	9780153473111	
	Assessment on CD-ROM			5	9780153519819	
	Leveled Reader's Collection			5	9780153600982	
	Leveled Readers Online (Contract Length Subscription)			5	9780153558931	
	Social Studies Music Collection CD			K-5	9780153444609	
	Success for English Learners			5	9780153494093	
	Social Studies in Action			5	9780153494222	
	Reading Support and Intervention			4	9780153494314	
	Multimedia Biographies CD			K-5	9780153519734	
	Reader's Theater Kit			5	9780618975976	
	TimeLinks Interactive Timeline Package			3-5	9780153466960	
	Interactive Atlas			K-5	9780153364099	
	Interactive Map Transparencies: United States			K-5	9780153444654	
	Interactive Map Transparencies: World			K-5	9780153444661	
	Interactive Desk Maps: United States (5 pack)			K-5	9780153467851	
	Interactive Desk Maps: World (5 pack)			K-5	9780153467868	
	Write-on/Wipe Off Graphic Organizers			5	9780153492716	
	Primary Source Kit			K-5	9780153498657	
	Primary Source Center			4-5	9780547201443	
	Geo Skills CD-ROM			3-5	9780153259562	
	Start with a Video DVD			K-5	9780153591877	
	Doing History, Student Edition			5	9781581714685	
	Doing History, Teacher Edition			5	9781581714784	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers (HMHSP)	HOUGHTON MIFFLIN HARCOURT SOCIAL STUDIES United States History: Civil War to Present, Student Edition	Berson, et al	2010	5	9780153858901	Recommend w/ Reservations 59%
	Notes: Key Features: A comprehensive social studies program for students in Kindergarten through grade 5. Organized around Big Ideas, this approach provides a framework of learning the themes and disciplines of elementary social studies curriculum. Combined with this integrated and interdisciplinary approach, a strong foundation is laid with reading skill development and reinforcement; skill lessons that develop thoughtful, participating citizens; engaging content supported with dynamic visuals; and differentiated instruction to reach all students.					
	Online Student Edition (1 Yr. Subscription)			5	9780153520389	
	Homework and Practice Workbook, Student Edition			5	9780153472985	
	Teacher Edition			5	9780153859045	
	Online ePlanner (Contract Length Subscription)			5	9780153520037	
	One Stop Planner for Teachers CD-ROM			5	9780153519932	
	Assessment Program			5	9780153473128	
	Assessment on CD-ROM			5	9780153519833	
	Leveled Reader's Collection			5	9780153600999	
	Leveled Readers Online (Contract Length Subscription)			5	9780153591891	
	Social Studies Music Collection CD			K-5	9780153444609	
	Success for English Learners			5	9780153494154	
	Social Studies in Action			5	9780153494246	
	Reading Support and Intervention			5	978015494352	
	Multimedia Biographies CD			K-5	9780153519734	
	Reader's Theater Kit			5	9780618975976	
	TimeLinks Interactive Timeline Package			3-5	9780153466960	
	Interactive Atlas			K-5	9780153364099	
	Interactive Map Transparencies: United States			K-5	9780153444654	
	Interactive Map Transparencies: World			K-5	9780153444661	
	Interactive Desk Maps: United States (5 pack)			K-5	9780153467851	
	Interactive Desk Maps: World (5 pack)			K-5	9780153467868	
	Write-on/Wipe Off Graphic Organizers			5	9780153492723	
	Primary Source Kit			K-5	9780153498657	
	Primary Source Center			4-5	9780547201443	
	Geo Skills CD-ROM			3-5	9780153259562	
	Start with a Video DVD			K-5	9780153591877	
	Doing History, Student Edition			5	9781581714685	
	Doing History, Teacher Edition			5	9781581714784	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers (HMHSP)	HOUGHTON MIFFLIN HARCOURT SOCIAL STUDIES United States History: Survey, Student Edition	Berson, et al	2010	5	9780153858888	84%
	Notes: Key Features: A comprehensive social studies program for students in Kindergarten through grade 5. Organized around Big Ideas, this approach provides a framework of learning the themes and disciplines of elementary social studies curriculum. Combined with this integrated and interdisciplinary approach, a strong foundation is laid with reading skill development and reinforcement; skill lessons that develop thoughtful, participating citizens; engaging content supported with dynamic visuals; and differentiated instruction to reach all students.					
	Online Student Edition (1 Yr. Subscription)			5	9780153520372	
	Homework and Practice Workbook, Student Edition			5	9780153472961	
	Teacher Edition			5	9780153858925	
	Online ePlanner (Contract Length Subscription)			5	9780153520020	
	One Stop Planner for Teachers CD-ROM			5	9780153519925	
	Assessment Program			5	9780153473104	
	Assessment on CD-ROM			5	9780153519826	
	Leveled Reader's Collection			5	9780153599996	
	Leveled Readers Online (Contract Length Subscription)			5	9780153591884	
	Social Studies Music Collection CD			K-5	9780153444609	
	Success for English Learners			5	9780153494147	
	Social Studies in Action			5	9780153494239	
	Reading Support and Intervention			5	9780153494321	
	Multimedia Biographies CD			K-5	9780153519734	
	Reader's Theater Kit			5	9780618975976	
	TimeLinks Interactive Timeline Package			3-5	9780153466960	
	Interactive Atlas			K-5	9780153364099	
	Interactive Map Transparencies: United States			K-5	9780153444654	
	Interactive Map Transparencies: World			K-5	9780153444661	
	Interactive Desk Maps: United States (5 pack)			K-5	9780153467851	
	Interactive Desk Maps: World (5 pack)			K-5	9780153467868	
	Write-on/Wipe Off Graphic Organizers			5	9780153492723	
	Primary Source Kit			K-5	9780153498657	
	Primary Source Center			4-5	9780547201443	
	Geo Skills CD-ROM			3-5	9780153259562	
	Start with a Video DVD			K-5	9780153591877	
	Doing History, Student Edition			5	9781581714685	
	Doing History, Teacher Edition			5	9781581714784	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group–Macmillan)	TimeLinks: Hello World Kindergarten Kit	Banks, Colleary, Greenow, Parker, Schell, Zike	2009	K	9780021524303	89%
	Notes: Key Features:					
	BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195	
	TimeLinks: All Together - Complete Student Edition Set (5 units)	Banks, Colleary, Greenow, Parker, Schell, Zike	2009	1	9780021525201	84%
	Notes: Key Features:					
	Complete Big Book Set (all 5 units)			1	9780021513635	
	Teacher Edition (Free 1:25 Student Editions Purchased)			1	9780021514830	
	Teacher's Resource Package (Free 1:25 Student Editions Purchased)			1	9780021524242	
	Primary Atlas			K-3	9780021517824	
	StudentWorks™ Plus CD-ROM (Free 5:25 Student Editions Purchased)			1	9780021532513	
	StudentWorks™ Plus DVD			1	9780021524310	
	TeacherWorks™ Plus CD-ROM (Free 1:25 Student Editions Purchased)			1	9780021532674	
	ExamView® Assessment Suite CD-ROM (Free 1:25 Student Editions Purchased)			1-6	9780021531745	
	Classroom Presentation Tool Kit CD-ROM (Free 1:25 Student Editions Purchased)			1	9780021524648	
	Audio CD (Free 1:25 Student Editions Purchased)			1	9780021525065	
	BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195	
	TimeLinks: People and Places Complete Student Edition Set (5 units)	Banks, Colleary, Greenow, Parker, Schell, Zike	2009	2	9780021525218	73%
	Key Features:					
	Complete Big Book Set (all 5 units)			2	9780021513642	
	Teacher Edition (Free 1:25 Student Editions Purchased)			2	9780021514847	
	Teacher's Resource Package (Free 1:25 Student Editions Purchased)			2	9780021524259	
	Primary Atlas			K-3	9780021517824	
	StudentWorks™ Plus CD-ROM (Free 5:25 Student Editions Purchased)			2	9780021532520	
	StudentWorks™ Plus DVD			2	9780021524327	
	TeacherWorks™ Plus CD-ROM (Free 1:25 Student Editions Purchased)			2	9780021532681	
	ExamView® Assessment Suite CD-ROM (Free 1:25 Student Editions Purchased)			1-6	9780021531745	
	Classroom Presentation Tool Kit CD-ROM (Free 1:25 Student Editions Purchased)			2	9780021524655	
	Audio CD (Free 1:25 Student Editions Purchased)			2	9780021525072	
	BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195	
	BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group–Macmillan)	TimeLinks: Communities Student Edition	Banks, Colleary, Greenow, Parker, Schell, Zike	2009	3	9780021513468	82%
	Notes:					
	Key Features:					
	Teacher Edition (Free 1:25 Student Editions Purchased)			3	9780021514854	
	Teacher's Resource Package (Free 1:25 Student Editions Purchased)			2	9780021524266	
	Primary Atlas			K-3	9780021517824	
	StudentWorks™ Plus CD-ROM (Free 5:25 Student Editions Purchased)			3	9780021532537	
	StudentWorks™ Plus DVD			3	9780021524334	
	TeacherWorks™ Plus CD-ROM (Free 1:25 Student Editions Purchased)			3	9780021532698	
	ExamView® Assessment Suite CD-ROM (Free 1:25 Student Editions Purchased)			1-6	9780021531745	
	Classroom Presentation Tool Kit CD-ROM (Free 1:25 Student Editions Purchased)			3	9780021524662	
	Audio CD (Free 1:25 Student Editions Purchased)			3	9780021525089	
	BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195	
	TimeLinks: Our Country and Its Regions Complete Student Edition Set (Volumes 1 and 2)	Banks, Colleary, Greenow, Parker, Schell, Zike	2009	4	9780021525225	Recommended w/ Reservations 27%
	Notes: Does not cover Idaho History.					
	Key Features:					
	Teacher Edition (Free 1:25 Student Editions Purchased)			4	9780021514861	
	Teacher's Resource Package (Free 1:25 Student Editions Purchased)			4	9780021524273	
	Atlas book			4-6	9780021517831	
	StudentWorks™ Plus CD-ROM (Free 5:25 Student Editions Purchased)			4	9780021532544	
	StudentWorks™ Plus DVD			4	9780021524341	
	TeacherWorks™ Plus CD-ROM (Free 1:25 Student Editions Purchased)			4	9780021532711	
	ExamView® Assessment Suite CD-ROM (Free 1:25 Student Editions Purchased)			1-6	9780021531745	
	Classroom Presentation Tool Kit CD-ROM (Free 1:25 Student Editions Purchased)			4	9780021524679	
	Audio CD (Free 1:25 Student Editions Purchased)			4	9780021525096	
	BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195	
	TimeLinks: The United States Complete Student Edition Set (Volumes 1 and 2)	Banks, Colleary, Greenow, Parker, Schell, Zike	2009	5	9780021525232	Recommended w/ Reservations 54%
	Notes:					
	Key Features:					
	Teacher Edition (Free 1:25 Student Editions Purchased)			5	9780021514885	
	Teacher's Resource Package (Free 1:25 Student Editions Purchased)			5	9780021524280	
	Atlas book			4-6	9780021517831	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group– Macmillan)	TimeLinks: Communities (Continued)		2009	5		Recommended w/ Reservations 61%
	StudentWorks™ Plus CD-ROM (Free 5:25 Student Editions Purchased)			5	9780021532551	
	StudentWorks™ Plus DVD			5	9780021524358	
	TeacherWorks™ Plus CD-ROM (Free 1:25 Student Editions Purchased)			5	9780021532728	
	ExamView® Assessment Suite CD-ROM (Free 1:25 Student Editions Purchased)			1-6	9780021531745	
	Classroom Presentation Tool Kit CD-ROM (Free 1:25 Student Editions Purchased)			5	9780021524686	
	Audio CD (Free 1:25 Student Editions Purchased)			5	9780021525102	
	BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195	
	TimeLinks: The United States: Early Years Student Edition	Banks, Colleary, Greenow, Parker, Schell, Zike	2009	5	9780021512560	
	Notes:					
	Key Features:					
	Teacher Edition (Free 1:25 Student Editions Purchased)			5	9780021531691	
	Teacher's Resource Package(Free 1:25 Student Editions Purchased)			5	9780021531707	
	StudentWorks™ Plus CD-ROM (Free 5:25 Student Editions Purchased)			5	9780021532643	
	TeacherWorks™ Plus CD-ROM (Free 1:25 Student Editions Purchased)			5	9780021532889	
	ExamView® Assessment Suite CD-ROM (Free 1:25 Student Editions Purchased)			1-6	9780021531745	
	Classroom Presentation Tool Kit CD-ROM (Free 1:25 Student Editions Purchased)			5	9780021531769	
	Audio CD (Free 1:25 Student Editions Purchased)			5	9780021531844	
BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195		
Pearson Scott Foresman	Scott Foresman Social Studies © 2011 Platinum Edition Here We Go - Kindergarten Full Package (contains Unit Big Book Package, Workbook/ Answer Key, Assessment Book Blackline Masters, Social Studies Plus!: A Hands-On Approach, Every Student Learns Teacher's Guide, Posters, Big Book Atlas, and Songs & Music Audio CD)	Kracht, et al	2011	K	9780328582785	94%
	Notes:					
	Key Features:					
	Teacher's Edition Package with Card Packages *		2011	K	9780328581504	
	Quick Planning Guide		2011	K	9780328520718	
	Teacher's Resource Package (indented items in TRP) *		2011	K	9780328582792	
	Workbook		2005	K	9780328081738	
	Workbook Answer Key		2005	K	9780328081820	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Scott Foresman	Scott Foresman Social Studies Here We Go (Continued)		2011	K		
	Assessment Book Blackline Masters		2003	K	9780328030903	
	Every Student Learns, Teacher's Guide		2005	K	9780328089963	
	Social Studies Plus!: A Hands-On Approach		2003	K	9780328035915	
	Outline Maps Blackline Masters		2003	K-5	9780328040940	
	Daily Activity Bank		2003	K	9780328039180	
	Teacher Resources Online Access Pack (Provides online access to digital Student Edition. Available in conjunction with textbook purchase.)		2011	K	9780328619665	
	*provided free upon request, at a ration 1 per 25 student editions purchased					
	Scott Foresman Social Studies Student Edition - All Together	Kracht, et al	2011	1	9780328520121	75%
	Notes:					
	Key Features:					
	Teacher's Edition Package with Card Packages *		2011	1	9780328581511	
	Quick Planning Guide		2011	1	9780328520725	
	Teacher's Resource Package (indented items in TRP) *		2011	1	9780328582808	
	Workbook		2005	1	9780328081745	
	Workbook Answer Key		2005	1	9780328081837	
	Assessment Book Blackline Masters		2005	1	9780328081929	
	Every Student Learns, Teacher's Guide		2005	1	9780328089970	
	Social Studies Plus!: A Hands-On Approach		2003	1	9780328035922	
	Outline Maps Blackline Masters		2003	K-5	9780328040940	
	Test Talk Practice Book		2003	1	9780328041077	
	Test Talk Answer Key		2003	1	9780328048656	
	Test Talk Transparencies		2003	1	9780328048748	
	Transparencies		2005	1	9780328089895	
	Daily Activity Bank		2003	1	9780328039197	
	Vocabulary Workbook		2005	1	9780328090648	
	Vocabulary Workbook Answer Key		2005	1	9780328098064	
	Teacher Resources Online Access Pack (Provides online access to digital Student Edition. Available in conjunction with textbook purchase.)		2011	1	9780328567522	
	*provided free upon request, at a ration 1 per 25 student editions purchased					
	Scott Foresman Social Studies Student Edition - People and Places	Kracht, et al	2011	2	9780328520138	95%
	Notes:					
	Key Features:					
	Learning About Your State and Community		2004	2-4	9780328055357	
	Teacher's Edition Package with Card Packages *		2011	2	9780328581528	
	Quick Planning Guide		2011	2	9780328520732	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Scott Foresman	Scott Foresman Social Studies People & Places (Continued)		2011	2		
	Teacher's Resource Package (indented items in TRP) *		2011	2	9780328582815	
	Workbook		2005	2	9780328081752	
	Workbook Answer Key		2005	2	9780328081844	
	Assessment Book Blackline Masters		2005	2	9780328081936	
	Every Student Learns, Teacher's Guide		2005	2	9780328089987	
	Social Studies Plus!: A Hands-On Approach		2003	2	9780328035939	
	Outline Maps Blackline Masters		2003	K-5	9780328040940	
	Test Talk Practice Book		2003	2	9780328041084	
	Test Talk Answer Key		2003	2	9780328048663	
	Test Talk Transparencies		2003	2	9780328048755	
	Transparencies		2005	2	9780328089901	
	Daily Activity Bank		2003	2	9780328039203	
	Vocabulary Workbook		2005	2	9780328090655	
	Vocabulary Workbook Answer Key		2005	2	9780328098071	
	Teacher Resources Online Access Pack (Provides online access to digital Student Edition. Available in conjunction with textbook purchase.)		2011	2	9780328567539	
	*provided free upon request, at a ration 1 per 25 student editions purchased					
	Scott Foresman Social Studies Student Edition - Communities	Kracht, et al	2011	3	9780328520145	64%
	Key Features:					
	Learning About Your State and Community		2004	2-4	9780328055357	
	Teacher's Edition Package with Card Packages *		2011	3	9780328581535	
	Quick Planning Guide		2011	3	9780328520749	
	Teacher's Resource Package (indented items in TRP) *		2011	3	9780328582822	
	Workbook		2011	3	9780328520510	
	Workbook Answer Key		2011	3	9780328522521	
	Assessment Book Blackline Masters		2011	3	9780328522477	
	Every Student Learns, Teacher's Guide		2005	3	9780328089994	
	Social Studies Plus!: A Hands-On Approach		2003	3	9780328035946	
	Quick Study		2005	3	9780328090044	
	Outline Maps Blackline Masters		2003	K-5	9780328040940	
	Test Talk Practice Book		2003	3	9780328041091	
	Test Talk Answer Key		2003	3	9780328048670	
	Test Talk Transparencies		2003	3	9780328048762	
	Transparencies		2005	3	9780328089918	
	Daily Activity Bank		2003	3	9780328039210	
	Vocabulary Workbook		2005	3	9780328090662	
	Vocabulary Workbook Answer Key		2005	3	9780328098088	
	Teacher Resources Online Access Pack (Provides online access to digital Student Edition. Available in conjunction with textbook purchase.)		2011	3	9780328567546	
	*provided free upon request, at a ration 1 per 25 student editions purchased					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Scott Foresman	Scott Foresman Social Studies Student Edition –Regions	Kracht, et al	2011	4	9780328520152	Recommended w/ Reservations 4%
	Notes: Not Idaho Specific. Key Features:					
	Learning About Your State and Community		2004	2-4	9780328055357	
	Teacher's Edition Package with Card Packages *		2011	4	9780328581542	
	Quick Planning Guide		2011	4	9780328520756	
	Teacher's Resource Package (indented items in TRP) *		2011	4	9780328582839	
	Workbook		2011	4	9780328520527	
	Workbook Answer Key		2011	4	9780328522538	
	Assessment Book Blackline Masters		2011	4	9780328522484	
	Every Student Learns, Teacher's Guide - Regions		2003	4	9780328036127	
	Social Studies Plus!: A Hands-On Approach - Regions		2003	4	9780328035953	
	Quick Study - Regions		2005	4	9780328090051	
	Outline Maps Blackline Masters		2003	K-5	9780328040940	
	Test Talk Practice Book - Regions		2003	4	9780328041107	
	Test Talk Answer Key - Regions		2003	4	9780328048687	
	Test Talk Transparencies - Regions		2003	4	9780328048779	
	Transparencies - Regions		2003	4	9780328037575	
	Daily Activity Bank - Regions		2003	4	9780328039227	
	Vocabulary Workbook - Regions		2005	4	9780328090679	
	Vocabulary Workbook Answer Key - Regions		2005	4	9780328098095	
	Teacher Resources Online Access Pack (Provides online access to digital Student Edition. Available in conjunction with textbook purchase.)		2011	4	9780328567553	
	*provided free upon request, at a ration 1 per 25 student editions purchased					
	Scott Foresman Social Studies Student Edition - The United States	Kracht, et al	2011	5	9780328520176	61%
	Notes:					
	Key Features:					
	Teacher's Edition Package with Card Packages *		2011	5	9780328581566	
	Quick Planning Guide		2011	5	9780328520770	
	Teacher's Resource Package (indented items in TRP) *		2011	5	9780328582846	
	Workbook - The United States		2011	5	9780328520541	
	Workbook Answer Key - The United States		2011	5	9780328522552	
	Assessment Book Blackline Masters - The United States		2011	5	9780328522507	
	Every Student Learns, Teacher's Guide - The United States		2005	5	9780328090013	
	Social Studies Plus!: A Hands-On Approach		2003	5	9780328035960	
	Quick Study		2005	5	9780328090068	
	Outline Maps Blackline Masters		2003	K-6	9780328040940	
	Test Talk Practice Book		2003	5	9780328041114	
	Test Talk Answer Key		2003	5	9780328048694	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Scott Foresman	Scott Foresman Social Studies The United States (Continued)		2011	2		
	Test Talk Transparencies		2003	5	9780328048786	
	Transparencies		2003	5	9780328037582	
	Daily Activity Bank		2003	5	9780328039265	
	Vocabulary Workbook - <i>The United States</i>		2005	5	9780328090693	
	Vocabulary Workbook Answer Key - <i>The United States</i>		2005	5	9780328098118	
	Teacher Resources Online Access Pack (Provides online access to digital Student Edition. Available in conjunction with textbook purchase.)		2011	5	9780328567577	
	*provided free upon request, at a ration 1 per 25 student editions purchased					
Rosen Classroom	Graphic Biographies Set 1 / Single-Copy Set (12 Titles)	Various Authors	2005	4-6	9781404252257	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	Graphic Biographies Set 1 / Teacher's Guide		2005	4-6	978-1-4042-5226-4	
	Graphic Nonfiction Overview: How to Teach Literacy Through Graphic Nonfiction		2007	4-6	978-1-4042-8328-2	
	Abraham Lincoln: The Life of America's Sixteenth President	Gary Jeffrey	2005	4-6	9781404251649	
	Abraham Lincoln: The Life of America's Sixteenth President / Enhanced eBook				978-1-61512-842-6	
	Abraham Lincoln: The Life of America's Sixteenth President / Enhanced eBook Classroom License				978-1-61512-841-9	
	Alexander the Great: The Life of a King and Conqueror	Rob Shone	2005	4-6	978-1-4042-5165-6	
	Alexander the Great: The Life of a King and Conqueror / Enhanced eBook				978-1-61512-844-0	
	Alexander the Great: The Life of a King and Conqueror / Enhanced eBook Classroom License				978-1-61512-843-3	
	Christopher Columbus: The Life of a Master Navigator and Explorer	David West	2005	4-6	978140425170-0	
	Christopher Columbus: The Life of a Master Navigator and Explorer / Enhanced eBook				978-1-61512-848-8	
	Christopher Columbus: The Life of a Master Navigator and Explorer / Enhanced eBook Classroom License				978-1-61512-847-1	
	Cleopatra: The Life of an Egyptian Queen	Gary Jeffrey	2005	4-6	978140425169-4	
	Cleopatra: The Life of an Egyptian Queen / Enhanced eBook				978-1-61512-850-1	
	Cleopatra: The Life of an Egyptian Queen / Enhanced eBook Classroom License				978-1-61512-849-5	
	Elizabeth I: The Life of England's Renaissance Queen	Rob Shone	2005	4-6	978140425173-1	
	Elizabeth I: The Life of England's Renaissance Queen / Enhanced eBook				978-1-61512-852-5	
	Elizabeth I: The Life of England's Renaissance Queen / Enhanced eBook Classroom License				978-1-61512-851-8	
	George Washington: The Life of an American Patriot	David West	2005	4-6	9781404251632	
	George Washington: The Life of an American Patriot / Enhanced eBook				978-1-61512-854-9	
	George Washington: The Life of an American Patriot / Enhanced eBook Classroom License				978-1-61512-853-2	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Graphic Biographies Set 1 (Continued)		2005	4-6		
	Harriet Tubman: The Life of an African-American Abolitionist	Rob Shone	2005	4-6	9781404251724	
	Harriet Tubman: The Life of an African-American Abolitionist / Enhanced eBook				978-1-61512-856-3	
	Harriet Tubman: The Life of an African-American Abolitionist / Enhanced eBook Classroom License				978-1-61512-855-6	
	Hernán Cortés: The Life of a Spanish Conquistador	David West	2005	4-6	9781404251717	
	Hernán Cortés: The Life of a Spanish Conquistador / Enhanced eBook				978-1-61512-858-7	
	Hernán Cortés: The Life of a Spanish Conquistador / Enhanced eBook Classroom License				978-1-61512-857-0	
	Julius Caesar: The Life of a Roman General	Gary Jeffrey	2005	4-6	978140425166-3	
	Julius Caesar: The Life of a Roman General / Enhanced eBook				978-1-61512-860-0	
	Julius Caesar: The Life of a Roman General / Enhanced eBook Classroom License				978-1-61512-859-4	
	Richard the Lionheart: The Life of a King and Crusader	David West	2005	4-6	978140425168-7	
	Richard the Lionheart: The Life of a King and Crusader / Enhanced eBook				978-1-61512-870-9	
	Richard the Lionheart: The Life of a King and Crusader / Enhanced eBook Classroom License				978-1-61512-869-3	
	Sitting Bull: The Life of a Lakota Sioux Chief	Gary Jeffrey	2005	4-6	978140425174-8	
	Sitting Bull: The Life of a Lakota Sioux Chief / Enhanced eBook				978-1-61512-874-7	
	Sitting Bull: The Life of a Lakota Sioux Chief / Enhanced eBook Classroom License				978-1-61512-873-0	
	Spartacus: The Life of a Roman Gladiator	Rob Shone	2005	4-6	978140425167-0	
	Spartacus: The Life of a Roman Gladiator / Enhanced eBook				978-1-61512-876-1	
	Spartacus: The Life of a Roman Gladiator / Enhanced eBook Classroom License				978-1-61512-875-4	
Rosen Classroom	Graphic Biographies Set 2 / Single-Copy Set (6 Titles)	Various Authors	2007	4-6	978-1-4042-8301-5	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	Graphic Biographies Set 2 / Teacher's Guide				978-1-4042-8302-2	
	Bob Marley: The Life of a Musical Legend	Gary Jeffrey	2007	4-6	9781402-0917-6	
	Bob Marley: The Life of a Musical Legend / Enhanced eBook				978-1-61512-846-4	
	Bob Marley: The Life of a Musical Legend / Enhanced eBook Classroom License				978-1-61512-845-7	
	Martin Luther King Jr.: The Life of a Civil Rights Leader	Gary Jeffrey	2007	4-6	978140420921-3	
	Martin Luther King Jr.: The Life of a Civil Rights Leader / Enhanced eBook				978-1-61512-862-4	
	Martin Luther King Jr.: The Life of a Civil Rights Leader / Enhanced eBook Classroom License				978-1-61512-861-7	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Graphic Biographies Set 2 (Continued)		2007	4-6		
	Muhammad Ali: The Life of a Boxing Hero	Rob Shone	2007	4-6	978140420919-0	
	Muhammad Ali: The Life of a Boxing Hero / Enhanced eBook				978-1-61512-864-8	
	Muhammad Ali: The Life of a Boxing Hero / Enhanced eBook Classroom License				978-1-61512-863-1	
	Nelson Mandela: The Life of an African Statesman	Rob Shone	2007	4-6	978140420923-7	
	Nelson Mandela: The Life of an African Statesman / Enhanced eBook				978-1-61512-866-2	
	Nelson Mandela: The Life of an African Statesman / Enhanced eBook Classroom License				978-1-61512-865-5	
	Oprah Winfrey: The Life of a Media Superstar	Gary Jeffrey	2007	4-6	978140420925-1	
	Oprah Winfrey: The Life of a Media Superstar / Enhanced eBook				978-1-61512-868-6	
	Oprah Winfrey: The Life of a Media Superstar / Enhanced eBook Classroom License				978-1-61512-867-9	
	Rosa Parks: The Life of a Civil Rights Heroine	Rob Shone	2007	4-6	978140420927-5	
	Rosa Parks: The Life of a Civil Rights Heroine / Enhanced eBook				978-1-61512-872-3	
	Rosa Parks: The Life of a Civil Rights Heroine / Enhanced eBook Classroom License				978-1-61512-871-6	
	Graphic Organizers in Social Studies / Single-Copy Set (6 Titles)	Linda Wirkner	2006	3-5	978-1-4358-0404-3	
	Graphic Organizers in Science and Social Studies Teacher's Guide	Various Authors	2006	3-5	978-1-4042-6282-9	
	Learning About America's Colonial Period with Graphic Organizers / Enhanced eBook	Linda Wirkner	2005	3-5	978-1-61513-080-1	
	Learning About America's Colonial Period with Graphic Organizers / Enhanced eBook Classroom License				978-1-61513-079-5	
	Learning About America's Colonial Period with Graphic Organizers				978-1-4042-5052-9	
	Learning About America's Industrial Growth with Graphic Organizers	Linda Wirkner	2006	3-5	978-1-4042-5053-6	
	Learning About America's Industrial Growth with Graphic Organizers / Enhanced eBook				978-1-61513-057-3	
	Learning About America's Industrial Growth with Graphic Organizers / Enhanced eBook Classroom License				978-1-61513-056-6	
	Learning About Life in the New American Nation with Graphic Organizers	Linda Wirkner	2006	3-5	978-1-4042-5050-5	
	Learning About Life in the New American Nation with Graphic Organizers / Enhanced eBook				978-1-61513-061-0	
	Learning About Life in the New American Nation with Graphic Organizers / Enhanced eBook Classroom License				978-1-61513-060-3	
	Learning About the American Revolution with Graphic Organizers	Linda Wirkner	2006	3-5	978-1-4042-5055-0	
	Learning About the American Revolution with Graphic Organizers / Enhanced eBook				978-1-61513-065-8	
	Learning About the American Revolution with Graphic Organizers / Enhanced eBook Classroom License				978-1-61513-064-1	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Graphic Biographies Set 2 (Continued)		2007	4-6		
	Learning About the Settlement of the Americas with Graphic Organizers	Linda Wirkner	2006	3-5	978-1-4042-5057-4	
	Learning About the Settlement of the Americas with Graphic Organizers / Enhanced eBook				978-1-61513-086-3	
	Learning About the Settlement of the Americas with Graphic Organizers / Enhanced eBook Classroom License				978-1-61513-085-6	
	Learning About Urban Growth in America with Graphic Organizers	Linda Wirkner	2006	3-5	978-1-4042-5048-2	
	Learning About Urban Growth in America with Graphic Organizers / Enhanced eBook				978-1-61513-075-7	
	Learning About Urban Growth in America with Graphic Organizers / Enhanced eBook Classroom License				978-1-61513-074-0	
	Graphic Battles of the Civil War / Single-Copy Set (6 Titles)	Various Authors	2007	5-6	978-1-4042-6267-6	R Highly Recommended
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Graphic Battles of the Civil War Teacher's Guide	Various Authors	2007		978-1-4042-6268-3	
	The Battle of Antietam: "The Bloodiest Day of Battle"	Larry Hama	2007	5-6	978-1-4042-6475-5	
	The Battle of Antietam: "The Bloodiest Day of Battle" / Enhanced eBook				978-1-61512-830-3	
	The Battle of Antietam: "The Bloodiest Day of Battle" / Enhanced eBook Classroom License				978-1-61512-829-7	
	The Battle of First Bull Run: The Civil War Begins	Larry Hama	2007	5-6	978-1-4042-6476-2	
	The Battle of First Bull Run: The Civil War Begins / Enhanced eBook				978-1-61512-832-7	
	The Battle of First Bull Run: The Civil War Begins / Enhanced eBook Classroom License				978-1-61512-831-0	
	The Battle of Gettysburg: Spilled Blood on Sacred Ground	Dan Abnett	2007	5-6	978-1-4042-6477-9	
	The Battle of Gettysburg: Spilled Blood on Sacred Ground / Enhanced eBook				978-1-61512-834-1	
	The Battle of Gettysburg: Spilled Blood on Sacred Ground / Enhanced eBook Classroom License				978-1-61512-833-4	
	The Battle of Shiloh: Surprise Attack!	Larry Hama	2007	5-6	978140426478-6	
	The Battle of Shiloh: Surprise Attack! / Enhanced eBook				978-1-61512-836-5	
	The Battle of Shiloh: Surprise Attack! / Enhanced eBook Classroom License				978-1-61512-835-8	
	The Battle of the Wilderness: Deadly Inferno	Dan Abnett	2007	5-6	978140426479-3	
	The Battle of the Wilderness: Deadly Inferno / Enhanced eBook				978-1-61512-838-9	
	The Battle of the Wilderness: Deadly Inferno / Enhanced eBook Classroom License				978-1-61512-837-2	
	The Monitor versus the Merrimac: Ironclads at War	Dan Abnett	2007	5-6	978-1-4042-6480-9	
	The Monitor versus the Merrimac: Ironclads at War / Enhanced eBook				978-1-61512-840-2	
	The Monitor versus the Merrimac: Ironclads at War / Enhanced eBook Classroom License				978-1-61512-839-6	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Jr. Graphic Biographies Sample / Single-Copy Set (6 Titles)	Dan Abnett	2007	2-3	978-1-4042-8297-1	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Jr. Graphic Biographies Teacher's Guide	Various Authors	2007	2-3	978-1-4042-8298-8	
	Abraham Lincoln and the Civil War	Dan Abnett	2007	2-3	978140422145-1	
	Abraham Lincoln and the Civil War / Enhanced eBook				978-1-4488-0543-3	
	Abraham Lincoln and the Civil War / Enhanced eBook Classroom License				978-1-4488-0550-1	
	Christopher Columbus and the Voyage of 1492	Dan Abnett	2007	2-3	978140422143-7	
	Christopher Columbus and the Voyage of 1492 / Enhanced eBook				978-1-4488-0541-9	
	Christopher Columbus and the Voyage of 1492 / Enhanced eBook Classroom License				978-1-4488-0548-8	
	George Washington and the American Revolution	Dan Abnett	2007	2-3	978140422148-2	
	George Washington and the American Revolution / Enhanced eBook				978-1-4488-0546-4	
	George Washington and the American Revolution / Enhanced eBook Classroom License				978-1-4488-0553-2	
	Harriet Tubman and the Underground Railroad	Dan Abnett	2007	2-3	978140422146-8	
	Harriet Tubman and the Underground Railroad / Enhanced eBook				978-1-4488-0544-0	
	Harriet Tubman and the Underground Railroad / Enhanced eBook Classroom License				978-1-4488-0551-8	
	Hernán Cortés and the Fall of the Aztec Empire	Dan Abnett	2007	2-3	978140422144-4	
	Hernán Cortés and the Fall of the Aztec Empire / Enhanced eBook				978-1-4488-0542-6	
	Hernán Cortés and the Fall of the Aztec Empire / Enhanced eBook Classroom License				978-1-4488-0549-5	
	Sitting Bull and the Battle of the Little Bighorn	Dan Abnett	2007	2-3	978140422147-5	
	Sitting Bull and the Battle of the Little Bighorn / Enhanced eBook				978-1-4488-0545-7	
	Sitting Bull and the Battle of the Little Bighorn / Enhanced eBook Classroom License				978-1-4488-0552-5	
Rosen Classroom	Jr. Graphic Mythologies Sample / Single-Copy Set (6 Titles)	Various Authors	2007	2-3	978-1-4042-8293-3	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Jr. Graphic Mythologies Teacher's Guide				978-1-4042-8294-0	
	African Mythology: Anansi	Glenn Herdling	2007	2-3	978140422151-2	
	African Mythology: Anansi / Enhanced eBook				978-1-4488-0556-3	
	African Mythology: Anansi / Enhanced eBook Classroom License				978-1-4488-0562-4	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Jr. Graphic Mythologies (Continued)		2007	2-3		
	Chinese Mythology: The Four Dragons	Tom Daning	2007	2-3	978140422153-6	
	Chinese Mythology: The Four Dragons / Enhanced eBook				978-1-4488-0558-7	
	Chinese Mythology: The Four Dragons / Enhanced eBook Classroom License				978-1-4488-0564-8	
	Egyptian Mythology: Osiris and Isis	Tom Daning	2007	2-3	978140422152-9	
	Egyptian Mythology: Osiris and Isis / Enhanced eBook				978-1-4488-0557-0	
	Egyptian Mythology: Osiris and Isis / Enhanced eBook Classroom License				978-1-4488-0563-1	
	Greek Mythology: Jason and the Golden Fleece	Glenn Herdling	2007	2-3	978140422149-9	
	Greek Mythology: Jason and the Golden Fleece / Enhanced eBook				978-1-4488-0554-9	
	Greek Mythology: Jason and the Golden Fleece / Enhanced eBook Classroom License				978-1-4488-0560-0	
	Mesoamerican Mythology: Quetzalcoatl	Tom Daning	2007	2-3	978140422154-3	
	Mesoamerican Mythology: Quetzalcoatl / Enhanced eBook				978-1-4488-0559-4	
	Mesoamerican Mythology: Quetzalcoatl / Enhanced eBook Classroom License				978-1-4488-0565-5	
	Roman Mythology: Romulus and Remus	Tom Daning	2007	2-3	978140422150-5	
	Roman Mythology: Romulus and Remus / Enhanced eBook				978-1-4488-0555-6	
	Roman Mythology: Romulus and Remus / Enhanced eBook Classroom License				978-1-4488-0561-7	
Rosen Classroom	Graphic Battles of World War II Single-Copy Set (6 Titles)	Various Authors	2008	5-8	978-1-4042-3999-9	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	D-Day: The Liberation of Europe Begins	Doug Murray	2008	5-8	978140427430-3	
	D-Day: The Liberation of Europe Begins / Enhanced eBook				978-1-61512-814-3	
	D-Day: The Liberation of Europe Begins / Enhanced eBook Classroom License				978-1-61512-813-6	
	Pearl Harbor: A Day of Infamy	Steve White	2008	5-8	978140427428-0	
	Pearl Harbor: A Day of Infamy / Enhanced eBook				978-1-61512-817-4	
	Pearl Harbor: A Day of Infamy / Enhanced eBook Classroom License				978-1-61512-816-7	
	The Battle of Guadalcanal: Land and Sea Warfare in the South Pacific	Larry Hama	2008	5-8	978-1-4042-7426-6	
	The Battle of Guadalcanal: Land and Sea Warfare in the South Pacific / Enhanced eBook				978-1-61512-820-4	
	The Battle of Guadalcanal: Land and Sea Warfare in the South Pacific / Enhanced eBook Classroom License				978-1-61512-819-8	
	The Battle of Iwo Jima: Guerrilla Warfare in the Pacific	Larry Hama	2008	5-8	978-1-4042-6030-6	
	The Battle of Iwo Jima: Guerrilla Warfare in the Pacific / Enhanced eBook				978-1-61512-823-5	
	The Battle of Iwo Jima: Guerrilla Warfare in the Pacific / Enhanced eBook Classroom License				978-1-61512-822-8	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Graphic Battles of World War II (Continued)		2008	5-8		
	The Battle of Midway: The Destruction of the Japanese Fleet	Steve White	2008	5-8	978-1-4042-7424-2	
	The Battle of Midway: The Destruction of the Japanese Fleet / Enhanced eBook				978-1-61512-826-6	
	The Battle of Midway: The Destruction of the Japanese Fleet / Enhanced eBook Classroom License				978-1-61512-825-9	
	The Battle of The Bulge: Turning Back Hitler's Final Push	Bill Cain	2008	5-8	978-1-4042-7422-8	
	The Battle of The Bulge: Turning Back Hitler's Final Push / Enhanced eBook				978-1-61512-828-0	
	The Battle of The Bulge: Turning Back Hitler's Final Push / Enhanced eBook Classroom License				978-1-61512-827-3	
Rosen Classroom	Becka and the Big Bubble / Single-Copy Set (6 Titles)	Gretchen Schomer-Wendel	2009	K-2	978-1-4488-0439-9	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	All Around Town				978-1-60754-105-9	
	Becka Goes to San Diego				978-1-60754-108-0	
	Becka Goes to India				978-1-60754-111-0	
	Becka Goes to San Diego				978-1-60754-114-1	
	Becka Goes to the North Pole				978-1-60754-117-2	
Rosen Classroom	Historietas Juveniles: Biografías (Jr. Graphic Biographies) Single-Copy Set (6 Titles)	Dan Abnett	2009	2-6	978-1-4042-8175-2	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	Abraham Lincoln y la Guerra Civil (Abraham Lincoln and the Civil War)	Dan Abnett	2009	2-6	978-1-4358-3316-6	
	Abraham Lincoln y la Guerra Civil (Abraham Lincoln and the Civil War) / Enhanced eBook				978-1-61513-333-8	
	Abraham Lincoln y la Guerra Civil (Abraham Lincoln and the Civil War) / Enhanced eBook Classroom License				978-1-61513-332-1	
	Cristóbal Colón y el viaje de 1492 (Christopher Columbus and the Voyage of 1492)	Dan Abnett	2009	2-6	978-1-4358-3312-8	
	Cristóbal Colón y el viaje de 1492 (Christopher Columbus and the Voyage of 1492) / Enhanced eBook				978-1-61513-335-2	
	Cristóbal Colón y el viaje de 1492 (Christopher Columbus and the Voyage of 1492) / Enhanced eBook Classroom License				978-1-61513-334-5	
	George Washington y la Guerra de Independencia (George Washington and the American Revolution)	Dan Abnett	2009	2-6	978-1-4358-3322-7	
	George Washington y la Guerra de Independencia (George Washington and the American Revolution) / Enhanced eBook				978-1-61513-337-6	
	George Washington y la Guerra de Independencia (George Washington and the American Revolution) / Enhanced eBook Classroom License				978-1-61513-336-9	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Historietas Juveniles: Biografías (Jr. Graphic Biographies) (Continued)		2009	2-6		
	Harriet Tubman y el Ferrocarril Clandestino (Harriet Tubman and the Underground Railroad)	Dan Abnett	2009	2-6	978-1-4358-3320-3	
	Harriet Tubman y el Ferrocarril Clandestino (Harriet Tubman and the Underground Railroad) / Enhanced eBook				978-1-61513-339-0	
	Harriet Tubman y el Ferrocarril Clandestino (Harriet Tubman and the Underground Railroad) / Enhanced eBook Classroom License				978-1-61513-338-3	
	Hernán Cortés y la caída del imperio azteca (Hernan Cortes and the Fall of the Aztec Empire)	Dan Abnett	2009	2-6	978143583314-2	
	Hernán Cortés y la caída del imperio azteca (Hernan Cortes and the Fall of the Aztec Empire) / Enhanced eBook				978-1-61513-341-3	
	Hernán Cortés y la caída del imperio azteca (Hernan Cortes and the Fall of the Aztec Empire) / Enhanced eBook Classroom License				978-1-61513-340-6	
	Toro Sentado y la batalla de Little Bighorn (Sitting Bull and the Battle of the Little Bighorn)	Dan Abnett	2009	2-6	978143583318-0	
	Toro Sentado y la batalla de Little Bighorn (Sitting Bull and the Battle of the Little Bighorn) / Enhanced eBook				978-1-61513-343-7	
	Toro Sentado y la batalla de Little Bighorn (Sitting Bull and the Battle of the Little Bighorn) / Enhanced eBook Classroom License				978-1-61513-342-0	
	Graphic Mythology / Single-Copy Set (6 Titles)	Various Authors	2006	4-8	978-1-4042-6247-8	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Graphic Mythology Teacher's Guide	Various Authors	2006	4-8	978-1-4042-6248-5	
	African Myths	Gary Jeffrey	2006	4-8	978140420810-0	
	African Myths / Enhanced eBook				978-1-61512-978-2	
	African Myths / Enhanced eBook Classroom License				978-1-61512-977-5	
	Chinese Myths	Rob Shone	2006	4-8	978140420811-7	
	Chinese Myths / Enhanced eBook				978-1-61512-981-2	
	Chinese Myths / Enhanced eBook Classroom License				978-1-61512-980-5	
	Egyptian Myths	Gary Jeffrey	2006	4-8	978140420812-4	
	Egyptian Myths / Enhanced eBook				978-1-61512-984-3	
	Egyptian Myths / Enhanced eBook Classroom License				978-1-61512-983-6	
	Greek Myths	Rob Shone	2006	4-8	978140420813-1	
	Greek Myths / Enhanced eBook				978-1-61512-987-4	
	Greek Myths / Enhanced eBook Classroom License				978-1-61512-986-7	
	Mesoamerican Myths	David West	2006	4-8	978140420814-8	
	Mesoamerican Myths / Enhanced eBook				978-1-61512-990-4	
	Mesoamerican Myths / Enhanced eBook Classroom License				978-1-61512-989-8	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Graphic Mythology(Continued)		2006	4-8		
	Roman Myths	David West	2006	4-8	978140420815-5	
	Roman Myths / Enhanced eBook				978-1-61512-993-5	
	Roman Myths / Enhanced eBook Classroom License				978-1-61512-992-8	
	Social Studies: Colonial Times / Set 1 Single-Copy Set (20 Titles)	Various Authors	2009	2-8	978-1-61532-399-9	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	A Day in the Life of a Colonial Dressmaker	Amy French Merrill	2002	3-6	978-0-8239-6182-5	
	A Day in the Life of a Colonial Soldier	JL Branse	2002	3-6	978-0-8239-6183-2	
	Colonial Families	Zachary Williams	2001	2-3	978-0-8239-8142-7	
	Colonial Teachers	Tobi Stewart	2001	2-3	978-0-8239-8220-2	
	Crispus Attucks: Hero of the Boston Massacre	Anne Beier	2004	4-8	978-0-8239-4178-0	
	Food and Recipes of the Pilgrims	George Erdosh	2002	3-6	978-0-8239-6179-5	
	The Boston Massacre: Five Colonists Killed by British Soldiers	Allison Stark-Draper	2002	3-6	978-0-8239-6176-4	
	The Boston Tea Party: Angry Colonists Dump British Tea	Allison Stark-Draper	2002	3-6	978-0-8239-6177-1	
	The Colony of New York	Susan Whitehurst	2002	3-6	978-0-8239-6174-0	
	The Colony of Virginia	Brooke Coleman	2002	3-6	978-0-8239-6175-7	
	The Cost of Freedom: Crispus Attucks Dies in the Boston Massacre	Joanne Mattern	2004	4-8	978-0-8239-4342-5	
	The Mayflower	Susan Whitehurst	2002	3-6	978-0-8239-6185-6	
	The Pilgrims Before the Mayflower	Susan Whitehurst	2002	3-6	978-0-8239-6184-9	
	What Happened at the Boston Tea Party?	Adam J. Sutton	2003	2-3	978-0-8239-6383-6	
	What People Wore in Early America	Allison Stark-Draper	2002	3-6	978-0-8239-6178-8	
Rosen Classroom	Social Studies: Colonial Times / Set 2 Single-Copy Set (14 Titles)	Various Authors	2009	4-8	978-1-4488-0510-5	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	A Primary Source History of the Colony of Connecticut	Ann Malaspina	2006	4-8	978-1-4042-0665-6	
	A Primary Source History of the Colony of Delaware	Aaron Raymond	2006	4-8	978-1-4042-0670-0	
	A Primary Source History of the Colony of Georgia	Liz Sonneborn	2006	4-8	978-1-4042-0674-8	
	A Primary Source History of the Colony of Maryland	Liz Sonneborn	2006	4-8	978-1-4042-0672-4	
	A Primary Source History of the Colony of Massachusetts	Jeri Freedman	2006	4-8	978-1-4042-0671-7	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Social Studies: Colonial Times (Continued)		2009	4-8		
	A Primary Source History of the Colony of New Hampshire	Fletcher Haulley	2006	4-8	978-1-4042-0676-2	
	A Primary Source History of the Colony of New Jersey	Tamra B. Orr	2006	4-8	978-1-4042-0668-7	
	A Primary Source History of the Colony of New York	Paul Kupperberg	2006	4-8	978-1-4042-0677-9	
	A Primary Source History of the Colony of North Carolina	Philip Margulies	2006	4-8	978-1-4042-0666-3	
	A Primary Source History of the Colony of Pennsylvania	G. S. Prentzas	2006	4-8	978-1-4042-0673-1	
	A Primary Source History of the Colony of Rhode Island	Joan Axelrod-Contrada	2006	4-8	978-1-4042-0675-5	
	A Primary Source History of the Colony of South Carolina	Heather Hasan	2006	4-8	978-1-4042-0667-0	
	A Primary Source History of the Colony of Virginia	Sandra Whiteknact	2006	4-8	978-1-4042-0678-6	
	A Primary Source History of the Lost Colony of Roanoke	Various Authors	2006	4-8	978-1-4042-0669-4	
Rosen Classroom	Social Studies: American Revolution / Single-Copy Set (24 Titles)	Various Authors	2009	2-8	978-1-61532-400-2	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	A Timeline of the American Revolution	Lynn George	2003	3-4	978-0-8239-6396-6	
	Abigail Adams: Famous First Lady	Maya Glass	2004	4-8	978-0-8239-4172-8	
	Alexander Hamilton: American Statesman	Aleine Degraw	2004	4-8	978-0-8239-4173-5	
	Benjamin Franklin: American Inventor	Colleen Adams	2001	3-4	978-0-8239-8237-0	
	Benjamin Franklin: Early American Genius	Maya Glass	2004	4-8	978-0-8239-4175-9	
	Betsy Ross: Creator of the American Flag	Jennifer Silate	2004	4-8	978-0-8239-4176-6	
	Daring Women of the American Revolution	Francis Walsh	2009	4-5	978-1-4358-0177-6	
	George Washington: Father of the Nation	Tracie Egan	2004	4-8	978-0-8239-4183-4	
	George Washington: Our First President	Nicole Boyd	2001	1-2	978-0-8239-8205-9	
	James Madison: Founding Father	Lynn George	2003	2-3	978-0-8239-6382-9	
	John Paul Jones: American Naval Hero	Tracie Egan	2004	4-8	978-0-8239-4185-8	
	Life in a Colonial City	Therese Harasymiw	2009	4-5	978-1-4358-0165-3	
	Marquis de Lafayette: French Hero of the American Revolution	Kathleen Collins	2004	4-8	978-0-8239-4187-2	
	Nathan Hale: Hero of the American Revolution	Jody Libertson	2004	4-8	978-0-8239-4189-6	
	Paul Revere: Freedom Rider	Rose McCarthy	2004	4-8	978-0-8239-4190-2	
	Phillis Wheatley: African American Poet	J. T. Moriarty	2004	4-8	978-0-8239-4191-9	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Social Studies: American Revolution (Continued)		2009	2-8		
	The Declaration of Independence and Robert Livingston of New York	Kathy Furgang	2002	3-6	978-0-8239-6181-8	
	The Declaration of Independence and Thomas Jefferson of Virginia	Kathy Furgang	2002	3-6	978-0-8239-6180-1	
	The Iroquois League	Joanne Randolph	2003	3-4	978-0-8239-6392-8	
	Who Was Betsy Ross?	Colleen Adams	2001	2-3	978-0-8239-8146-5	
	Who Was Paul Revere?	Sharon Moore	2001	2-3	978-0-8239-8147-2	
Rosen Classroom	Social Studies: Immigration & Migration / Single-Copy Set (14 Titles)	Various	2009	3-4	978-1-61532-412-5	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	African American Migration	Tracee Sioux	2004	3-4	978-0-8239-8953-9	
	Ellis Island: Welcome to America	Marcus Figorito	2003	3-4	978-0-8239-6373-7	
	Hard Times in Ireland: The Scotch-Irish Come to America (1603–1775)	Jeremy Thornton	2004	3-4	978-0-8239-8956-0	
	Immigrants and the Westward Expansion	Tracee Sioux	2004	3-4	978-0-8239-8950-8	
	Immigrants in Colonial America	Tracee Sioux	2004	3-4	978-0-8239-8949-2	
	Immigration and the Slave Trade: Africans Come to America (1607–1830)	Jeremy Thornton	2004	3-4	978-0-8239-8955-3	
	Immigration, Migration, and the Growth of the American City	Tracee Sioux	2004	3-4	978-0-8239-8954-6	
	Immigration, Migration, and the Industrial Revolution	Tracee Sioux	2004	3-4	978-0-8239-8998-0	
	Native American Migration	Tracee Sioux	2004	3-4	978-0-8239-8951-5	
	New Industries, New Jobs: British Immigrants Come to America (1830s–1890s)	Jeremy Thornton	2004	3-4	978-0-8239-8958-4	
	Religious Intolerance: Jewish Immigrants Come to America (1881–1914)	Jeremy Thornton	2004	3-4	978-0-8239-8960-7	
	The Gold Rush: Chinese Immigrants Come to America (1848–1882)	Jeremy Thornton	2004	3-4	978-0-8239-8959-1	
	The History of the Blues	Charles G. Quill	2003	3-4	978-0-8239-6395-9	
	The Irish Potato Famine: Irish Immigrants Come to America (1845–1850)	Jeremy Thornton	2004	3-4	978-0-8239-8957-7	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Social Studies: Civil War / Single-Copy Set (20 Titles)	Various	2010	3-8	978-1-4488-1762-7	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	"I Am for Equal Rights": Sojourner Truth Fights for Equal Rights	Frances E. Ruffin	2004	4-8	978-0-8239-4388-3	
	Documenting Slavery and Civil Rights	Philip Steele	2010	5-8	978-1-4358-9676-5	
	Fort Sumter: Where the Civil War Began	Ira Wood	2003	2-3	978-0-8239-6372-0	
	George Armstrong Custer: General of the U.S. Cavalry	Theodore Link	2004	4-8	978-0-8239-4182-7	
	Harriet Tubman: A Lesson in Bravery	Elizabeth Kernan	2001	3-4	978-0-8239-8229-5	
	Juneteenth: Celebrating the End of Slavery	Janey Levy	2003	3-4	978-0-8239-6400-0	
	Life During the American Civil War	Sarah Sheffield	2001	3-4	978-0-8239-8232-5	
	Sojourner Truth: Equal Rights Advocate	Kathleen Collins	2004	4-8	978-0-8239-4193-3	
	The Last Stand: George Armstrong Custer Leads His Final Military Campaign	Jennifer Silate	2004	4-8	978-0-8239-4354-8	
	The Life of Abraham Lincoln	Kate Harvey	2001	2-3	978-0-8239-8211-0	
	The Monitor versus the Merrimac: Ironclads at War	Dan Abnett	2007	5-8	978-1-4042-6480-9	
Rosen Classroom	Social Studies: Ancient Cultures & Civilizations / Set 1 Single-Copy Set (28 Titles)	Various	2010	3-6	978-1-4488-1772-6	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	Ancient Roman Clothes	Paul Harrison	2010	4	978-1-61532-308-1	
	Ancient Roman Homes	Paul Harrison	2010	4	978-1-61532-313-5	
	Ancient Roman Jobs	Nicola Barber	2010	4	978-1-61532-317-3	
	Ancient Roman Sports and Pastimes	Nicola Barber	2010	4	978-1-61532-315-9	
	Ancient Treasures	Rob Shone	2008	2-3	978-1-4042-9593-3	
	Art and Religion in Ancient Egypt	Leslie C. Kaplan	2004	3-4	978-0-8239-8932-4	
	Art and Religion in Ancient Greece	Melanie Ann Apel	2004	3-4	978-0-8239-8938-6	
	Art and Religion in Ancient Rome	Daniel C. Gedacht	2004	3-4	978-0-8239-8944-7	
	Economy and Industry in Ancient Egypt	Leslie C. Kaplan	2004	3-4	978-0-8239-8936-2	
	Economy and Industry in Ancient Greece	Melanie Ann Apel	2004	3-4	978-0-8239-8942-3	
	Economy and Industry in Ancient Rome	Daniel C. Gedacht	2004	3-4	978-0-8239-8946-1	
	Home Life in Ancient Egypt	Leslie C. Kaplan	2004	3-4	978-0-8239-8935-5	
	Home Life in Ancient Greece	Melanie Ann Apel	2004	3-4	978-0-8239-8940-9	
	Home Life in Ancient Rome	Daniel C. Gedacht	2004	3-4	978-0-8239-8945-4	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Social Studies: Ancient Cultures & Civilizations (Continued)		2010	3-6		
	How the Arabs Invented Algebra: The History of the Concept of Variables	Tika Downey	2010	4-5	978-0-8239-8879-2	
	Land and Resources of Ancient Egypt	Leslie C. Kaplan	2004	3-4	978-0-8239-8931-7	
	Land and Resources of Ancient Greece	Melanie Ann Apel	2004	3-4	978-0-8239-8937-9	
	Land and Resources of Ancient Rome	Daniel C. Gedacht	2004	3-4	978-0-8239-8943-0	
	Politics and Government in Ancient Egypt	Leslie C. Kaplan	2004	3-4	978-0-8239-8933-1	
	Politics and Government in Ancient Greece	Melanie Ann Apel	2004	3-4	978-0-8239-8939-3	
	Politics and Government in Ancient Rome	Daniel C. Gedacht	2004	3-4	978-0-8239-8948-5	
	Technology of Ancient Egypt	Leslie C. Kaplan	2004	3-4	978-0-8239-8934-8	
	Technology of Ancient Greece	Melanie Ann Apel	2004	3-4	978-0-8239-8941-6	
	Technology of Ancient Rome	Daniel C. Gedacht	2004	3-4	978-0-8239-8947-8	
Rosen Classroom	Social Studies: Ancient Cultures & Civilizations / Set 2 Single-Copy Set (21 Titles)		2010	4-7	978-1-4488-1774-0	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process.					
	Key Features:					
	Amazonian Indians	Susie Brooks	2010	4	978-1-4358-5514-4	
	Art and Culture of Ancient Egypt	Lisa Springer , Neil Morris	2010	6	978-1-61532-881-9	
	Art and Culture of Ancient Greece	Tsakiridis , Bardi	2010	6	978-1-61532-883-3	
	Art and Culture of Ancient Rome	Pistone , Di Pasquale	2010	6	978-1-61532-885-7	
	Art and Culture of the Medieval World	Delaware	2010	6	978-1-61532-887-1	
	Art and Culture of the Prehistoric World	Brooke,	2010	6	978-1-61532-879-6	
	Art and Culture of the Renaissance World	Murphy, Matthews	2010	6	978-1-61532-889-5	
	Aztecs	Jen Green	2010	4	978-1-4358-5499-4	
	Celts	Dereen Taylor	2010	4	978-1-4358-5517-5	
	Children of Ancient Greece	Claudia Diamond	2001	2-3	978-0-8239-8222-6	
	Egyptians	Jen Green	2010	4	978-1-4358-5511-3	
	Greeks	Liz Gogerly	2010	4	978-1-4358-5496-3	
	Inuit	Alexander , Alexander	2010	4	978-1-4358-5508-3	
	Mesopotamia: Creating and Solving World Problems	Bonnie Leech	2010	6-7	978-1-4042-6067-2	
	Plains Indians	Susie Brooks	2010	4	978-1-4358-5520-5	
	Prehistoric People	Susie Brooks	2010	4	978-1-4358-5505-2	
	The Ancient Civilizations of Greece and Rome: Solving Algebraic Equations	Kerri O'Donnell	2010	5-6	978-1-4042-5123-6	
	The Great Pyramid of Giza: Measuring Length, Area, Volume, and Angles	Janey Levy	2010	6-7	978-1-4042-6059-7	
	The History of the Maya: Using Computational Skills in Problem Solving	Mary Ann Hoffman	2010	5-6	978-1-4042-5148-9	
	The Silk Road: Using a Map Scale to Measure Distances	Janey Levy	2010	5-6	978-1-4042-5140-3	
	Vikings	Dereen Taylor	2010	4	978-1-4358-5502-1	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Real Life Readers Complete SOCIAL STUDIES Level A-D Single-Copy Set/Add-on Pack	Various Authors	2009	K-1	978-1-4358-9719-9	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Real Life Readers Teacher's Guide (Levels A-D)				978-1-4042-7993-3	
	Real Life Readers Complete SOCIAL STUDIES Level C-H Single-Copy Set/Add-on Pack	Various Authors	2009	1-2	978-1-4358-9720-5	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Real Life Readers Teacher's Guide (Levels C-H)				978-1-4042-7956-8	
	Real Life Readers Complete SOCIAL STUDIES Level E-I Single-Copy Set/Add-on Pack	Various Authors	2009	2-3	978-1-4358-9721-2	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Real Life Readers Teacher's Guide (Levels E-I)				978-1-4358-0099-1	
	Real Life Readers Complete SOCIAL STUDIES Level I-L Single-Copy Set/Add-on Pack	Various Authors	2009	2-3	978-1-4358-9722-9	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Real Life Readers Teacher's Guide (Levels I-L)				978-1-4358-0211-7	
	Real Life Readers Complete SOCIAL STUDIES Level L-P Single-Copy Set/Add-on Pack	Various Authors	2009	3-4	978-1-4358-9723-6	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Real Life Readers Teacher's Guide (Levels L-P)				978-1-4358-0212-4	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Real Life Readers Complete SOCIAL STUDIES Level N-T Single-Copy Set/Add-on Pack	Various Authors	2009	4-5	978-1-4358-9724-3	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Real Life Readers Teacher's Guide (Levels N-T)				978-1-4358-0213-1	
Rosen Classroom	Real Life Readers Complete SOCIAL STUDIES Level Q-T Single-Copy Set/Add-on Pack	Various Authors	2009	5-6	978-1-4358-9725-0	R
	Notes: Recommended as a "Resource Only". Readers to support course instruction. Schools need to use district selection process. Key Features:					
	Real Life Readers Teacher's Guide (Levels Q-T)				978-1-4358-0254-4	
	A City Street	Kara Stewart	2009	K-1	978140427961-2	
	A City Street (CD + 6-Pack) / Theme Set				978-1-4358-0449-4	
	A City Street / Audio Book				978-1-4358-0006-9	
	A City Street / Enhanced eBook				978-1-60852-008-4	
	A City Street / Enhanced eBook Classroom License				978-1-60852-007-7	
	A Timeline of the California Gold Rush	Kerri O'Donnell	2009	4-5	978143580161-5	
	A Timeline of the California Gold Rush (CD + 6-Pack) / Theme Set				978-1-4358-0482-1	
	A Timeline of the California Gold Rush / Audio Book				978-1-4358-0248-3	
	A Timeline of the California Gold Rush / Enhanced eBook				978-1-60852-014-5	
	A Timeline of the California Gold Rush / Enhanced eBook Classroom License				978-1-60852-013-8	
	Amelia Earhart: Queen of the Sky	Mark Mallory	2009	2-3	978143580053-3	
	Amelia Earhart: Queen of the Sky / Audio Book				978-1-4358-0055-7	
	Amelia Earhart: Queen of the Sky / Enhanced eBook				978-1-60852-016-9	
	Amelia Earhart: Queen of the Sky / Enhanced eBook Classroom License				978-1-60852-015-2	
	America's First Highway	Greg Roza	2009	5-6	978143580199-8	
	America's First Highway / Enhanced eBook				978-1-60852-018-3	
	America's First Highway / Enhanced eBook Classroom License				978-1-60852-017-6	
	America's Many Regions	Nicole Boyd	2009	1-2	978140427931-5	
	America's Many Regions / Enhanced eBook				978-1-60852-020-6	
	America's Many Regions / Enhanced eBook Classroom License				978-1-60852-019-0	
	American Holidays	Abigail Betances	2009	1-2	978140427911-7	
	American Holidays / Audio Book				978-1-4042-8004-5	
	American Holidays / Enhanced eBook				978-1-60852-024-4	
	American Holidays / Enhanced eBook Classroom License				978-1-60852-023-7	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Real Life Readers Complete SOCIAL STUDIES (Continued)		2009	K-6		
	Around the Globe: Where Are Your Ancestors From?	Therese Shea	2009	2-3	978143580073-1	
	Around the Globe: Where Are Your Ancestors From? / Enhanced eBook				978-1-60852-036-7	
	Around the Globe: Where Are Your Ancestors From? / Enhanced eBook Classroom License				978-1-60852-035-0	
	Being a Good Citizen	Andrew McNamara	2009	2-3	978143580071-7	
	Being a Good Citizen / Audio Book				978-1-4358-0001-4	
	Being a Good Citizen / Enhanced eBook				978-1-60852-038-1	
	Being a Good Citizen / Enhanced eBook Classroom License				978-1-60852-037-4	
	Buying and Selling at the Yard Sale	Jennifer Loftus	2009	1-2	978140427913-1	
	Buying and Selling at the Yard Sale / Enhanced eBook				978-1-60852-042-8	
	Buying and Selling at the Yard Sale / Enhanced eBook Classroom License				978-1-60852-041-1	
	Causes and Effects of the American Civil War	Claire E. Flynn	2009	5-6	978143580203-2	
	Causes and Effects of the American Civil War / Enhanced eBook				978-1-60852-046-6	
	Causes and Effects of the American Civil War / Enhanced eBook Classroom License				978-1-60852-045-9	
	Constitution Day	Maeve Griffin	2009	3-4	978143580139-4	
	Constitution Day / Enhanced eBook				978-1-60852-048-0	
	Constitution Day / Enhanced eBook Classroom License				978-1-60852-047-3	
	Daily Life Then and Now	Therese Shea	2009	K-1	978140427977-3	
	Daily Life Then and Now / Enhanced eBook				978-1-60852-054-1	
	Daily Life Then and Now / Enhanced eBook Classroom License				978-1-60852-053-4	
	Elections: Choosing Our Leaders	Paul Bamaton	2009	3-4	978143580084-7	
	Elections: Choosing Our Leaders / Enhanced eBook				978-1-60852-066-4	
	Elections: Choosing Our Leaders / Enhanced eBook Classroom License				978-1-60852-065-7	
	Float or Sink?	Talya Jones	2009	K-1	978140427973-5	
	Float or Sink? / Audio Book				978-1-4358-0000-7	
	Float or Sink? / Enhanced eBook				978-1-60852-076-3	
	Float or Sink? / Enhanced eBook Classroom License				978-1-60852-075-6	
	George Washington Carver: Peanut Scientist	Natalya Jones	2009	2-3	978143580085-4	
	George Washington Carver: Peanut Scientist / Audio Book				978-1-4358-0087-8	
	George Washington Carver: Peanut Scientist / Enhanced eBook				978-1-60852-088-6	
	George Washington Carver: Peanut Scientist / Enhanced eBook Classroom License				978-1-60852-087-9	
	Henry Ford: Pioneer of Modern Industry	Greg Roza	2009	3-4	978143580137-0	
	Henry Ford: Pioneer of Modern Industry / Enhanced eBook				978-1-60852-096-1	
	Henry Ford: Pioneer of Modern Industry / Enhanced eBook Classroom License				978-1-60852-095-4	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Real Life Readers Complete SOCIAL STUDIES (Continued)		2009	K-6		
	How Cars Changed the World	Kurt Hoffman	2009	2-3	978143580119-6	
	How Cars Changed the World / Enhanced eBook				978-1-60852-102-9	
	How Cars Changed the World / Enhanced eBook Classroom License				978-1-60852-101-2	
	How Railroads Shaped America	Jack O'Mara	2009	4-5	978143580175-2	
	How Railroads Shaped America / Enhanced eBook				978-1-60852-108-1	
	How Railroads Shaped America / Enhanced eBook Classroom License				978-1-60852-107-4	
	How We Use Globes	Juliet Figorito	2009	1-2	978140427909-4	
	How We Use Globes / Enhanced eBook				978-1-60852-112-8	
	How We Use Globes / Enhanced eBook Classroom License				978-1-60852-111-1	
	How We Use Maps	Stephanie Rudgers	2009	1-2	978140427907-0	
	How We Use Maps / Audio Book				978-1-4042-8008-3	
	How We Use Maps / Enhanced eBook				978-1-60852-114-2	
	How We Use Maps / Enhanced eBook Classroom License				978-1-60852-113-5	
	It Comes From a Farm!	Grace Bassler	2009	2-3	978143580109-7	
	It Comes From a Farm! / Enhanced eBook				978-1-60852-120-3	
	It Comes From a Farm! / Enhanced eBook Classroom License				978-1-60852-119-7	
	Lewis and Clark: A Journey West	William Fruge	2009	3-4	978143580040-3	
	Lewis and Clark: A Journey West / Audio Book				978-1-4358-0048-9	
	Lewis and Clark: A Journey West / Enhanced eBook				978-1-60852-124-1	
	Lewis and Clark: A Journey West / Enhanced eBook Classroom License				978-1-60852-123-4	
	Life in a Colonial City / Enhanced eBook	Therese Harasymiw	2009	4-5	978160852128-9	
	Life in a Colonial City / Enhanced eBook Classroom License				978-1-60852-127-2	
	Logs and Lumber: From the Forest to Your Home	Aaron Thomas	2009	2-3	978143580069-4	
	Logs and Lumber: From the Forest to Your Home / Enhanced eBook				978-1-60852-138-8	
	Logs and Lumber: From the Forest to Your Home / Enhanced eBook Classroom License				978-1-60852-137-1	
	Map Symbols	David Cator	2009	2-3	978143580075-5	
	Map Symbols / Enhanced eBook				978-1-60852-144-9	
	Map Symbols / Enhanced eBook Classroom License				978-1-60852-143-2	
	Mapping the Mississippi River	Catie Bryce	2009	2-3	978143580117-2	
	Mapping the Mississippi River / Enhanced eBook				978-1-60852-146-3	
	Mapping the Mississippi River / Enhanced eBook Classroom License				978-1-60852-145-6	
	Meet the Mayor	Arnim Franke	2009	1-2	978140427905-6	
	Meet the Mayor / Audio Book				978-1-4042-8006-9	
	Meet the Mayor / Enhanced eBook				978-1-60852-152-4	
	Meet the Mayor / Enhanced eBook Classroom License				978-1-60852-151-7	
	Mummies of Ancient Egypt	Therese Shea	2009	3-4	978143580052-6	
	Mummies of Ancient Egypt (CD + 6-Pack) / Theme Set				978-1-4358-0472-2	
	Mummies of Ancient Egypt / Audio Book				978-1-4358-0080-9	
	Mummies of Ancient Egypt / Enhanced eBook				978-1-60852-158-6	
	Mummies of Ancient Egypt / Enhanced eBook Classroom License				978-1-60852-157-9	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Real Life Readers Complete SOCIAL STUDIES (Continued)		2009	K-6		
	My Class	Vicky Braidich	2009	K-1	978140427987-2	
	My Class / Enhanced eBook				978-1-60852-160-9	
	My Class / Enhanced eBook Classroom License				978-1-60852-159-3	
	My Community	Errol Manhof	2009	K-1	978140427991-9	
	My Community / Enhanced eBook				978-1-60852-162-3	
	My Community / Enhanced eBook Classroom License				978-1-60852-161-6	
	My School	Kenny Allen	2009	K-1	978140427969-8	
	My School / Enhanced eBook				978-1-60852-164-7	
	My School / Enhanced eBook Classroom License				978-1-60852-163-0	
	My Teacher	Autumn Leigh	2009	K-1	978140427975-9	
	My Teacher / Audio Book				978-1-4042-8012-0	
	My Teacher / Enhanced eBook				978-1-60852-166-1	
	My Teacher / Enhanced eBook Classroom License				978-1-60852-165-4	
	Native American Homes	Lincoln James	2009	3-4	978143580127-1	
	Native American Homes (CD + 6-Pack) / Theme Set				978-1-4358-0473-9	
	Native American Homes / Audio Book				978-1-4358-0047-2	
	Native American Homes / Enhanced eBook				978-1-60852-168-5	
	Native American Homes / Enhanced eBook Classroom License				978-1-60852-167-8	
	Our National Symbols	Joseph Patrick	2009	2-3	978143580049-6	
	Our National Symbols / Audio Book				978-1-4358-0051-9	
	Our National Symbols / Enhanced eBook				978-1-60852-176-0	
	Our National Symbols / Enhanced eBook Classroom License				978-1-60852-175-3	
	Our Needs and Wants	Mary Griffin	2009	K-1	978140427965-0	
	Our Needs and Wants (CD + 6-Pack) / Theme Set				978-1-4358-0452-4	
	Our Needs and Wants / Audio Book				978-1-4358-0007-6	
	Our Needs and Wants / Enhanced eBook				978-1-60852-178-4	
	Our Needs and Wants / Enhanced eBook Classroom License				978-1-60852-177-7	
	So Many Maps! Reading Different Kinds of Maps	Catherine Rusinek	2009	3-4	978143580133-2	
	So Many Maps! Reading Different Kinds of Maps / Enhanced eBook				978-1-60852-194-4	
	So Many Maps! Reading Different Kinds of Maps / Enhanced eBook Classroom License				978-1-60852-193-7	
	Spanish Explorers of North America	Janey Levy	2009	4-5	978143580171-4	
	Spanish Explorers of North America (CD + 6-Pack) / Theme Set				978-1-4358-0481-4	
	Spanish Explorers of North America / Audio Book				978-1-4358-0250-6	
	Spanish Explorers of North America / Enhanced eBook				978-1-60852-198-2	
	Spanish Explorers of North America / Enhanced eBook Classroom License				978-1-60852-197-5	
	The Battle of the Alamo	Janey Levy	2009	4-5	978143580167-7	
	The Battle of the Alamo (CD + 6-Pack) / Theme Set				978-1-4358-0476-0	
	The Battle of the Alamo / Audio Book				978-1-4358-0244-5	
	The Battle of the Alamo / Enhanced eBook				978-1-60852-202-6	
	The Battle of the Alamo / Enhanced eBook Classroom License				978-1-60852-201-9	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Real Life Readers Complete SOCIAL STUDIES (Continued)		2009	K-6		
	The Battle of the Little Bighorn: Both Sides of the Story	Zelda King	2009	5-6	978143580197-4	
	The Battle of the Little Bighorn: Both Sides of the Story / Enhanced eBook				978-1-60852-204-0	
	The Battle of the Little Bighorn: Both Sides of the Story / Enhanced eBook Classroom License				978-1-60852-203-3	
	The Bill of Rights: What It Means to You	Terence M. Stanton	2009	4-5	978143580169-1	
	The Bill of Rights: What It Means to You / Enhanced eBook				978-1-60852-206-4	
	The Bill of Rights: What It Means to You / Enhanced eBook Classroom License				978-1-60852-205-7	
	The Branches of the U.S. Government	Terence M. Stanton	2009	4-5	978143580173-8	
	The Branches of the U.S. Government / Enhanced eBook				978-1-60852-208-8	
	The Branches of the U.S. Government / Enhanced eBook Classroom License				978-1-60852-207-1	
	The Class Vote	Bill Aree	2009	1-2	978140427929-2	
	The Class Vote (CD + 6-Pack) / Theme Set				978-1-4358-0458-6	
	The Class Vote / Audio Book				978-1-4042-8002-1	
	The Class Vote / Enhanced eBook				978-1-60852-210-1	
	The Class Vote / Enhanced eBook Classroom License				978-1-60852-209-5	
	The Declaration of Independence	Terence M. Stanton	2009	4-5	978143580163-9	
	The Declaration of Independence / Enhanced eBook				978-1-60852-212-5	
	The Declaration of Independence / Enhanced eBook Classroom License				978-1-60852-211-8	
	The History of the American Flag	Patrick Allen	2009	2-3	978143580081-6	
	The History of the American Flag / Audio Book				978-1-4358-0083-0	
	The History of the American Flag / Enhanced eBook				978-1-60852-218-7	
	The History of the American Flag / Enhanced eBook Classroom License				978-1-60852-217-0	
	The Louisiana Purchase	Therese Shea	2009	5-6	978143580209-4	
	The Louisiana Purchase (CD + 6-Pack) / Theme Set				978-1-4358-0458-2	
	The Louisiana Purchase / Audio Book				978-1-4358-0253-7	
	The Louisiana Purchase / Enhanced eBook				978-1-60852-226-2	
	The Louisiana Purchase / Enhanced eBook Classroom License				978-1-60852-225-5	
	The Panama Canal: Global Gateway	Mary Ann Hoffman	2009	5-6	978143580207-0	
	The Panama Canal: Global Gateway / Enhanced eBook				978-1-60852-230-9	
	The Panama Canal: Global Gateway / Enhanced eBook Classroom License				978-1-60852-229-3	
	The Price You Pay: A Look at Supply and Demand	Ryan P. Randolph	2009	5-6	978143580201-8	
	The Price You Pay: A Look at Supply and Demand / Enhanced eBook				978-1-60852-232-3	
	The Price You Pay: A Look at Supply and Demand / Enhanced eBook Classroom License				978-1-60852-231-6	
	The Story of Johnny Appleseed	Ava Saviola	2009	1-2	978140427927-8	
	The Story of Johnny Appleseed / Enhanced eBook				978-1-60852-238-5	
	The Story of Johnny Appleseed / Enhanced eBook Classroom License				978-1-60852-237-8	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Real Life Readers Complete SOCIAL STUDIES (Continued)		2009	K-6		
	The Story of the Star-Spangled Banner	Lori Damanda	2009	5-6	978143580205-6	
	The Story of the Star-Spangled Banner (CD + 6-Pack) / Theme Set				978-1-4358-0846-1	
	The Story of the Star-Spangled Banner / Audio Book				978-1-4358-0251-3	
	The Story of the Star-Spangled Banner / Enhanced eBook				978-1-60852-240-8	
	The Story of the Star-Spangled Banner / Enhanced eBook Classroom License				978-1-60852-239-2	
	Transportation Then and Now	Amanda Leitten	2009	1-2	978140427903-2	
	Transportation Then and Now / Enhanced eBook				978-1-60852-244-6	
	Transportation Then and Now / Enhanced eBook Classroom License				978-1-60852-243-9	
	What Is a Law?	Derek Marshall	2009	2-3	978143580097-7	
	What Is a Law? / Enhanced eBook				978-1-60852-256-9	
	What Is a Law? / Enhanced eBook Classroom License				978-1-60852-255-2	
	What Is For Sale?	R. J. MacReady	2009	K-1	978140427981-0	
	What Is For Sale? / Enhanced eBook				978-1-60852-258-3	
	What Is For Sale? / Enhanced eBook Classroom License				978-1-60852-257-6	
	What Is It Made Of?	Molly Finnegan	2009	K-1	978140427989-6	
	What Is It Made Of? / Enhanced eBook				978-1-60852-260-6	
	What Is It Made Of? / Enhanced eBook Classroom License				978-1-60852-259-0	
	Who Does That? Jobs in Your Community	Maria Harea	2009	2-3	978143580115-8	
	Who Does That? Jobs in Your Community / Enhanced eBook				978-1-60852-272-9	
	Who Does That? Jobs in Your Community / Enhanced eBook Classroom License				978-1-60852-271-2	
	Why People Work	Greg Roza	2009	2-3	978143580045-8	
	Why People Work / Enhanced eBook				978-1-60852-274-3	
	Why People Work / Enhanced eBook Classroom License				978-1-60852-273-6	
	Why We Need Laws	Bertram Wilberforce	2009	3-4	978143580135-6	
	Why We Need Laws / Audio Book				978-1-4358-0092-2	
	Why We Need Laws / Enhanced eBook				978-1-60852-278-1	
	Why We Need Laws / Enhanced eBook Classroom License				978-1-60852-277-4	
	William Penn: Shaping a Nation	Janey Levy	2009	5-6	978143580195-0	
	William Penn: Shaping a Nation / Enhanced eBook				978-1-60852-282-8	
	William Penn: Shaping a Nation / Enhanced eBook Classroom License				978-1-60852-281-1	
	World Holidays	Therese Harasymiw	2009	3-4	978143580129-5	
	World Holidays / Enhanced eBook				978-1-60852-284-2	
	World Holidays / Enhanced eBook Classroom License				978-1-60852-283-5	
Scholastic Inc.	EXPERT SPACE—Digital Curriculum & Tools for the 21st Century—Elementary School	David Rose	2010 v. 1.5	5-6	978-0-545-21362-2	R
	Notes: Recommended as a "Resource Only". Key Features:					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Idaho History						
Cybervision Text, LLC	The 43rd Star: Idaho and Its People (electronic format)	David A. Bice	2010	4	978-0-9816436-2-5	87%
	Key Features: Is an interactive book that reflects the student's interest in technology. The book has internet links to appropriate sites which enrich the story of Idaho. Links such as the Department of Tourism, Secretary of State and other sources. The user will have available audio of text and sub-text, ability to increase font and graphics size and motion maps. Each chapter has a self testing activity that will check the answers of the student and give feedback until the student gives the correct answer. The book has a search ability and interactive timelines. The book comes on a CD or can be downloaded to a district or state mainframe. The book is organized in 9 units and permits the district to complete the study in one semester.					
	The 43 rd Star: Idaho and Its People (print format)				978-0-9816436-3-2	
Fort Boise Publishing Co.	Smoke Signals & Wagon Tracks	Robert D. Bolen	2008	4	978-0-615-23146-4	Teacher Resource Only Recommend w/ Reservations 34%
	Notes: Recommended as a "Teacher Resource Only". Teachers need to be aware of uneven writing. Occasional use of inappropriate terms and disorganized timelines. Questionable historical accuracy on several historical accounts, that are undocumented by the native perspective. Key Features: Smoke Signals & Wagon Tracks is a history of the Pacific Northwest. It tells of the Indian history, fur trappers and mountain men. It lists the fur forts that were here then and some of the items traded for furs. Private forts were built for protection from Indian attacks. Strife arose between the Indians and the white men. There were skirmishes, battles and massacres when the settlers came west. At the end of the Civil War, Abraham Lincoln, President of the United States, ordered the troops west to protect the settlers and miners. One by one the various Indian tribes went to war. Military forts were built and the U.S. Army engaged the Indians in warfare. After many years of fighting, the Army won and Indians were put on reservations.					
	American Indian Tribes of Idaho	Robert D. Bolen	2009	4	978-1-61623-637-3	Teacher Resource Only Recommend w/ Reservations 23%
	Notes: Recommended as a "Teacher Resource Only". Questionable areas of historical accuracy; terms reference non-native perspectives and views of historical accounts; lack of historical perspective, critical for dispelling myths, stereotypes that could derive from a bias perspective Key Features: American Indian Tribes of Idaho is the history of the seven sedentary tribes in Idaho. The tribal history and lifestyles are described for all seven tribes of the Bannock, Coeur d'Alene, Kalispel, Kutenai, Nez Perce, Northern Paiute and Shoshoni Indians.					
Gareth Stevens Classroom	Idaho / 6-Pack (Portraits of the States)	Jonatha A Brown	2007	3-5	9781433913129	R 41%
	Notes: Recommended as a "Resource Only". Key Features:					
	Idaho (Portraits of the States)				978-0-8368-4717-8	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Gibbs Smith Education	The Idaho Adventure	Todd Shallat & Nancy Tacke	2011	4	978-1-58685-800-1	Highly Recommended 89%
	Key Features: Teaches Idaho history, geography, economics, civics, and government. Performance-based activities. Timelines of important events both in Idaho and in the U.S. Engaging primary source activities and skills pages. Exciting connections between Idaho's past and present. Illustrated biographies of Idaho VIPs. Key Ideas and Key Terms in every lesson. Full-color photographs on every page. Discussion questions. Extensive chapter reviews. Short, manageable lessons					
	The Idaho Adventure Teacher Guide*				978-1-58685-801-8	
	The Idaho Adventure Student Guide*				978-1-4236-1612-2	
	The Idaho Adventure ELL/Modified Chapter Guide*				978-1-4236-1613-9	
	The Idaho Adventure Audio Book*				978-1-4236-1614-6	
	The Idaho Adventure Digital Resource CD*				978-1-4236-1615-3	
	ExperienceStateHistory.com website*				978-1-4236-1616-0	
	* free with purchase of 25 student editions					
Rosen Classroom	Idaho: The Gem State / 6-Pack	Marcia Amidon Lusted	2011	4	978-1-4488-0756-7	R
	Notes: Recommended as a "Resource Only". Usable with grades 2-6. Correlates less than 10%.					
	Key Features: This 24 page book includes facts about Idaho's history, geography, industries, famous people, population, flag and other state facts.					
	Idaho: The Gem State				978-1-4488-0755-0	
	Idaho: The Gem State / Enhanced eBook				978-1-4488-1190-8	
	Idaho: The Gem State / Enhanced eBook Classroom License				978-1-4488-1995-9	
	Idaho: Past and Present – 6-Pack	John Stanley	2011	4	978-1-4358-9541-6	R
	Notes: Recommended as a "Resource Only". Usable with grades 4-8. Correlates less than 10%.					
	Key Features: This 48 page book includes Idaho history, government, landmarks, key features, natural habitats and animals. Maps, timelines and fact sheets are also featured					
	Idaho: Past and Present – Paperback Book				978-1-4358-9507-2	
	Idaho: Past and Present – Enhanced eBook				978-1-4488-0942-4	
	Idaho: Past and Present – Enhanced eBook Classroom License				978-1-4042-3077-4	
	Idaho (State Studies in Bilingual Format) – 6-Pack	John Stanley	2011	4	978-1-4042-9729-6	R
	Notes: Recommended as a "Resource Only". Usable with grades 3-6. Correlates less than 10%.					
	Key Features: This 24 page book includes facts about Idaho's history, geography, industries, famous people, population, flag and other state facts					
	Idaho (Sate Studies in Bilingual Format) – Paperback Book				978-1-4042-3077-4	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Social Studies
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Sterling Ties Publications	A Rendezvous With Idaho History (Student book)	Dorothy Dutton and Caryl Humphries	2007	4	0-9642420-0-1	Recommend w/ Reservations 49%
	Note: Strength in state history. Lacks information on civics; state and local government; tribal government; and global perspectives. Key Features: Consistent 4th Grade Readability. Narrative Format. Numerous Photographs (color and historical black and white). Games which reinforce vocabulary and concepts from the book are also available.					
	A Rendezvous With Idaho History (Resource Guide)					
	Discovering Boise and the Treasure Valley (textbook)	Dorothy Dutton and Caryl Humphries	2007	3	0-9642420-6-0	Recommend w/ Reservations 56%
	Notes: Good resource for Boise/Treasure Valley. Could be used to relate to other Idaho communities. Key Features: Discovering Boise and the Treasure Valley (Resource Guide)					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Center for Civic Education	We the People: The Citizen & the Constitution	Charles N. Quigley, et al	2007	7-9	978-0-89818-173-9	R 24%
	Notes: Recommended as a "Resource Only". Teacher edition required. Key Features:					
	We the People: The Citizen & the Constitution – Teacher's Guide				978-0-89818-174-6	
Gareth Stevens Classroom	America's Westward Expansion / Set of 5 Titles	Christie Steele	2005	5-8	978-0-8368-5792-4	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	Cattle Ranching in the American West				978-0-8368-5794-8	
	Famous Wagon Trails				978-0-8368-5795-5	
	Pioneer Life in the American West				978-0-8368-5797-9	
	Texas Joins the United States				978-0-8368-5798-6	
	The Louisiana Purchase				978-0-8368-5796-2	
	Wars That Changed American History / Set of 8 Titles	Various	2007	5-8	978-0-8368-7297-2	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	America in World War I	Richard Worth			978-0-8368-7301-6	
	America in World War II	Michael Burgan			978-0-8368-7302-3	
	Conflicts in Iraq and Afghanistan	Robin Doak			978-0-8368-7305-4	
	The American Revolution	Deborah DeFord			978-0-8368-7298-9	
	The Civil War	Deborah DeFord			978-0-8368-7300-9	
	The Korean War	Robin Doak			978-0-8368-7303-0	
	The Mexican-American War	Matthew Kachur			978-0-8368-7299-6	
	The Vietnam War	Michael Burgan			978-0-8368-7304-7	
	World Almanac Library of the American Revolution / Set of 8 Titles	Various	2007	5-8	978-0-8368-5933-1	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum.					
	America in World War I	Richard Worth			978-0-8368-7301-6	
	America in World War II	Michael Burgan			978-0-8368-7302-3	
	Conflicts in Iraq and Afghanistan	Robin Doak			978-0-8368-7305-4	
	The American Revolution	Deborah DeFord			978-0-8368-7298-9	
	The Civil War	Deborah DeFord			978-0-8368-7300-9	
	The Korean War	Robin Doak			978-0-8368-7303-0	
	The Mexican-American War	Matthew Kachur			978-0-8368-7299-6	
	The Vietnam War	Michael Burgan			978-0-8368-7304-7	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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Gareth Stevens Classroom	World Almanac Library of the Civil War / Set of 7 Titles	Dale Anderson	2004	5-8	978-1-4339-0243-7	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	A Soldier's Life in the Civil War				978-0-8368-5595-1	
	The Aftermath of the Civil War				978-0-8368-5597-5	
	The Causes of the Civil War				978-0-8368-5590-6	
	The Civil War at Sea				978-0-8368-5594-4	
	The Civil War in the East (1861-July 1863)				978-0-8368-5591-3	
	The Civil War in the West (1861-July 1863)				978-0-8368-5592-0	
	The Union Victory (July 1863-1865)				978-0-8368-5593-7	
	My American Government / Set of 4 Titles	William David Thomas	2008	4-6	978-0-8368-8864-5	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	How Do We Elect Our Leaders?				978-0-8368-8865-2	
	What Are Citizens' Basic Rights?				978-0-8368-8866-9	
	What Are the Parts of Government?				978-0-8368-8867-6	
	What Is a Constitution?				978-0-8368-8868-3	
	Mi gobierno de Estados Unidos (My American Government) / Set of 4 Titles	William David Thomas	2008	4-6	978-0-8368-8874-4	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	¿Cómo elegimos a nuestros líderes? (How Do We Elect Our Leaders?)				978-0-8368-8875-1	
	¿Cuáles son las partes del gobierno? (What Are the Parts of Government?)				978-0-8368-8877-5	
	¿Cuáles son los derechos básicos de los ciudadanos? (What Are Citizens' Basic Rights?)				978-0-8368-8876-8	
	¿Qué es una constitución? (What Is a Constitution?)				978-0-8368-8878-2	
	Places in History / Set of 6 Titles	Various Authors	2005	5-8	978-0-8368-5816-7	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	The Forbidden City	Susie Hodge			978-0-8368-5817-4	
	The Great Pyramid of Giza	Anne Millard			978-0-8368-5818-1	
	The Inca City of Cuzco	Nick Saunders			978-0-8368-5819-8	
	The Tower of London	Colin Hynson			978-0-8368-5820-4	
	The White House	Karen Price Hossell			978-0-8368-5821-1	
	Versailles	Anthony Mason			978-0-8368-5822-8	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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Gareth Stevens Classroom	World Almanac Library of American Government / Set of 4 Titles	Geoffrey M Horn	2004	5-8	978-1-4339-0242-0	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	Political Parties, Interest Groups, and the Media				978-0-8368-5483-1	
	The Bill of Rights and Other Amendments				978-0-8368-5480-0	
	The Cabinet and Federal Agencies				978-0-8368-5481-7	
	The Constitution				978-0-8368-5482-4	
	Oceans and Seas / Classroom Collection	Jen Green	2006	5-8	978-0-8368-6277-5	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	Arctic Ocean				978-0-8368-6278-2	
	Atlantic Ocean				978-0-8368-6279-9	
	Caribbean Sea and Gulf of Mexico				978-0-8368-6280-5	
	Indian Ocean				978-0-8368-6281-2	
	Mediterranean Sea				978-0-8368-6282-9	
	Pacific Ocean				978-0-8368-6283-6	
	Continents of the World / Set of 6 Titles	Various	2006	5-8	978-0-8368-5916-4	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	Africa	Rob Bowden			978-0-8368-5917-1	
	Asia	Rob Bowden			978-0-8368-5918-8	
	Australia, Antarctica and the Pacific	Kate Darian-Smith			978-0-8368-5919-5	
	Europe	David Flint			978-0-8368-5920-1	
	North America	Garrett Nagle			978-0-8368-5921-8	
	South America	Simon Scoones			978-0-8368-5922-5	
	Systems of Government / Set of 4 Titles	Various	2006	6-8	978-0-8368-5886-0	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	Communism	R.G Grant			978-0-8368-5887-7	
	Democracy	Alex Woolf			978-0-8368-5888-4	
	Dictatorship	Paul Dowswell			978-0-8368-5889-1	
	Monarchy	Nathaniel Harris			978-0-8368-5890-7	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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Gareth Stevens Classroom	Understanding Maps of Our World / Set of 8 Titles	Tim Cooke	2010	6-8		R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum. Key Features:					
	Government Maps				978-1-4339-3516-9	
	Maps and Cities				978-1-4339-3519-0	
	Maps and Exploration				978-1-4339-3513-8	
	Maps and Mapping the World				978-1-4339-3501-5	
	Maps and Measurement				978-1-4339-3504-6	
	Maps and Navigation				978-1-4339-3510-7	
	Maps Today				978-1-4339-3522-0	
	Travel Maps				978-1-4339-3507-7	
	Atlas of Conflicts / Set of 4 Titles	Various	2005	6-8	978-0-8368-5671-2	R
	Notes: Recommended as a "Resource Only". Readers that can enhance the social studies curriculum.					
	The Arab-Israeli Conflict	Alex Woolf			978-0-8368-5672-9	
	The Korean War	Reg Grant			978-0-8368-5673-6	
	The Vietnam War	Reg Grant			978-0-8368-5674-3	
Scholastic Inc.	EXPERT SPACE—Digital Curriculum & Tools for the 21st Century—Elementary School	David Rose	2010 v. 1.5	5-6	978-0-545-21362-2	R Highly Recommended See Notes
	Notes: Recommended as a "Resource Only". Correlates 47% to World History and Civilization; 54% to Geography Western Hemisphere; 58% to Geography Eastern Hemisphere; and 88% to US History I. Key Features: Expert Space is a powerful web-based digital curriculum and toolkit that will transform the way students access and deepen content-area knowledge and expertise, plan and complete projects and assignments, and develop 21st century information literacy skills. Anytime, anywhere access ensures that students can find information, conduct research, build skills and complete assignments wherever there is an Internet connection. ☐ Differentiates instruction for all students ☐ Builds deep knowledge with leveled content materials ☐ Interactive learning tools ☐ 100% of the National Essential Skills in Science and Social Studies ☐ Curriculum-aligned education resources correlated to Idaho standards ☐ Supports English language learners and students with learning disabilities ☐ Motivates and engages students Expert Space draws on the research of best practices of learning scaffolds and explicit instruction to provide content support, project support, and information literacy support. The Expert Space Research Foundation paper, available upon request, explains the supporting research literature and examples from the program for each of these three focus areas.					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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World History & Civilizations						
Holt McDougal	Holt World History Student Edition (Survey Edition)	Burstein, Shek	2008	6	9780030936647	Recommend w/ Reservations 79%
	Notes: Very little depth, teacher would need to supplement.					
	Holt World History, Interactive Online Edition (contract length subscription)				9780030939600	
	Teacher's Edition				9780030939655	
	Teacher One Stop DVD-ROM				9780030941238	
	Power Presentations with Video CD-ROM				9780030422577	
	Interactive Reader and Study Guide				9780030423147	
	Spanish/English Interactive Reader and Study Guide				9780030941221	
	Document-Based Activities for World History				9780030435096	
	Holt Student World Atlas				9780030797743	
	Thinking About Content Reading Workbook				9780554023939	
	Document-Based Activities for World History Answer Key				9780030435126	
	Chapter Resource Files package				9780030422478	
	Pre-AP Activities Guide for World History with Answer Key				9780030781285	
	Democracy and Civic Education Resources Package				9780030419348	
	U.S. Supreme Court Case Studies				9780030419249	
	Differentiated Instruction Teacher Management System				9780030422485	
	Progress Assessment Support System				9780030422492	
	Reading Like a Historian World History Toolkit				9780030938252	
	Daily Bellringer Transparencies				9780030422621	
	Map Transparencies				9780030422638	
	Quick Facts Transparencies				9780030422645	
	Graphic Organizer Transparencies with Support for Reading and Writing				9780030797774	
	Reading Social Studies				9780030797767	
	Holt Student World Atlas Activities with Answer Key				9780030934209	
	Experiencing World History and Geography				9780030992407	
	English-Language Learner Strategies and Activities				9780030992520	
	Alternative Assessment Handbook				9780030665332	
	World Outline Maps: Transparencies and Activities with Answer Key				9780030780622	
	Constitution Study Guide				9780030419225	
	History's Impact Video Program DVD				9780030422225	
	World History Library of Primary Sources CD-ROM				9780547232058	
	Interactive Skills Tutor CD-ROM				9780030419331	
	Student One Stop CD-ROM (set of 25)				9780030941214	
	Transparencies CD-ROM				9780030423192	
	Chapter Resources CD-ROM				9780030423185	
	Differentiated Instruction Modified Worksheets and Tests CD-ROM				9780030422546	
	Quiz Game CD-ROM				9780030423178	
	Student Edition Audio CD Program (English)				9780030422676	
	The World's Music Audio Program				9780547232089	
	Spanish Chapter Summaries Audio CD Program				9780030422591	
	Primary Source Activity Kit				9780554024615	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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Holt McDougal	Holt McDougal World History: Patterns of Interaction, Student Edition	Beck, Black, Krieger, Naylor, Shabaka	2009	9-12	9780547034751	Highly Recommended 93%
	Notes: High readability. Key Features:					
	Holt McDougal World History: Patterns of Interaction, eEdition Online (contract length subscription)		2009	9-12	9780547064451	
	ExamView Assessment Suite CD-ROM		2009	9-12	9780547000664	
	Teacher's Edition		2009	9-12	9780547034782	
	EasyPlanner DVD-ROM		2009	9-12	9780547064390	
	Power Presentations DVD-ROM		2009	9-12	9780547064406	
	Nexttext Historical Reader: The Holocaust		2000	9-12	9780618003631	
	Nexttext Historical Reader: The Vietnam War		2000	9-12	9780618003693	
	Nexttext Stories in History: Ancient Greece, 2000-300 B.C.		2002	9-12	9780618142118	
	Nexttext Stories in History: Ancient Rome		2002	9-12	9780618142125	
	Nexttext Stories in History: The Ancient World		2002	9-12	9780618142132	
	Nexttext Stories in History: The Middle Ages, 350-1450		2002	9-12	9780618142217	
	Nexttext Stories in History: Reformation and Enlightenment, 1500-1800		2002	9-12	9780618142231	
	Nexttext Stories in History: Renaissance		2002	9-12	9780618142248	
	Nexttext Stories in History: The Ancient World Teacher's Resource Manual		2002	9-12	9780618154067	
	Nexttext Stories in History: Ancient Greece Teacher's Resource Manual		2002	9-12	9780618154074	
	Nexttext Stories in History: Ancient Rome Teacher's Resource Manual		2002	9-12	9780618154081	
	Nexttext Stories in History: The Middle Ages Teacher's Resource Manual		2002	9-12	9780618154098	
	Nexttext Stories in History: Renaissance Teacher's Resource Manual		2002	9-12	9780618154104	
	Nexttext Stories in History: Reformation and Enlightenment Teacher's Resource Manual		2002	9-12	9780618154111	
	Nexttext Stories in History: World War Boom and Bust		2003	9-12	9780618222025	
	Nexttext Stories in History: The Ancient Americas		2003	9-12	9780618222100	
	Nexttext Historical Reader: The Challenge of Terrorism		2003	9-12	9780618236169	
	Nexttext.com Guide to Internet Resources		2003	9-12	9780618239788	
	Nexttext Stories in History: The Ancient Americas Teacher's Resource Manual		2002	9-12	9780618255252	
	Nexttext Stories in History: World War Boom and Bust Teacher's Resource Manual		2003	9-12	9780618255320	
	Strategies for Test Preparation Teacher Edition		2002	9-12	9780618218080	
	Strategies for Test Preparation Student Edition		2003	9-12	9780618202843	
	Critical Thinking Transparencies		2005	9-12	9780618409228	
	Geography Transparencies		2005	9-12	9780618409297	
	Reading Study Guide Answer Key		2005	9-12	9780618409327	
	Reading Study Guide (English)		2005	9-12	9780618409334	
	Reading Study Guide (Spanish)		2005	9-12	9780618409341	
	Test Practice Transparencies		2005	9-12	9780618409365	
	World History: Patterns of Interaction Workbook		2005	9-12	9780618409389	
	Workbook Answer Key		2005	9-12	9780618409396	
	World Art & Cultures Transparencies		2005	9-12	9780618409402	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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Holt McDougal	Holt McDougal World History: Patterns of Interaction, (Continued)		2009	9-12		
	In-Depth Resources in Spanish		2005	9-12	9780618409983	
	Resource Manager		2005	9-12	9780618422975	
	Reading Study Guide Audio CDs English		2005	9-12	9780618427253	
	Reading Study Guide Audio CDs Spanish		2005	9-12	9780618427260	
	Voices from the Past Audio CDs		2005	9-12	9780618431656	
	Reading Toolkit for Social Studies: World History		2005	9-12	9780618437429	
	Patterns of Interaction Video Teacher's Resource Book		2005	9-12	9780618437832	
	Document-Based Questions: Strategies and Practice		2005	9-12	9780618451760	
	Modified Lesson Plans for English Learners		2005	9-12	9780618454921	
	Multi-Language Glossary		2005	9-12	9780618454952	
	Writing For Social Studies		1998	9-12	9780395869093	
	eEdition DVD-ROM		2009	9-12	9780547064413	
	World History Library of Primary Sources CD-ROM		2009	9-12	9780547232058	
	The World's Music Audio Program		2009	9-12	9780547232089	
	Readings in World History		2000	9-12	9780030533587	
	Content-Area Reader: The Ancient World Teacher's Guide		2003	9-12	9780030665431	
	Reading Like a Historian World History Toolkit		2008	9-12	9780030938252	
	Experiencing World History and Geography		2008	9-12	9780030992407	
	Thinking About Content Reading Workbook		2009	9-12	9780554023939	
	Primary Source Activity Kit		2009	9-12	9780554024615	
	Patterns of Interaction Video Series DVD		2005	9-12	9780618663460	
	Holt World History: Human Legacy, Student Edition	Susan Ramirez, Peter Stearns, Sam Wineburg	2008	9-12	9780030791116	100%
	Notes:					
	Key Features:					
	Holt World History: Human Legacy, Interactive Online Edition (contract length subscription)		2008	9-12	9780030937750	
	Teacher's Edition		2008	9-12	9780030937804	
	Power Presentations with Video CD-ROM		2008	9-12	9780030938306	
	Teacher One Stop CD-ROM		2008	9-12	9780030938313	
	Nexttext Historical Reader: The Holocaust		2000	9-12	9780618003631	
	Nexttext Historical Reader: The Vietnam War		2000	9-12	9780618003693	
	Nexttext Stories in History: Ancient Greece, 2000-300 B.C.		2002	9-12	9780618142118	
	Nexttext Stories in History: Ancient Rome		2002	9-12	9780618142125	
	Nexttext Stories in History: The Ancient World		2002	9-12	9780618142132	
	Nexttext Stories in History: The Middle Ages, 350-1450		2002	9-12	9780618142217	
	Nexttext Stories in History: Reformation and Enlightenment, 1500-1800		2002	9-12	9780618142231	
	Nexttext Stories in History: Renaissance		2002	9-12	9780618142248	
	Nexttext Stories in History: The Ancient World Teacher's Resource Manual		2002	9-12	9780618154067	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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Holt McDougal	Holt World History: Human Legacy (Continued)		2008	9-12		
	Nexttext Stories in History: Ancient Greece Teacher's Resource Manual		2002	9-12	9780618154074	
	Nexttext Stories in History: Ancient Rome Teacher's Resource Manual		2002	9-12	9780618154081	
	Nexttext Stories in History: The Middle Ages Teacher's Resource Manual		2002	9-12	9780618154098	
	Nexttext Stories in History: Renaissance Teacher's Resource Manual		2002	9-12	9780618154104	
	Nexttext Stories in History: Reformation and Enlightenment Teacher's Resource Manual		2002	9-12	9780618154111	
	Nexttext Stories in History: World War Boom and Bust		2003	9-12	9780618222025	
	Nexttext Stories in History: The Ancient Americas		2003	9-12	9780618222100	
	Nexttext Historical Reader: The Challenge of Terrorism		2003	9-12	9780618236169	
	Nexttext.com Guide to Internet Resources		2003	9-12	9780618239788	
	Nexttext Stories in History: The Ancient Americas Teacher's Resource Manual		2002	9-12	9780618255252	
	Nexttext Stories in History: World War Boom and Bust Teacher's Resource Manual		2003	9-12	9780618255320	
	Reading Social Studies		2007	9-12	9780030797767	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007	9-12	9780030797774	
	English-Language Learner Strategies and Activities		2008	9-12	9780030992520	
	World History Library of Primary Sources CD-ROM		2009	9-12	9780547232058	
	The World's Music Audio Program		2009	9-12	9780547232089	
	Interactive Skills Tutor CD-ROM		2007	9-12	9780030419331	
	Readings in World History		2000	9-12	9780030533587	
	Alternative Assessment Handbook		2003	9-12	9780030665332	
	Content-Area Reader: The Ancient World Teacher's Guide		2003	9-12	9780030665431	
	Holt Student World Atlas		2007	9-12	9780030797743	
	Holt Student World Atlas Activities with Answer Key		2008	9-12	9780030934209	
	Differentiated Instruction Teacher Management System		2008	9-12	9780030937811	
	Progress Assessment Support System with Answer Key		2008	9-12	9780030937828	
	Interactive Reader and Study Guide		2008	9-12	9780030937835	
	Spanish/English Interactive Reader and Study Guide		2008	9-12	9780030937842	
	Chapter Resource Files with Answer Key		2008	9-12	9780030937859	
	Test Preparation Workbook		2008	9-12	9780030938191	
	A World History Teacher's Guide to Analyzing Movies		2008	9-12	9780030938207	
	Document-Based Activities for World History with Pre-AP Strategies		2008	9-12	9780030938221	
	Document-Based Activities for World History with Pre-AP Strategies Answer Key		2008	9-12	9780030938238	
	Reading Like a Historian World History Toolkit		2008	9-12	9780030938252	
	Map Transparencies		2008	9-12	9780030938269	
	Daily Test Practice Transparencies		2008	9-12	9780030938276	
	Quick Facts Transparencies for Review		2008	9-12	9780030938283	
	Differentiated Instruction Modified Worksheets and Tests CD-ROM		2008	9-12	9780030938290	
	Quiz Game CD-ROM		2008	9-12	9780030938320	
	Student Edition Audio CD Program (English)		2008	9-12	9780030938337	
	Spanish Chapter Summaries Audio CD Program		2008	9-12	9780030938344	
	Listening to History Audio CD Program		2008	9-12	9780030938351	
	Chapter Resources CD-ROM		2008	9-12	9780030938368	
	Transparencies CD-ROM		2008	9-12	9780030938375	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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Holt McDougal	Holt World History: Human Legacy (Continued)		2008	9-12		
	History's Impact: World History Video Program DVD		2008	9-12	9780030938399	
	Student One Stop CD-ROM (set of 25)		2008	9-12	9780030938771	
	Experiencing World History and Geography		2008	9-12	9780030992407	
	Thinking About Content Reading Workbook		2009	9-12	9780554023939	
	Primary Source Activity Kit		2009	9-12	9780554024615	
	The Earth and Its Peoples: A Global History, Student Edition [High School AP Version]	Bulliet, Crossley, Headrick, Hirsch, Johnson, Northrup	2011	7-12	9781439086087	100%
	Notes:					
	Key Features:					
	Teacher's Resource Guide for the AP Program				9780495913894	
	PowerLecture CD-ROM with ExamView				9781439084892	
	Fast Track to a 5 AP test-prep workbook				9780495912255	
	Discovering the Global Past reader, Vol. 1: To 1650				9780618526376	
	Discovering the Global Past reader, Vol. 2: Since 1400				9780618526383	
	Voyages in World History, Student Edition [AP Edition]	Valerie Hansen, Kenneth Curtis	2010	9-12	9780495900535	85%
	Notes:					
	Key Features:					
	Map Exercises Workbook, Vol. I		2001	9-12	9780534571795	
	Map Exercises Workbook, Vol. II		2001	9-12	9780534571801	
	CL Testing CD-ROM		2010	9-12	9780618077328	
McGraw-Hill Inc. (School Education Group – Glencoe)	Journey Across Time	Jackson Spielvogel, Ph.; National Geographic Society	2008	6-8	9780078750502	Highly Recommended 92%
	Key Features:					
	StudentWorks Plus CD-ROM™				9780078904158	
	StudentWorks Plus DVD				9780078781582	
	TeacherWorks Plus CD-ROM™				9780078904165	
	TeacherWorks Plus DVD				9780078781599	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078750519	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078750526	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group – Glencoe)	Journey Across Time: The Early Ages	Jackson Spielvogel, Ph.; National Geographic Society	2008	6-8	9780078750472	72%
	Notes: Literature component for cultural awareness. Stops at the middle ages. Key Features:					
	StudentWorks Plus CD-ROM™				9780078904189	
	StudentWorks Plus DVD				9780078781506	
	TeacherWorks Plus CD-ROM™				9780078904196	
	TeacherWorks Plus DVD				9780078781513	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078750489	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078750496	
McGraw-Hill Inc. (School Education Group–Macmillan)	TimeLinks: The World Complete Student Edition Set Volume 1&2	Parker, Schell,. Banks, Zike, Greenow, Colleary,	2009	6	9780021525249	Recommended w/ Reservations 53%
	Notes: Key Features:					
	Teacher Edition (Free 1:25 Student Editions Purchased)			6	9780021514915	
	Teacher's Resource Package (Free 1:25 Student Editions Purchased)			6	9780021524297	
	Atlas book			4-6	9780021517831	
	StudentWorks™ Plus CD-ROM (Free 5:25 Student Editions Purchased)			6	9780021532568	
	StudentWorks™ Plus DVD			6	9780021524365	
	TeacherWorks™ Plus CD-ROM (Free 1:25 Student Editions Purchased)			6	9780021532735	
	ExamView® Assessment Suite CD-ROM (Free 1:25 Student Editions Purchased)			1-6	9780021531745	
	Classroom Presentation Tool Kit CD-ROM (Free 1:25 Student Editions Purchased)			6	9780021524693	
	Audio CD (Free 1:25 Student Editions Purchased)			6	9780021525119	
	BookLink CD (Free 1:25 Student Editions Purchased)			K-6	9780021525195	
McGraw-Hill Inc. (School Education Group – Glencoe)	Glencoe World History	Spielvogel and National Geographic	2010	9-12	9780078799815	Highly Recommended 100%
	Notes: Not appropriate for middle school, great text for high school. Key Features:					
	StudentWorks Plus CD-ROM™				9780078914096	
	StudentWorks Plus DVD				9780078921056	
	TeacherWorks Plus CD-ROM™				9780078914102	
	TeacherWorks Plus DVD				9780078921063	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078889660	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078891243	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group – Glencoe)	Glencoe World History: Modern Times	Spielvogel and National Geographic	2010	9-12	9780078910036	100%
	Notes: Key Features:					
	StudentWorks Plus CD-ROM™				9780078914140	
	StudentWorks Plus DVD				9780078921070	
	TeacherWorks Plus CD-ROM™				9780078914157	
	TeacherWorks Plus DVD				9780078921087	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078910050	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078910067	
Pearson Prentice Hall	World History, Survey Edition Student Edition	Ellis	2011	9-12	9780133720488	Highly Recommended 92%
	Notes: Teacher edition essential. Organized by major events not regions, good use of note taking skills. Key Features:					
	Interactive Textbook 6-year online student license*				9780133707502	
	Survey Study Guide with Journal				9780133724240	
	Adapted Survey Study Guide with Journal				9780133724264	
	Teacher's Edition				9780133723960	
	Student Express DVD-ROM				9780133707465	
	Teacher Online Access Pack				9780133707571	
	All-in-One Teaching Resources, Survey				9780133724202	
	ExamView Test Bank				9780133707526	
	AYP Monitoring Assessments, Survey				9780131299795	
	Document-Based Assessment				9780133724301	
	Experience It! Multimedia Pack				9780133723922	
	TeacherExpress CD-ROM, Survey				9780133707557	
	PresentationExpress Premium DVD-ROM				9780133685046	
Pearson Scott Foresman	Scott Foresman Social Studies Student Edition - <i>The World</i>	Kracht, et al	2008	6	9780328239788	90%
	Notes: Key Features:					
	Teacher's Edition Package with Pouch Cards - <i>The World</i> *		2008	6	9780328259373	
	Teacher Resource Package - <i>The World</i> (includes indented items)*		2005	6	9780328110735	
	Workbook - <i>The World</i>		2005	6	9780328081813	
	Workbook Answer Key - <i>The World</i>		2005	6	9780328081905	
	Assessment Book Blackline Masters - <i>The World</i>		2003	6	9780328030965	
	Every Student Learns, Teacher's Guide- <i>The World</i>		2003	6	9780328036141	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Scott Foresman	Scott Foresman Social Studies - <i>The World</i> (Continued)		2008	6		
	Social Studies Plus!: A Hands-On Approach - <i>The World</i>		2003	6	9780328035977	
	Quick Study - <i>The World</i>		2003	6	9780328090082	
	Outline Maps Blackline Masters		2003	6	9780328040940	
	Test Talk Practice Book - <i>The World</i>		2005	6	9780328041121	
	Test Talk Answer Key - <i>The World</i>		2003	K-6	9780328048700	
	Test Talk Transparencies - <i>The World</i>		2003	6	9780328048793	
	Transparencies - <i>The World</i>		2003	6	9780328037599	
	Daily Activity Bank - <i>The World</i>		2003	6	9780328039272	
	Vocabulary Workbook - <i>The World</i>		2003	6	9780328090716	
	Vocabulary Workbook Answer Key - <i>The World</i>		2003	6	9780328098132	
	Teacher Resources Online Access Pack (1 Online Teacher's Edition and class set of Online Student Editions)		2008	6	9780328243204	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Geography Eastern Hemisphere						
Holt McDougal	Holt McDougal Eastern World Student Edition	Dr. Christopher L. Salter	2009	6-8	9780030995040	Highly Recommended 96%
	Notes: Wide variety of maps, charts and graphs. Key Features:					
	Holt McDougal Eastern World, Interactive Online Edition (contract length subscription)				9780030998676	
	Power Presentations with Video CD-ROM		2007		9780030787164	
	Teacher's Edition		2009		9780030997150	
	Teacher One Stop DVD-ROM		2009		9780554006000	
	Reading Social Studies		2007		9780030797767	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007		9780030797774	
	English-Language Learner Strategies and Activities		2008		9780030992520	
	The World's Music Audio Program		2009		9780547232089	
	Interactive Skills Tutor CD-ROM		2007		9780030419331	
	Document-Based Activities for World History Answer Key		2006		9780030435126	
	Alternative Assessment Handbook		2003		9780030665332	
	World History and Geography Document-Based Questions Activities		2003		9780030666889	
	Geography, Science, and Culture Activities with Answer Key		2007		9780030780233	
	World Outline Maps: Transparencies and Activities with Answer Key		2007		9780030780622	
	Differentiated Instruction Teacher Management System		2007		9780030786815	
	Progress Assessment Support System		2007		9780030786822	
	Interactive Reader and Study Guide		2007		9780030786839	
	Resource Files with Answer Key		2007		9780030786846	
	Transparencies		2007		9780030786860	
	Differentiated Instruction Modified Worksheets and Tests CD-ROM		2007		9780030786877	
	Quiz Game CD-ROM		2007		9780030786891	
	Transparencies CD-ROM		2007		9780030786921	
	Resource Files CD-ROM		2007		9780030786938	
	Eastern World DVD		2007		9780030786969	
	Student Edition Audio CD Program (English)		2007		9780030786976	
	Spanish Chapter Summaries Audio CD Program		2007		9780030786983	
	Holt Student World Atlas		2007		9780030797743	
	Holt Student World Atlas Activities with Answer Key		2008		9780030934209	
	Experiencing World History and Geography		2008		9780030992407	
	Student One Stop CD-ROM (set of 25)		2009		9780030998690	
	Thinking About Content Reading Workbook		2009		9780554023939	
	Primary Source Activity Kit		2009		9780554024615	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal World Geography, Student Edition	Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders	2009	9-12	9780547034744	Eastern Hemisphere = 90%
	Notes: Great text for Eastern Hemisphere. Recommended with Reservations for western Hemisphere, with 78% correlates. Good charts, graphs, basic information and coverage of current issues					
	Key Features:					
	Holt McDougal World Geography, eEdition Online (contract length subscription)				9780547064307	
	ExamView Assessment Suite CD-ROM		2009		9780547010809	
	Teacher's Edition		2009		9780547034713	
	EasyPlanner DVD-ROM		2009		9780547064482	
	Power Presentations DVD-ROM		2009		9780547147123	
	Strategies for Test Preparation Teacher Edition		2002		9780618218080	
	Strategies for Test Preparation Student Edition		2003		9780618202843	
	Teacher Resource Package		2003		9780618162666	
	Workbook Answer Key		2003		9780618194957	
	Reading Study Guide Answer Key		2003		9780618194964	
	World Geography Workbook		2003		9780618194971	
	Classroom Atlas		2003		9780618377794	
	Reading Study Guide Audio CDs English		2005		9780618427222	
	Reading Study Guide Audio CDs Spanish		2005		9780618427246	
	Modified Lesson Plans for English Learners		2005		9780618454914	
	Multi-Language Glossary		2005		9780618454945	
	Cultures around the World Transparencies		2003		9780618154807	
	Reading Study Guide (English)		2003		9780618154838	
	Reading Study Guide (Spanish)		2003		9780618154845	
	Access for Students Acquiring English Spanish Translations		2003		9780618154869	
	The Voyageur Experience in World Geography Teacher's Resource Book		2003		9780618154944	
	World Geography Posters		2003		9780618154999	
	Map Transparencies		2003		9780618155002	
	Critical Thinking Transparencies		2003		9780618155019	
	Test Practice Transparencies		2003		9780618155026	
	The Voyageur Experience in World Geography Video Series DVD		2005		9780618663484	
	Reading Toolkit for Social Studies: World Geography		2005		9780618477050	
	Writing for Social Studies		1998		9780395869093	
	eEdition DVD-ROM		2009		9780547064550	
	World History Library of Primary Sources CD-ROM		2009		9780547232058	
	The World's Music Audio Program		2009		9780547232089	
	Reading Like a Historian World History Toolkit		2008		9780030938252	
	Experiencing World History and Geography		2008		9780030992407	
	Thinking About Content Reading Workbook		2009		9780554023939	
	Primary Source Activity Kit		2009		9780554024615	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

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McGraw-Hill Inc. (School Education Group – Glencoe)	Exploring Our World, Eastern Hemisphere	Nat'l Geographic, Armstrong,.Boehm, Hunkins, Reinhartz Ph.D., Lobrecht	2010	6-8	9780078912528	Highly Recommended 94%
	Notes: Great maps and graphics, not appropriate for grade 9. Key Features:					
	StudentWorks Plus CD-ROM™				9780078923876	
	TeacherWorks Plus CD-ROM™				9780078923906	
	TeacherWorks Plus DVD				9780078923913	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078912535	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078923852	
Pearson Prentics Hall	myWorld Geography Eastern Hemisphere Print SE with myWorldGeography.com Premium 6-year Student License	Chu	2011	6-9	9780132519625	87%
	Notes: Less challenging for grades 7-9. Content and graphics more appropriate for grade 6l Key Features:					
	Online Student Edition with myWorldGeography.com Premium 6-year Student License*				9780132519724	
	Eastern Hemisphere Student Edition on CD-ROM*				9780133735765	
	Eastern Hemisphere Student Journal				9780133638035	
	Eastern Hemisphere ProGuide				9780132516907	
	myWorld Geography Eastern Hemisphere & myWorld Geography Western Hemisphere SHARED RESOURCES					
	myStory DVD				9780133735673	
	ExamView Computer Test Bank on CD-ROM				9780133736823	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Geography Western Hemisphere						
Holt McDougal	Holt McDougal Western World, Student Edition	Dr. Christopher L. Salter	2009	6-8	9780030995057	92%
	Notes: Vary little mapping, will need supplemented. No mention of GIS or GPS. Focus on reading and writing sections are a nice tie to other subjects. Whole section on early history of America. Key Features:					
	Holt McDougal Western World, Interactive Online Edition (contract length subscription)				9780030998768	
	Power Presentations with Video CD-ROM		2007		9780030787164	
	Teacher's Edition		2009		9780030997167	
	Teacher One Stop DVD-ROM		2009		9780554005607	
	Reading Social Studies		2007		9780030797767	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007		9780030797774	
	English-Language Learner Strategies and Activities		2008		9780030992520	
	The World's Music Audio Program		2009		9780547232089	
	Interactive Skills Tutor CD-ROM		2007		9780030419331	
	Document-Based Activities for World History Answer Key		2006		9780030435126	
	Alternative Assessment Handbook		2003		9780030665332	
	World History and Geography Document-Based Questions Activities		2003		9780030666889	
	Geography, Science, and Culture Activities with Answer Key		2007		9780030780233	
	World Outline Maps: Transparencies and Activities with Answer Key		2007		9780030780622	
	Differentiated Instruction Teacher Management System		2007		9780030787089	
	Progress Assessment Support System		2007		9780030787096	
	Interactive Reader and Study Guide		2007		9780030787119	
	Transparencies CD-ROM		2007		9780030787133	
	Quiz Game CD-ROM		2007		9780030787171	
	Western World DVD		2007		9780030787218	
	Student Edition Audio CD Program (English)		2007		9780030787225	
	Spanish Chapter Summaries Audio CD Program		2007		9780030787232	
	Resource Files CD-ROM		2007		9780030787263	
	Holt Student World Atlas		2007		9780030797743	
	Holt Student World Atlas Activities with Answer Key		2008		9780030934209	
	Experiencing World History and Geography		2008		9780030992407	
	Student One Stop CD-ROM (set of 25)		2009		9780030998850	
	Thinking About Content Reading Workbook		2009		9780554023939	
	Primary Source Activity Kit		2009		9780554024615	
	Differentiated Instruction Modified Worksheets and Tests CD-ROM		2007		9780030787140	
	Resource Files with Answer Key		2007		9780030787126	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
	Holt McDougal World Geography, Student Edition	Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders	2009	9-12	9780547034744	Recommend w/ Reservations Western Hemisphere = 78%
	Notes: Recommended for Eastern Hemisphere, with 90% correlation. No South America, lacking historical data. Scarcity and ethnocentrism are not discussed.					
	Key Features:					
	Holt McDougal World Geography, eEdition Online (contract length subscription)				9780547064307	
	ExamView Assessment Suite CD-ROM		2009		9780547010809	
	Teacher's Edition		2009		9780547034713	
	EasyPlanner DVD-ROM		2009		9780547064482	
	Power Presentations DVD-ROM		2009		9780547147123	
	Strategies for Test Preparation Teacher Edition		2002		9780618218080	
	Strategies for Test Preparation Student Edition		2003		9780618202843	
	Teacher Resource Package		2003		9780618162666	
	Workbook Answer Key		2003		9780618194957	
	Reading Study Guide Answer Key		2003		9780618194964	
	World Geography Workbook		2003		9780618194971	
	Classroom Atlas		2003		9780618377794	
	Reading Study Guide Audio CDs English		2005		9780618427222	
	Reading Study Guide Audio CDs Spanish		2005		9780618427246	
	Modified Lesson Plans for English Learners		2005		9780618454914	
	Multi-Language Glossary		2005		9780618454945	
	Cultures around the World Transparencies		2003		9780618154807	
	Reading Study Guide (English)		2003		9780618154838	
	Reading Study Guide (Spanish)		2003		9780618154845	
	Access for Students Acquiring English Spanish Translations		2003		9780618154869	
	The Voyageur Experience in World Geography Teacher's Resource Book		2003		9780618154944	
	World Geography Posters		2003		9780618154999	
	Map Transparencies		2003		9780618155002	
	Critical Thinking Transparencies		2003		9780618155019	
	Test Practice Transparencies		2003		9780618155026	
	The Voyageur Experience in World Geography Video Series DVD		2005		9780618663484	
	Reading Toolkit for Social Studies: World Geography		2005		9780618477050	
	Writing for Social Studies		1998		9780395869093	
	eEdition DVD-ROM		2009		9780547064550	
	World History Library of Primary Sources CD-ROM		2009		9780547232058	
	The World's Music Audio Program		2009		9780547232089	
	Reading Like a Historian World History Toolkit		2008		9780030938252	
	Experiencing World History and Geography		2008		9780030992407	
	Thinking About Content Reading Workbook		2009		9780554023939	
	Primary Source Activity Kit		2009		9780554024615	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group – Glencoe)	Exploring Our World: Western Hemisphere, Europe, and Russia	Nat'l Geographic, Armstrong,.Boehm, Hunkins, Reinhartz Ph.D., Lobrecht	2010	6-8	9780078912504	88%
	Notes: Great pictures, specialized maps of each section, and provides good overview. Not appropriate for grade 9. Key Features:					
	StudentWorks Plus CD-ROM™				9780078923975	
	TeacherWorks Plus CD-ROM™				9780078924002	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078912511	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078923951	
Pearson Prentice Hall	myWorld Geography Western Hemisphere Print SE with myWorldGeography.com Premium 6-year Student License	Chu	2011	6-9	9780132519649	Highly Recommended 96%
	Notes: Less challenging for grades 7-9. Key Features:					
	Online Student Edition with myWorldGeography.com Premium 6-year Student License*				9780132519779	
	Western Hemisphere Student Edition on CD-ROM*				9780133735789	
	Western Hemisphere Student Journal				9780133638066	
	Western Hemisphere ProGuide				9780132516921	
	Western Hemisphere Assessment Booklet				9780133638028	
	myWorld Geography Eastern Hemisphere & myWorld Geography Western Hemisphere SHARED RESOURCES					
	myStory DVD				9780133735673	
	ExamView Computer Test Bank on CD-ROM				9780133736823	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
US History I						
Holt McDougal	Holt McDougal United States History: Beginnings to 1877, Student Edition	William Deverell, Deborah Gray White	2009	6-8	9780030995477	Highly Recommended 93%
	Notes:					
	Key Features:					
	Holt McDougal United States History: Beginnings to 1877, Interactive Online Edition (contract length subscription)				9780554003016	
	Teacher's Edition				9780030995521	
	Teacher One Stop DVD-ROM				9780554003412	
	Power Presentations with Video CD-ROM				9780030429132	
	Interactive Reader and Study Guide				9780030426438	
	Spanish/English Interactive Reader and Study Guide				9780030962387	
	Document-Based Activities for U.S. History				9780030412370	
	Holt Student World Atlas				9780030797743	
	Thinking About Content Reading Workbook				9780554023939	
	Document-Based Activities for U.S. History Answer Key				9780030412387	
	Chapter Resource Files package				9780030413421	
	Political Cartoons Activities with Answer Key				9780030419270	
	Pre-AP Activities with Answer Key				9780030419287	
	Democracy and Civic Education Resources Package				9780030419232	
	Differentiated Instruction Teacher Management System				9780030428890	
	Progress Assessment Support System				9780030428944	
	Reading Like a Historian Toolkit for American History				9780030930744	
	Daily Bellringer Transparencies				9780030428982	
	Map Transparencies				9780030435843	
	Quick Facts Transparencies				9780030428999	
	Graphic Organizer Transparencies with Support for Reading and Writing				9780030797774	
	Reading Social Studies				9780030797767	
	Holt Student World Atlas Activities with Answer Key				9780030934209	
	Experiencing American History				9780030993190	
	English-Language Learner Strategies and Activities				9780030992520	
	Alternative Assessment Handbook				9780030665332	
	Constitution Study Guide				9780030419225	
	History's Impact Video Program DVD				9780030418778	
	United States History Library of Primary Sources CD-ROM				9780547232041	
	Interactive Skills Tutor CD-ROM				9780030419331	
	Student One Stop CD-ROM (set of 25)				9780554002927	
	Transparencies CD-ROM				9780030429170	
	Chapter Resources CD-ROM				9780030429149	
	Differentiated Instruction Modified Worksheets and Tests CD-ROM				9780030429125	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal United States History: Beginnings to 1877, (Continued)		2009	6-8		
	Quiz Game CD-ROM				9780030430596	
	Student Edition Audio CD Program (English)				9780030429187	
	American Music Audio Program				9780547232065	
	Spanish Chapter Summaries Audio CD Program				9780030429194	
	Primary Source Activity Kit				9780554024615	
	Holt McDougal, The Americans, Student Edition	Danzer, Klor de Alva, Krieger, Wilson, Woloch	2009	9-12	9780618916290	Highly Recommended 97%
	Notes: High Readability. Key Features:					
	Holt McDougal, The Americans, eEdition Online (contract length subscription)		2009	9-12	9780547064468	
	Teacher's Edition		2009	9-12	9780618943777	
	ExamView Assessment Suite CD-ROM		2009	9-12	9780547009049	
	EasyPlanner DVD-ROM		2009	9-12	9780547064536	
	Power Presentations DVD-ROM		2009	9-12	9780547064567	
	Nextext Historical Readers: Founding a Nation		2000	9-12	9780618003662	
	Nextext Historical Readers: The Civil War		2000	9-12	9780618003686	
	Nextext Historical Readers: Civil Rights		2000	9-12	9780618003709	
	Nextext Historical Readers: The Immigrants		2001	9-12	9780618048182	
	Nextext Historical Readers: Native American Perspectives		2001	9-12	9780618048205	
	Nextext Historical Readers: The Presidency		2001	9-12	9780618048212	
	Nextext.com Guide to Internet Resources		2003	9-12	9780618239788	
	Strategies for Test Preparation Teacher Edition		2002	9-12	9780618218080	
	Strategies for Test Preparation Student Edition		2003	9-12	9780618202843	
	Document-Based Questions Strategies and Practice: High School		2003	9-12	9780618377152	
	Reading Study Guide Audio CDs (English)		2005	9-12	9780618424238	
	Reading Study Guide Audio CDs (Spanish)		2005	9-12	9780618424245	
	Modified Lesson Plans for English Learners		2005	9-12	9780618454648	
	Multi-Language Glossary		2005	9-12	9780618454655	
	Presidential Elections Handbook		2005	9-12	9780618536306	
	American Stories Series (DVD)		2005	9-12	9780618663507	
	Reading Toolkit for Social Studies: The Americans		2005	9-12	9780618476916	
	Teacher Resource Package		2003	9-12	9780618162604	
	Reading Study Guide (English)		2003	9-12	9780618175628	
	Reading Study Guide (Spanish)		2003	9-12	9780618175666	
	Reading Study Guide Answer Key		2003	9-12	9780618175680	
	The Americans Workbook		2003	9-12	9780618175710	
	Test Practice Transparencies		2003	9-12	9780618175741	
	Workbook Answer Key		2003	9-12	9780618186303	
	Critical Thinking Transparencies		2003	9-12	9780618187546	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal, The Americans (Continued)		2009	9-12		
	Geography Transparencies		2003	9-12	9780618187553	
	Humanities Transparencies		2003	9-12	9780618187577	
	Historic Supreme Court Cases		2003	9-12	9780618187645	
	Writing for Social Studies		1998	9-12	9780395869093	
	eEdition DVD-ROM		2009	9-12	9780547064505	
	United States History Library of Primary Sources CD-ROM		2009	9-12	9780547232041	
	American Music Audio Program		2009	9-12	9780547232065	
	Reading Like a Historian Toolkit for American History		2007	9-12	9780030930744	
	Experiencing American History		2007	9-12	9780030993190	
	Thinking about Content Reading Workbook		2009	9-12	9780554023939	
	Primary Source Activity Kit		2009	9-12	9780554024615	
	Hispanic-American Biographies		2007	9-12	9780618803446	
	Native American Biographies		2007	9-12	9780618803453	
	African American Biographies		2006	9-12	9780618832576	
	Holt McDougal American Anthem, Student Edition	Ayers, de la Teja, Gray White, Schulzinger, Wineburg	2009	9-12	9780030994555	100%
	Key Features:					
	Holt McDougal American Anthem, Interactive Online Edition (contract length subscription)		2009	9-12	9780030994968	
	Power Presentations with Video CD-ROM		2007	9-12	9780030373848	
	Teacher's Edition		2009	9-12	9780030994920	
	Teacher One Stop DVD-ROM		2009	9-12	9780030995002	
	Nexttext Historical Readers: Founding a Nation		2000	9-12	9780618003662	
	Nexttext Historical Readers: The Civil War		2000	9-12	9780618003686	
	Nexttext Historical Readers: Civil Rights		2000	9-12	9780618003709	
	Nexttext Historical Readers: The Immigrants		2001	9-12	9780618048182	
	Nexttext Historical Readers: Native American Perspectives		2001	9-12	9780618048205	
	Nexttext Historical Readers: The Presidency		2001	9-12	9780618048212	
	Nexttext.com Guide to Internet Resources		2003	9-12	9780618239788	
	Reading Social Studies		2007	9-12	9780030797767	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007	9-12	9780030797774	
	English-Language Learner Strategies and Activities		2008	9-12	9780030992520	
	United States History Library of Primary Sources CD-ROM		2009	9-12	9780547232041	
	American Music Audio Program		2009	9-12	9780547232065	
	Spanish Chapter Summaries Audio CD Program		2007	9-12	9780030372742	
	Student Edition Audio CD Program (English)		2007	9-12	9780030373596	
	History's Impact: American History Video Program DVD		2007	9-12	9780030373794	
	Quiz Game CD-ROM		2007	9-12	9780030373824	
	Differentiated Instruction Modified Worksheets and Tests CD-ROM		2007	9-12	9780030373862	
	Quick Facts Transparencies		2007	9-12	9780030373879	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal American Anthem (Continued)		2009	9-12		
	Daily Bellringer Transparencies		2007	9-12	9780030373886	
	Map Transparencies		2007	9-12	9780030373893	
	Test Preparation Workbook		2007	9-12	9780030377075	
	Document-Based Activities for American History Answer Key		2007	9-12	9780030377099	
	Document-Based Activities for American History		2007	9-12	9780030377112	
	Pre-AP Activities with Answer Key		2007	9-12	9780030391620	
	Interactive Reader and Study Guide		2007	9-12	9780030393938	
	Progress Assessment Support System		2007	9-12	9780030396236	
	Differentiated Instruction Teacher Management System		2007	9-12	9780030403736	
	Constitution Study Guide		2006	9-12	9780030419225	
	Democracy and Civic Education Resources Package		2006	9-12	9780030419232	
	Political Cartoons Activities with Answer Key		2006	9-12	9780030419270	
	Interactive Skills Tutor CD-ROM		2007	9-12	9780030419331	
	Chapter Resource Files package		2007	9-12	9780030420740	
	American History Simulations CD-ROM and User's Guide		2000	9-12	9780030536496	
	American History Outline Maps with Teaching Suggestions		2000	9-12	9780030536649	
	Alternative Assessment Handbook		2003	9-12	9780030665332	
	Transparencies CD-ROM		2007	9-12	9780030797644	
	Holt Student World Atlas		2007	9-12	9780030797743	
	Reading Like a Historian Toolkit for American History		2007	9-12	9780030930744	
	Holt Student World Atlas Activities with Answer Key		2008	9-12	9780030934209	
	Experiencing American History		2007	9-12	9780030993190	
	Student One Stop CD-ROM (set of 25)		2009	9-12	9780030998102	
	Think About Content Reading Workbook		2009	9-12	9780554023939	
	Primary Source Activity Kit		2009	9-12	9780554024615	
	Chapter Resources CD-ROM		2007	9-12	9780030797637	
McGraw-Hill Inc. (School Education Group – Glencoe)	American Journey Early Years	Appleby, Brinkley, Broussard, McPherson, Ritchie, Nat'l Geog Society	2009	6-8	9780078777158	Highly Recommended 97%
	Notes: Excellent book for middle school. Visual summaries after each chapter. Excellent graphics that support the text. Teacher edition provides leveled activities & differentiated suggestions. Key Features:					
	StudentWorks Plus CD-ROM™				9780078806841	
	StudentWorks Plus DVD				9780078920608	
	TeacherWorks Plus CD-ROM™				9780078806858	
	Teacher Wraparound Edition(Free 1:50 Student Editions Purchased)				9780078777165	
	Teacher Classroom Resources(Free 1:50 Student Editions Purchased)				9780078777172	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group – Glencoe)	The American Journey	Appleby, Brinkley, Broussard, McPherson, Ritchie, Nat'l Geog Society	2009	6-8	9780078777127	Highly Recommended 100%
	Notes: Excellent book for middle school. Key Features:					
	StudentWorks Plus CD-ROM™				9780078806216	
	StudentWorks Plus DVD				9780078920509	
	TeacherWorks Plus CD-ROM™				9780078806223	
	TeacherWorks Plus DVD				9780078920493	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078777134	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078777141	
Pearson Prentice Hall	America: History of Our Nation, Survey Edition Student Edition	Davidson	2011	6-9	9780133699463	Highly Recommended 99%
	Notes: Key Features:					
	Interactive Textbook 6-year online student license*				9780132522748	
	Teacher's Edition				9780133699517	
	Student Express DVD-ROM				9780133726602	
	Teacher Online Access Pack				9780133726619	
	America: History of Our Nation, Survey Edition & America: History of Our Nation, Beginnings Through 1914 Edition SHARED RESOURCES					
	Interactive Reading and Note Taking Guide				9780132516945	
	Adapted Interactive Reading and Note Taking Guide				9780132516969	
	Spanish Interactive Reading and Note Taking Guide				9780133652673	
	Teaching Resources				9780132516938	
	ExamView Test Bank CD-ROM				9780133726558	
	AYP Monitoring Assessments				9780133652710	
	Teacher Express CD-ROM				9780133726626	
	PresentationExpress Premium				9780133686791	
	Spanish Guided Reading Audio CD				9780131668331	
	Student Edition on Audio CD				9780131668508	
	Sounds of an Era Audio CD				9780130629647	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Social Studies
Grades 6-9

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice Hall	America: History of Our Nation, Beginnings Through 1914 Edition Student Edition	Davidson	2011	6-9	9780133699470	Highly Recommended 100%
	Notes: Great text for the early years. Key Features:					
	Teacher Edition				9780133699524	
	America: History of Our Nation, Survey Edition & America: History of Our Nation, Beginnings Through 1914 Edition SHARED RESOURCES					
	Interactive Reading and Note Taking Guide				9780132516945	
	Adapted Interactive Reading and Note Taking Guide				9780132516969	
	Spanish Interactive Reading and Note Taking Guide				9780133652673	
	Teaching Resources				9780132516938	
	ExamView Test Bank CD-ROM				9780133726558	
	AYP Monitoring Assessments				9780133652710	
	Teacher Express CD-ROM				9780133726626	
	PresentationExpress Premium				9780133686791	
	Spanish Guided Reading Audio CD				9780131668331	
	Student Edition on Audio CD				9780131668508	
	Sounds of an Era Audio CD				9780130629647	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Scholastic Inc.	EXPERT SPACE—Digital Curriculum & Tools for the 21st Century—Elementary School	David Rose	2010 v. 1.5	5-6	978-0-545-21362-2	R Highly Recommended See Notes
	Notes: Recommended as a "Resource Only". Correlates 41% to Economics; 54% to Government; 88% to US History I and 84% to US History II. Key Features: Key Features: Expert Space is a powerful web-based digital curriculum and toolkit that will transform the way students access and deepen content-area knowledge and expertise, plan and complete projects and assignments, and develop 21st century information literacy skills. Anytime, anywhere access ensures that students can find information, conduct research, build skills and complete assignments wherever there is an Internet connection. ☐ Differentiates instruction for all students ☐ Builds deep knowledge with leveled content materials ☐ Interactive learning tools ☐ 100% of the National Essential Skills in Science and Social Studies ☐ Curriculum-aligned education resources correlated to Idaho standards ☐ Supports English language learners and students with learning disabilities ☐ Motivates and engages students Expert Space draws on the research of best practices of learning scaffolds and explicit instruction to provide content support, project support, and information literacy support. The Expert Space Research Foundation paper, available upon request, explains the supporting research literature and examples from the program for each of these three focus areas.					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
US History II						
Holt McDougal	Holt McDougal, The Americans: Reconstruction to the 21st Century, Student Edition	Danzer, Klor de Alva, Krieger, Wilson, Woloch	2009	9-12	9780547034898	Highly Recommended 100%
	Notes:					
	Key Features:					
	Holt McDougal, The Americans: Reconstruction to the 21st Century, eEdition Online (contract length subscription)		2009	9-12	9780547065045	
	ExamView Assessment Suite CD-ROM		2009	9-12	9780547009049	
	Teacher's Edition		2009	9-12	9780547034560	
	Power Presentations DVD-ROM		2009	9-12	9780547064567	
	EasyPlanner DVD-ROM		2009	9-12	9780547064581	
	Nexttext Historical Readers: Founding a Nation		2000	9-12	9780618003662	
	Nexttext Historical Readers: The Civil War		2000	9-12	9780618003686	
	Nexttext Historical Readers: Civil Rights		2000	9-12	9780618003709	
	Nexttext Historical Readers: The Immigrants		2001	9-12	9780618048182	
	Nexttext Historical Readers: Native American Perspectives		2001	9-12	9780618048205	
	Nexttext Historical Readers: The Presidency		2001	9-12	9780618048212	
	Nexttext.com Guide to Internet Resources		2003	9-12	9780618239788	
	Strategies for Test Preparation Teacher Edition		2002	9-12	9780618218080	
	Strategies for Test Preparation Student Edition		2003	9-12	9780618202843	
	Document-Based Questions Strategies and Practice: High School		2003	9-12	9780618377152	
	Reading Study Guide Audio CDs (English)		2005	9-12	9780618425983	
	Reading Study Guide Audio CDs (Spanish)		2005	9-12	9780618425990	
	Modified Lesson Plans for English Learners		2005	9-12	9780618454648	
	Multi-Language Glossary		2005	9-12	9780618454655	
	Presidential Elections Handbook		2005	9-12	9780618536306	
	American Stories Series (DVD)		2005	9-12	9780618663507	
	Reading Toolkit for Social Studies: The Americans		2005	9-12	9780618476916	
	Test Practice Transparencies		2003	9-12	9780618242856	
	Teacher Resource Package		2003	9-12	9780618162628	
	Reading Study Guide (English)		2003	9-12	9780618176151	
	Reading Study Guide (Spanish)		2003	9-12	9780618176168	
	Reading Study Guide Answer Key		2003	9-12	9780618176182	
	The Americans Workbook		2003	9-12	9780618176199	
	Critical Thinking Transparencies		2003	9-12	9780618187546	
	Geography Transparencies		2003	9-12	9780618187553	
	Humanities Transparencies		2003	9-12	9780618187577	
	Historic Supreme Court Cases		2003	9-12	9780618187645	
	Workbook Answer Key		2003	9-12	9780618188093	
	Writing for Social Studies		1998	9-12	9780395869093	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal, The Americans: Reconstruction to the 21st Century, (Continued)		2009	9-12		
	eEdition DVD-ROM		2009	9-12	9780547064505	
	United States History Library of Primary Sources CD-ROM		2009	9-12	9780547232041	
	American Music Audio Program		2009	9-12	9780547232065	
	Reading Like a Historian Toolkit for American History		2007	9-12	9780030930744	
	Experiencing American History		2007	9-12	9780030993190	
	Thinking about Content Reading Workbook		2009	9-12	9780554023939	
	Primary Source Activity Kit		2009	9-12	9780554024615	
	Hispanic-American Biographies		2007	9-12	9780618803446	
	Native American Biographies		2007	9-12	9780618803453	
	African American Biographies		2006	9-12	9780618832576	
	Holt McDougal American Anthem: Reconstruction to the Present, Student Edition	Ayers, de la Teja, Gray White, Schulzinger, Wineburg	2009	9-12	9780030998133	100%
	Key Features: Is a program that brings history to life with an engaging narrative and instructional visuals. The Inside Story introduces each lesson with "a story behind the story" that examines key events and defines them in compelling human terms. Dynamic maps and Quick Facts charts offer a way to engage students and review key content and bring the people, places, and concepts to life. American Anthem integrates reading strategies and fosters comprehensive skills development. Prepare to Read lessons focus reading skills and a unique document-based instructional strand encourages the investigation of history and prepares students to succeed on tests. American Anthem provides the tools to ensure teachers can differentiate instruction for all students and includes a range of assessment options to effectively monitor students' progress.					
	Holt McDougal American Anthem: Reconstruction to the Present, Interactive Online Edition (contract length subscription)		2009	9-12	9780030998607	
	Power Presentations with Video CD-ROM		2007	9-12	9780030373848	
	Teacher's Edition		2009	9-12	9780030998140	
	Teacher One Stop DVD-ROM		2009	9-12	9780030998256	
	Nexttext Historical Readers: Founding a Nation		2000	9-12	9780618003662	
	Nexttext Historical Readers: The Civil War		2000	9-12	9780618003686	
	Nexttext Historical Readers: Civil Rights		2000	9-12	9780618003709	
	Nexttext Historical Readers: The Immigrants		2001	9-12	9780618048182	
	Nexttext Historical Readers: Native American Perspectives		2001	9-12	9780618048205	
	Nexttext Historical Readers: The Presidency		2001	9-12	9780618048212	
	Nexttext.com Guide to Internet Resources		2003	9-12	9780618239788	
	Reading Social Studies		2007	9-12	9780030797767	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007	9-12	9780030797774	
	English-Language Learner Strategies and Activities		2008	9-12	9780030992520	
	United States History Library of Primary Sources CD-ROM		2009	9-12	9780547232041	
	American Music Audio Program		2009	9-12	9780547232065	
	Spanish Chapter Summaries Audio CD Program		2007	9-12	9780030372742	
	Student Edition Audio CD Program (English)		2007	9-12	9780030373596	
	History's Impact: American History Video Program DVD		2007	9-12	9780030373794	
	Quiz Game CD-ROM		2007	9-12	9780030373824	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal American Anthem: Reconstruction to the Present, (Continued)		2009	9-12		
	Differentiated Instruction Modified Worksheets and Tests CD-ROM		2007	9-12	9780030373862	
	Quick Facts Transparencies		2007	9-12	9780030373879	
	Daily Bellringer Transparencies		2007	9-12	9780030373886	
	Map Transparencies		2007	9-12	9780030373893	
	Test Preparation Workbook		2007	9-12	9780030377075	
	Document-Based Activities for American History Answer Key		2007	9-12	9780030377099	
	Document-Based Activities for American History		2007	9-12	9780030377112	
	Pre-AP Activities with Answer Key		2007	9-12	9780030391620	
	Interactive Reader and Study Guide		2007	9-12	9780030393938	
	Progress Assessment Support System		2007	9-12	9780030396236	
	Differentiated Instruction Teacher Management System		2007	9-12	9780030403736	
	Constitution Study Guide		2006	9-12	9780030419225	
	Democracy and Civic Education Resources Package		2006	9-12	9780030419232	
	Political Cartoons Activities with Answer Key		2006	9-12	9780030419270	
	Interactive Skills Tutor CD-ROM		2007	9-12	9780030419331	
	American History Simulations CD-ROM and User's Guide		2000	9-12	9780030536496	
	American History Outline Maps with Teaching Suggestions		2000	9-12	9780030536649	
	Alternative Assessment Handbook		2003	9-12	9780030665332	
	Chapter Resources CD-ROM		2007	9-12	9780030797637	
	Transparencies CD-ROM		2007	9-12	9780030797644	
	Holt Student World Atlas		2007	9-12	9780030797743	
	Reading Like a Historian Toolkit for American History		2007	9-12	9780030930744	
	Holt Student World Atlas Activities with Answer Key		2008	9-12	9780030934209	
	Experiencing American History		2007	9-12	9780030993190	
	Student One Stop CD-ROM (set of 25)		2009	9-12	9780030998249	
	Chapter Resource Files package		2009	9-12	9780554008905	
	Thinking About Content Reading Workbook		2009	9-12	9780554023939	
	Primary Source Activity Kit		2009	9-12	9780554024615	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	The American Pageant, Student Edition [High School AP Version]	Kennedy, Cohen, Bailey	2010	9-12	9780547166629	Highly Recommended 100%
	Notes: Profiles different minority groups, adds to students understanding of different groups within the US. Great resource for teaching document based questions. Key Features: A popular, effective, and entertaining texts for teaching AP* US history. The 14th edition places an even greater emphasis on the global context of American history. New and revised features present primary sources, scholarly debates, and key historical figures to capture student interest and help them learn to examine documents the way historians do. "Thinking Globally" boxes are new essays that present a different aspect of the American experience contextualized within world history and how key aspects of US history were encountered and resolved by other nations. "Varying Viewpoints" are overviews of the scholarly debates surrounding major historical issues that encourage students to think critically about disagreements among historians. "Examining the Evidence," are historiographical features that help students learn about the insights historians derive from a wide range of historical artifacts. "Makers of America" essays focus on the diverse ethnic, racial, and activist groups that compose America's pluralistic society. In-text AP* support includes an AP* Exam Overview, AP* Exam Correlation, AP* End of Chapter Review Questions, and Document Based Questions (DBQ) to prepare for the AP* Exam.					
	The American Pageant, E-book CD-ROM				9780495908319	
	AP Teacher Resource CD				9780547166827	
	AP Print Test Bank				9780547166940	
	ExamView Testing CD-ROM				9781439081532	
	Teacher's Resource Guide for the AP Program				9780547167060	
	AP Student Guidebook Complete				9780547166964	
	The American Spirit (reader), Volume 1				9780495800019	
	The American Spirit (reader), Volume 2				9780495800026	
	Fast Track to a 5 AP test-prep workbook				9780547166919	
	Fast Track to a 5 Online				9781439085998	
	The Enduring Vision: A History of the American People, Student Edition [High School AP Version]	Boyer, Clark Jr, Halttunen, Kett, Salisbury, Sitkoff, Woloch	2011	9-12	9780495802396	100%
	Key Features: The text features an engaging narrative that integrates political, social, and cultural history within a chronological framework. The text is also known for its innovative coverage of public health, the environment, and the West, including Native American history. "Beyond America-Global Interactions" illustrated essays explore the world-wide context of key developments in American history. The text's focus on culture, the land, and environmental history helps students visualize and relate to the challenges different groups of people faced throughout America's past. "Technology and Culture" essays demonstrate the importance of these two forces in American history. Topics include Public Sanitation in Philadelphia, Guns and Gun Culture, and the Interstate Highway System. The text features Document Based Questions to help students prepare for the DBQ free response section on the AP* Exam.					
	AP Study Guide		2011	9-12	9780495907992	
	AP Teacher's Resource Guide		2011	9-12	9780495908005	
	Document-Based Questions Study Guide		2008	9-12	9780495393955	
	Test Bank		2011	9-12	9780495907978	
	PowerLecture CD-ROM with ExamView		2011	9-12	9780495908142	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group – Glencoe)	The American Visions: Modern Times	Appleby, Brinkley, Broussard, McPherson, Ritchie, National Geographic	2010	9-12	9780078775147	Highly Recommended 100%
	Notes: Incorporation of the "Time notebook" provides great visuals for students to reference Key Features:					
	StudentWorks Plus CD-ROM™				9780078917585	
	StudentWorks Plus DVD				9780078920769	
	TeacherWorks Plus CD-ROM™				9780078917592	
	TeacherWorks Plus DVD				9780078921100	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078775154	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078775161	Highly Recommended 100%
	The American Vision	Appleby, Brinkley, Broussard, McPherson, Ritchie, National Geographic	2010	9-12	9780078799846	
	Key Features:					
	StudentWorks Plus CD-ROM™				9780078917530	
	StudentWorks Plus DVD				9780078920752	
	TeacherWorks Plus CD-ROM™				9780078917547	
	TeacherWorks Plus DVD				9780078921094	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078909399	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078921261	88%
	Civics Today: Citizenship, Economics, & You	Remy, Patrick, Saffel, Clayton,	2010	6-10	9780078803093	
	Notes: Missing tribal government, treaty/trust relationships and implementation of foreign policy. Key Features:					
	StudentWorks Plus CD-ROM™				9780078925399	
	StudentWorks Plus DVD				9780078925405	
	TeacherWorks Plus CD-ROM™				9780078925429	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078921360	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078924194	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group – Glencoe)	U.S. Government: Democracy in Action	Remy	2010	9-12	9780078799822	Highly Recommended 93%
	Notes: Concept for dual citizenship for American Indians is not explicitly referenced.					
	Key Features:					
	StudentWorks Plus CD-ROM™				9780078914973	
	StudentWorks Plus DVD				9780078926983	
	TeacherWorks Plus CD-ROM™				9780078914980	
	TeacherWorks Plus DVD				9780078926990	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078909085	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078913594	
Pearson Prentice Hall	United States History, Survey Edition Student Edition	Lapsansky-Werner	2010	9-12	9780133682137	Highly Recommended 99%
	Notes:					
	Key Features:					
	Interactive Textbook 6-year online student access*				9780133690453	
	Teacher's Edition				9780133682168	
	Student Express DVD-ROM				9780133690286	
	Teaching Resources, Survey				9780133688191	
	ExamView Test Bank CD-ROM, Survey				9780133690323	
	Experience It! Multimedia Pack, Survey				9780133690248	
	TeacherExpress CD-ROM, Survey				9780133690309	
	PresentationExpress Premium DVD-ROM, Survey				9780133682199	
	United States History, Modern Edition Student Edition	Lapsansky-Werner	2010	9-12	9780133682113	97%
	Notes:					
	Key Features: Was developed following the UbD model. The UbD model hinges on beginning with the long-term goal and planning each learning task with that goal in mind. The lessons and activities build on each other to help students reach true understanding of the content so they can transfer that knowledge to different situations. Pearson's exclusive partnership with Grant Wiggins, the leader in UbD educational reform, makes this program complete with the Essential Knowledge and Questions.					
	Interactive Textbook 6-year online student access*				9780133690392	
	Teacher's Edition				9780133682144	
	Student Express DVD-ROM				9780133690255	
	Teacher Online Access Pack				9780133690354	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Government						
Center for Civic Education	We the People: The Citizen & the Constitution	Charles N. Quigley, et al	2009	10-12	978-0-89818-232-3	R Highly Recommended 81%
	Notes: Highly Recommended as a "Resource Only". Aligns to standard 4:Civics and Government. Key Features:					
	We the People: The Citizen & the Constitution – Teacher's Guide				978-0-89818-233-0	
	We the People: Project Citizen	Charles N. Quigley, et al	2010	9-12	978-0-89818-215-6	R
	Notes: Recommended as a "Resource Only". Designed to introduce students to the citizen's role in the public policy making process. Key Features:					
	We the People: Project Citizen - Teacher's Guide				978-0-89818-214-9	
CQ Press, a division of Sage Publications	Keeping the Republic Full	Christine Barbour & Gerald Wright	2009	9-12	978-1-60871-651-7	Highly Recommended 100%
	Key Features: Approaches American government as an institution founded and fueled by its citizens. Its engaging, accessible narrative is curriculum targeted and answers political scientist Harold Lasswell's question of who gets what and how. Takes students from the foundations of democracy and citizenship to the practicalities of our political system and the details of legislation, elections, and policymaking. Each chapter begins with "What's at Stake?", a vignette that captures the chapter's theme in story fashion, such as youth participation in the 2008 election, and is revisited at the chapter's end to be explored in greater depth and context, drawing on the chapter's analytic tools and information.					
	The Logic of American Politics	Sam Kernell, Gary Jacobson, Thad Kousser	2009	9-12	978-1-60871-660-9	Recommended w/ Reservations 79%
	Notes: Lacking content on state and local politics, international affairs and tribal - native Americans. Key Features: Emphasize the way political institutions and practices structure the actions and choices of citizens and politicians. In doing so, they help students see that these are imperfect solutions to collective action problems. The book weaves historical context, current politics, and analytic concepts into a text that gently strengthens students' theoretical understanding while hooking them with great storytelling. Students come to understand a rationale to the U.S. political system and acquire the ability to analyze American politics for themselves. Each chapter begins with thematic questions that encourage critical thinking, and figures and tables illustrate key data from the narrative.					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
EMC Publishing, LLC	<i>American Government: Citizenship and Power</i>	Christine Barbour, et al	2010	9-12	9780821955611	Highly Recommended 95%
	Key Features: Provides thought-provoking insight into today's ever-shifting political climate, and was developed from the authors' classroom experiences with today's students and today's issues in mind. Provides numerous stories, debates, and discussions of contemporary issues to capture students' interest and encourage their active participation in politics and government. It is written in a conversational style that will stimulate and inspire lively political discussions in the classroom.					
	Textbook on CD				9780821937365	
	Student eBook				9780821956014	
	Power Practice: Interactive Student CD				9780821937402	
	Constitution Workbook				9780821937242	
	Guided Reading Workbook				9780821937204	
	Spanish Audio Summaries CDs				9780821939666	
	Annotated Teacher's Edition				9780821955628	
	Annotated Teacher's Edition eBook				9780821956472	
	EXAMVIEW® Test Generator CD				9780821937372	
	Assessment Book				9780821937273	
	EMC Lesson Planner: Plus Resources CD				9780821938560	
	Lesson Plans				9780821937280	
	Constitution Workbook Teacher's Edition				9780821937259	
	Guided Reading Workbook Teacher's Edition				9780821937211	
Holt McDougal	Holt McDougal United States Government: Principles in Practice, Student Edition	Luis Ricardo Fraga	2010	9-12	9780030930287	Highly Recommended 96%
	Notes:					
	Key Features:					
	Holt McDougal United States Government: Principles in Practice, ThinkCentral Interactive Online Edition, Student Access (contract length subscription)		2010	9-12	9780554009483	
	Teacher's Edition		2010	9-12	9780554004006	
	PowerNotes Presentations DVD-ROM		2010	9-12	9780554010625	
	Teacher One Stop DVD-ROM		2010	9-12	9780554008165	
	ThinkCentral Interactive Online Edition, Teacher Access (contract length subscription)		2010	9-12	9780554022758	
	Reading Social Studies		2007	9-12	9780030797767	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007	9-12	9780030797774	
	English-Language Learner Strategies and Activities		2008	9-12	9780030992520	
	Constitution Study Guide		2006	9-12	9780030419225	
	Democracy and Civic Education Resources		2006	9-12	9780030419348	
	Interactive Reader and Study Guide		2010	9-12	9780554008134	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal United States Government: Principles in Practice (Continued)		2010	9-12		
	Student Casebook		2010	9-12	9780554008141	
	Student One Stop CD-ROM		2010	9-12	9780554009506	
	Supreme Court Case Studies with Answer Key		2010	9-12	9780554009537	
	Foundations of Democracy Activities		2010	9-12	9780554009544	
	Chapter Resource Files with Answer Keys Package		2010	9-12	9780554009711	
	Differentiated Instruction Teacher Management System		2010	9-12	9780554010557	
	Spanish/English Interactive Reader and Study Guide		2010	9-12	9780554010564	
	Progress Assessment Support System with Answer Key		2010	9-12	9780554010571	
	Teaching Transparencies		2010	9-12	9780554010588	
	Guided Reading Activities with Answer Key		2010	9-12	9780554010595	
	Advanced Placement® Review and Activities with Answer Key		2010	9-12	9780554012988	
	United States Government At A Glance Poster		2010	9-12	9780554022789	
	Primary Source Activity Kit		2009	9-12	9780554024615	
	2008 Election Update		2010	9-12	9780554025131	
Holt McDougal	Holt McDougal Civics in Practice: Principles of Government and Economics, Student Edition	Gregory I. Massing	©2009 /©2011	9-12	9780547318363	Highly Recommended 88%
	Notes: Missing tribal government government and dual citizenship Key Features:					
	Holt McDougal Civics in Practice: Principles of Government and Economics, Interactive Online Edition (contract length subscription)		2009	9-12	9780554004525	
	Teacher One Stop DVD-ROM		©2009 /©2011	9-12	9780547285818	
	Teacher's Edition		©2009 /©2011	9-12	9780547318370	
	Nexttext Civics in America		2003	9-12	9780618221981	
	American Citizenship Handbook		2009	9-12	9780547078007	
	Reading Social Studies		2007	9-12	9780030797767	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007	9-12	9780030797774	
	English Language Learner Strategies and Activities		2008	9-12	9780030992520	
	Constitution Study Guide		2006	9-12	9780030419225	
	Interactive Skills Tutor CD-ROM		2007	9-12	9780030419331	
	Democracy and Civic Education Resources		2006	9-12	9780030419348	
	Holt Researcher CD-ROM: Economy and Government		1999	9-12	9780030517136	
	From the Source: Readings in Economics and Government		1999	9-12	9780030525193	
	Alternative Assessment Handbook		2003	9-12	9780030665332	
	Mathematics for Economic Activities with Answer Key		2003	9-12	9780030666629	
	Mathematics for Economics Workbook		2003	9-12	9780030699160	
	Guided Reading Strategies		2007	9-12	9780030779886	
	Vocabulary Activities		2007	9-12	9780030779893	
	Standardized Test Practice Handbook		2007	9-12	9780030779916	
	Answer Key for Guided Reading Strategies, Activities, and Standardized Test Practice Handbook Vocabulary		2007	9-12	9780030779923	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Civics in Practice: Principles of Government and Economics (Continued)		©2009 /©2011	9-12		
	Graphic Organizer Activities with Answer Key		2007	9-12	9780030779930	
	Main Idea Activities for Differentiated Instruction with Answer Key		2007	9-12	9780030779947	
	Creative Teaching Strategies		2007	9-12	9780030779961	
	Daily Quizzes with Answer Key		2007	9-12	9780030779978	
	Chapter and Unit Tests with Answer Key		2007	9-12	9780030779985	
	Chapter and Unit Tests Differentiated Instruction with Answer Key		2007	9-12	9780030779992	
	Challenge and Enrichment Activities for Differentiated Instruction with Answer Key		2007	9-12	9780030780011	
	Law 101 with Answer Key		2007	9-12	9780030780028	
	Students Take Action with Answer Key		2007	9-12	9780030780035	
	Community Service and Participation Handbook		2007	9-12	9780030780042	
	Political Cartoons Activities, Teaching Suggestions, and Answer Key		2007	9-12	9780030780066	
	Teaching Transparencies		2007	9-12	9780030780073	
	Student Edition Audio CD Program		2007	9-12	9780030780097	
	Spanish Chapter Summaries Audio CD Program		2007	9-12	9780030781216	
	Active Citizenship Video Program (DVD)		2007	9-12	9780030781223	
	Simulations and Case Studies with Block Scheduling Options		2007	9-12	9780030781247	
	Differentiated Instruction: Teaching ESOL Students		2007	9-12	9780030781261	
	Quiz Game CD-ROM		2007	9-12	9780030797729	
	Media Investigations		2007	9-12	9780030922541	
	Differentiated Instruction Modified Worksheets and Tests CD-ROM		2009	9-12	9780554000794	
	Thinking about Content Reading Workbook		2009	9-12	9780554023939	
	Primary Source Activity Kit		2009	9-12	9780554024615	
	2008 Election Update		2010	9-12	9780554025131	
	Student One Stop CD-ROM		©2009 /©2011	9-12	9780547297743	
	Nexttext Civics in America Teacher Resource Manual		2003	9-12	9780618255269	
	American Government, Student Edition [High School AP Version]	James Q. Wilson, John J. Dilulio, with Meena Bose	2011	9-12	9780495802839	Recommended w/ Reservations 80%
	Notes: Missing tribal relations, ideals & objectives of founding documents are not explicitly referred to; elections at the local level are not discussed. Role in international organizations are not discussed. Key Features:					
	AP Study Guide		2011	9-12	9780495897989	
	AP Teacher's Resource Guide		2010	9-12	9780495898146	
	AP Test Bank		2011	9-12	9780495898139	
	ExamView Testing CD-ROM		2011	9-12	9780495898153	
	Fast Track to a 5 AP test-prep workbook		2011	9-12	9780495897972	
	Classic Ideas and Current Issues reader		2007	9-12	9780618456444	
	Classic Ideas and Current Issues Instructor's Resource Manual		2007	9-12	9780618456451	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	American Government and Politics Today, Student Edition	Steffen W. Schmidt, Mack C. Shelley II, Barbara A. Bardes	2009	9-12	9780495502289	Highly Recommended 88%
	Notes: Key Features:					
	Study Guide		2009	9-12	9780495568766	
	PowerLecture DVD with ExamView		2009	9-12	9780495568759	
	Handbook of Selected Legislation		2008	9-12	9780495127826	
	Handbook of Court Cases		2008	9-12	9780495127741	
Pearson Prentice Hall	Magruder's American Government Print Student Edition with Online Student Center, 6-year access	McClenaghan	2010	9-12	9780133736038	Highly Recommended 100%
	Key Features:					
	Online Student Center (includes Online Student Edition), 6-year access				9780133738391	
	Essential Questions Journal				9780133656749	
	Print Teacher's Edition				9780133731736	
	Print Essential Questions Journal with Online Student Center, 6-year access				9780133736021	
	StudentExpress DVD-ROM				9780133738414	
	Online Teacher Center, 6-year access with Teacher Online Access Pack				9780133738438	
	Teacher's Resource Library DVD-ROM				9780133656619	
	Essential Questions Journal Answer Key				9780133656725	
	American Government Essential Question Video on DVD				9780133656589	
	ExamView Computer Test Bank on CD-ROM	Smith	2010	9-12	9780133656596	
	Foundations Series: American Government Print Student Edition with Online Student Center, 6-year access	Smith	2010	9-12	9780785470458	Highly Recommended 98%
	Notes: Can be used for AP or general ed course. Key Features:					
	Online Student Center (includes Online Student Edition) 6-year access				9780133738391	
	Print Teacher's Edition				9780785468530	
	AP Test Prep Workbook				9780137153251	
	Instructor's Manual				9780205684342	
	AP Instructor Resource DVD w/ AP TestGen				9780137153244	
	AP Test Bank				9780205684359	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
AP Titles						
Pearson Prentice Hall	Comparative Politics Today AP Student Edition	Almond	2009	9-12	9780131358546	AP See Notes
	Notes: Text may be used as a "Resource Only " for government course Key Features:					
	AP Test Prep Workbook				9780131358584	
	AP Instructor's Manual & Tests(Online Only)				9780131358553	
	AP TestGen CD-ROM				9780131358577	
	World Civilizations AP Student Edition with MyHistoryLab	Stearns	2011	9-12	9780131360204	AP See Notes
	Notes: Preface provides a tutorial on how text is laid out. Correlates 93% to World History and Civilization. Key Features:					
	AP Reading and Note Taking Study Guide				9780131371798	
	AP Test Prep Workbook				9780131360211	
	AP Instructor's Resource CD ROM				9780131372061	
	AP TestGen CD-ROM				9780131372047	
	Transparencies				9780131372023	
	The Western Heritage Since 1300 AP Student Edition with MyHistoryLab	Kagan	2011	10-12	9780131367616	AP See Notes
	Notes: Correlates 91% to World History & Civilization standards. Key Features:					
	AP Test Prep Workbook				9780131369283	
	AP Reading and Note Taking Study Guide				9780131371101	
	AP Teacher's Edition				9780131369276	
	AP TestGen CD-ROM				9780131371118	
	AP Instructor's Resource CD- ROM				9780131371071	
	AP Transparencies Set 2				9780131371064	
	The Cultural Landscape AP Student Edition with Companion Web Site	Rubenstein	2011	9-12	9780131375024	AP See Notes
	Notes: Key Features:					
	AP Test Prep Workbook				9780131375567	
	AP Instructor's Resource DVD				9780321682185	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice Hall	Out of Many AP Edition with My HistoryLab	Faragher	2011	9-12	9780131371194	AP Highly Recommended 100%
	Notes:					
	Key Features:					
	AP Reading and Note Taking Guide				9780131371248	
	AP Test Prep Workbook				9780131371279	
	AP Annotated Teacher's Edition				9780131371200	
	AP TestGen CD-ROM				9780131371224	
	AP Instructor's Resource CD-ROM				9780131371231	
	AP Primary Source Documents				9780131370586	
	America Past and Present AP Student Edition with MyHistoryLab	Divine	2011	9-12	9780131368859	AP Highly Recommended 100%
	Notes: Excellent assessment resource for students at the end of the bookl.					
	Key Features:					
	AP Test Prep Workbook				9780131369108	
	AP DBQ Workbook				9780131371255	
	AP Instructor Resources				9780131369139	
	AP Test Gen CD-ROM				9780131369115	
	Transparencies				9780131369146	
	AP Primary Source Documents				9780131370586	
Saxon, an imprint of HMH Supplemental Publishers, Inc.	America: The Last Best Hope Student Edition, Volume 1	Dr. William J. Bennett	2011	10	9780547430072	R AP See Notes
	Notes: Recommended as a "Resource Only". Correlates 91% to US History I state standards. Very few maps, charts, graphs. High readability.					
	Key Features:					
	America: The Last Best Hope Premium Package, Volume 1 (Student Edition and contract length subscription Premium Bundle Online Roadmaps)				9780547451480	
	America: The Last Best Hope Premium Bundle Online Roadmap Teacher Access, Volume 1 (contract length subscription)				9780547451565	
	America: The Last Best Hope Premium Teacher Resource Package [1 each of Student Edition (Volumes 1, Volume 2, Volume 2 Enhanced) and 1 each of contract length subscription Premium Bundle Online Roadmaps Teacher Access (Volume1, Volume 2, and Volume 2 Enhanced)]			10-11	9780547451527	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Social Studies
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Saxon, an imprint of HMH Supplemental Publishers, Inc.	America: The Last Best Hope Student Edition, Volume 2 Enhanced	Dr. William J. Bennett	2011	11	9780547430157	R AP See Notes
	Notes: Recommended as a "Resource Only". Correlates 91% to US History II state tandards. Very few maps, charts, graphs. High readability. No assessment quest. Key Features:					
	America: The Last Best Hope Premium Package, Volume 2 Enhanced (Student Edition and contract length subscription Premium Bundle Online Roadmaps)				9780547451503	
	America: The Last Best Hope Premium Bundle Online Roadmap Teacher Access, Volume 2 Enhanced (contract length subscription)				9780547451589	
	America: The Last Best Hope Premium Teacher Resource Package [1 each of Student Edition (Volumes 1, Volume 2, Volume 2 Enhanced) and 1 each of contract length subscription Premium Bundle Online Roadmaps Teacher Access (Volume1, Volume 2, and Volume 2 Enhanced)]			10-11	9780547451527	

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2010 RECOMMENDATIONS**

**Economics
9-12**

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Cengage Learning	Contemporary Economics	McEachern	2008	9-12	9780538444958	100%
	Key Features: Two chapters covering personal finance, including information on managing money and being a responsible consumer, prepare your students for real life. Graphs and figures have been updated to include current information. Features and examples include timely references to current topics, such as Hurricane Katrina and the war in Iraq. Connect to History takes a historical viewpoint of economics, exploring how economic principles relate to American history. Sharpen Your Skills teaches basic skills that reinforce economic concepts and prepare for standardized testing. Study Tools on the Xtra! Web site provide interactive game-like reviews for every lesson, such as Beat the Clock, Sort It Out, Scenario, First Things First, and more.					
	Contemporary Economics Student Edition and IMPACT CD Bundle				TBD	
	Contemporary Economics IMPACT CD				9780538975117	
	Workbook				9780538445023	
	Contemporary Economics eBook				9780538448598	
	Chapter and Unit Tests				9780538444989	
	DVD				9780538445009	
	ExamView				9780538445030	
	Instructor's Resource CD				9780538445016	
	Teacher's Resource Box				9780538444996	
	Teacher's Wraparound Edition				9780538444965	
EMC Publishing LLC.	<i>Economics: New Ways of Thinking</i>	Roger A. Arnold	2011	9-12	9780821957455	92%
	Key Features: Teaches students about basic principles in the context of globalization – the process by which the nations of our world become increasingly integrated. The text uses easy-to-understand examples and clear explanations to teach students soled economic principles. It teaches students to think in a new way – to see and use economics in their everyday lives. Each chapter opens with an explanation of what the subject of that chapter means to economics, society, and students. Links to web sites help students find the most current economics data. Topics like the increasing value of education in a global economy, the psychology of credit cards, and how to avoid scams and economic bubbles connect students with economics on a personal level.					
	Student Resources (includes eBook and <i>Interactive Economics</i>)				9780821959787	
	Student eBook Online				9780821959671	
	Applying the Principles Workbook				9780821959732	
	Finding Economics				9780821959756	
	Guided Reading and Study Guide				9780821959718	
	Annotated Teacher's Edition				9780821957462	
	Annotated Teacher's Edition eBook Online				9780821959695	
	Teacher Resource: (includes E-Lesson Planner; PDFs for Workbook, Guided Reading & Study Guide, Finding Economics, Assessment Book, Lesson Plans Book; ATE eBook; EXAMVIEW Assessment Suite; <i>Interactive Economics</i> ; PowerPoint Lectures)				9780821959800	
	Assessment Book: Tests and Quizzes with Answer Key				97808219959701	
	Lesson Plans				9780821959770	
	Applying the Principles Workbook Teacher's Edition				9780821959749	
	Finding Economics Teacher's Edition				9780821959763	
	Guided Reading and Study Guide Teacher's Edition				9780821959725	
	The Roger Arnold Economic Principles Lecture Series DVD				9780821934128	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Film Ideas, Inc.	Biz Kid\$ 26-Part DVD Series	Biz Kid\$, LLP	2008	6 -10	9781605723389	R 87%
	Notes: Recommended as a "Resource Only". DVD set is designed to encourage entrepreneurship and teach personal finance concepts. Appropriate for 6-9, when framed appropriately can be used for grades 10-12. Non-personal finance standards are implied, not explicit.					
	Key Features: From the producers of Bill Nye The Science Guy comes Biz Kid\$, the 26-part DVD series where kids teach kids about basic economic principles, credit, saving, budgeting, investing money and business. Whether a handbag designer, podcast host, or a dog groomer, the young business owners on the series will also inspire viewers to turn their passions into profit. The fast paced, comedic style grabs and holds student's attention. Each program includes extensive teacher's guides, student activities and family participation handouts. The accompanying interactive lemonade computer game helps reinforce economics principles.					
	What Is A Biz Kid?				978-1-60572-287-1	
	What Is Money?				978-1-60572-288-x	
	How Do You Get Money?				978-1-60572-289-8	
	What Can You Do with Money?				978-1-60572-290-1	
	Money Moves				978-1-60572-291-x	
	Taking Charge Of Your Financial Future				978-1-60572-292-8	
	A Biz: What Is It?				978-1-60572-293-6	
	How to Succeed in Biz-Ness by Really Trying!				978-1-60572-294-4	
	Cash and Credit				978-1-60572-295-2	
	How to Achieve Your Financial Goals				978-1-60572-296-0	
	Do Not Blow Your Dough				978-1-60572-297-9	
	Introducing Entrepreneurs				978-1-60572-298-7	
	The Biz Kids Challenge				978-1-60572-299-5	
	How To Be A Smart Consumer				978-1-60572-300-2	
	Using Your Credit- Crazy or Compelling?				978-1-60572-331-0	
	Budgeting Basics				978-1-60572-302-9	
	Understanding Business Ethics				978-1-60572-303-7	
	Saving and Investing for Your Future				978-1-60572-304-6	
	A Closer Look At Careers				978-1-60572-305-3	
	The Global Economy				978-1-60572-306-1	
	Bulls, Bears and Financial Markets				978-1-60572-307-x	
	Sell, Sell, Sell (The Science of Sales)				978-1-60572-308-8	
	Understanding Income and Expense				978-1-60572-309-6	
	Building and Growing a Business				978-1-60572-310-x	
	Understanding Your Paycheck				978-1-60572-311-2	
	Social Entrepreneurs				978-1-60572-312-6	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Economics: Concepts and Choices, Student Edition	Sally Meek, John Morton, Mark C. Schug	2011	9-12	9780547082943	93%
	Notes:					
	Key Features:					
	Holt McDougal Economics: Concepts and Choices, eEdition Online, Student Access (contract length subscription)		2011	9-12	9780547338194	
	Power Presentations DVD-ROM		2008	9-12	9780618776757	
	ExamView Test Generator Suite CD-ROM		2008	9-12	9780547000640	
	Teacher's Edition		2011	9-12	9780547083063	
	Teacher One Stop DVD-ROM		2011	9-12	9780547337050	
	eEdition Online, Teacher Access (contract length subscription)		2011	9-12	9780547338217	
	Presentation Toolkit		2008	9-12	9780618884667	
	Standards-Based Assessment Book		2008	9-12	9780618887149	
	Daily Test Practice Transparencies		2008	9-12	9780618887156	
	Economics Concepts Transparencies		2008	9-12	9780618887163	
	Test Practice and Review Workbook Answer Key		2008	9-12	9780618904716	
	Video Series on DVD		2008	9-12	9780618776726	
	NCEE Student Activities		2008	9-12	9780618815265	
	Reading Study Guide		2008	9-12	9780618815289	
	Reading Study Guide with Additional Support		2008	9-12	9780618815296	
	Reading Study Guides Answer Key		2008	9-12	9780618815302	
	Test Practice and Review Workbook		2008	9-12	9780618815326	
	Writing for Social Studies		1998	9-12	9780395869093	
	NCEE Student Activities Answer Key		2008	9-12	9780618912926	
	McDougal Littell Assessment System		2008	9-12	9780618921287	
	Primary Source Activity Kit		2009	9-12	9780554024615	
	eEdition DVD-ROM		2011	9-12	9780547337043	
	Resource Manager		2011	9-12	9780547338767	
	Virtual File Cabinet DVD		2010	9-12	9780554010601	
	Principles of Economics, Student Edition	N. Gregory Mankiw	2009	9-12	9780324589979	R 76%
	Notes: Recommended as a "Resource Only".					
	Key Features:					
	Principles of Economics, E-book CD-ROM				9780538469173	
	AP Student Study Guide				9780324597806	
	Instructor's Solutions Manual (Microeconomics)				9780324591279	
	Instructor's Solutions Manual (Macroeconomics)				9780324591262	
	Instructor's Edition				9780324591330	
	AP Teacher's Resource Guide				9780324785395	
	AP Test Bank				9780324785319	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill Inc. (School Education Group – Glencoe)	Economics, Principals and Practices	Clayton	2008	9-12	9780078747649	Highly Recommended 100%
	Notes:					
	Key Features:					
	StudentWorks Plus CD-ROM™				9780078890741	
	StudentWorks Plus DVD				9780078785986	
	TeacherWorks Plus CD-ROM™				9780078890758	
	TeacherWorks Plus DVD				9780078785993	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078747656	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078780653	
	Economics, Today and Tomorrow		2008	9-12	9780078747663	100%
	Key Features:					
	StudentWorks Plus CD-ROM™				9780078890789	
	StudentWorks Plus DVD				9780078783555	
	TeacherWorks Plus CD-ROM™				9780078890796	
	TeacherWorks Plus DVD				9780078783562	
	Teacher Wraparound Edition (Free 1:50 Student Editions Purchased)				9780078747670	
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)				9780078783401	
Pearson Prentice Hall	Economics Student Edition with Online Student Center, 6-year access	O'Sullivan	2010	9-12	9780133690620	Highly Recommended 100%
	Notes:					
	Key Features:					
	Online Student Center (includes Online Student Edition), 6-year access				9780133690491	
	Essential Questions Journal				9780133680393	
	Print Teacher's Edition				9780133680188	
	Print Essential Question Journal with Online Student Center, 6-year access				9780133690637	
	StudentExpress DVD-ROM				9780133626223	
	Online Teacher Center, 6-year access with Teacher Online Access Pack				9780133690507	
	Teacher's Resource Library DVD-ROM				9780133626261	
	Essential Questions Journal Answer Key				9780133680409	
	Economics Video on DVD				9780133626230	
	ExamView Computer Test Bank on CD-ROM				9780133626247	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

**Economics
Grades 9-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice Hall	Foundation Series: Economics Print Student Edition with Online Student Center, 6-year access	Lewinski	2010	9-12	9780785469964	Highly Recommended 100%
	Notes: Key Features:					
	Online Student Center (includes Online Student Edition), 6-year access				9780133690491	
	Print Teacher's Edition				9780785468585	

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2010 RECOMMENDATIONS**

**Sociology & Psychology
9-12**

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Psychology						
Cengage Learning	Psychology: A Discovery Experience	Franzoi	2011	9-12	9780538447065	Highly Recommended
	Notes: No state content standards					
	Key Features: Chapter Openers begin each chapter with an entertaining and informative story that leads into the central topic of the chapter. Discover It uses thought-provoking questions that show how the next lesson related to the students' own lives. Self-Discovery provides students with a guided method for introspection through self-report questionnaires and activities. Lab Teams is a group-oriented activity that provides students with hands-on learning of a specific concept. Planning a Career in Psychology presents the skills, education, and work experience needed for a variety of careers in psychology relating to the National Career Clusters.					
	IMPACT Interactive eBook				9780538740913	
	Workbook				9780538496889	
	eBook				9780538496803	
	DVD				9780538740951	
	DVD/Videos, Psychology: Research in Action				9780538740944	
	ExamView				9780538449052	
	Instructor's Resource CD				9780538449045	
	Instructor's Wraparound Edition				9780538449038	
Holt McDougal	Holt McDougal Psychology: Principles in Practice, Student Edition	Sally Meek, John Morton, Mark C. Schug	2010	9-12	9780554004013	Highly Recommended
	Notes: No content standards.					
	Key Features: Up-to-date and accessible high school psychology program on the market with relevant, standards-based content. Taking into account current psychological theory and current statistics, the program gives students the tools they need to understand themselves and the world around them. To encourage critical thinking and active instruction, a variety of case studies, group projects, and opportunities for in-depth study are provided. In addition, the program features comprehensive coverage of introductory psychology concepts, psychological issues treated in a manner appropriate for high school students, and a video program brings the current issues in the world into the classroom. Psychology: Principles in Practice ensures that teachers can differentiate instruction for all students and prepare them for the 21st century with integrated technology.					
	Holt McDougal Psychology: Principles in Practice, ThinkCentral Interactive Online Edition, Student Access (contract length subscription)		2010	9-12	9780554027005	
	Teacher's Edition		2010	9-12	9780554026879	
	Power Presentations with Video DVD-ROM		2010	9-12	9780554026992	
	ThinkCentral Interactive Online Edition, Teacher Access (contract length subscription)		2010	9-12	9780554027029	
	Teacher One Stop DVD-ROM		2010	9-12	9780554027050	
	Nexttext Introduction to Psychology		2001	9-12	9780618048281	
	Nexttext Introduction to Psychology Teacher Resource Manual		2001	9-12	9780618087730	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007	9-12	9780030797774	
	Alternative Assessment Handbook		2003	9-12	9780030665332	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Psychology: Principles in Practice (Continued)		2010	9-12		
	Holt Psychology: Principals in Practice Video Program (DVD)		2007	9-12	9780030781346	
	Teacher Management System		2010	9-12	9780554026886	
	Reading and Activity Workbook		2010	9-12	9780554026893	
	Review and Assessment Resources with Answer Key		2010	9-12	9780554026909	
	Readings and Case Studies in Psychology with Answer Key		2010	9-12	9780554026916	
	Research Activities for Teaching Psychology		2010	9-12	9780554026923	
	Project-Based Activities with Answer Key		2010	9-12	9780554026930	
	Advanced Placement® Review and Activities for Psychology with Answer Key		2010	9-12	9780554026947	
	APA and ASA Writing Guide		2010	9-12	9780554026954	
	Psychology and Sociology Teacher's Guide to Analyzing Movies		2010	9-12	9780554026961	
	Transparencies with Teacher's Notes		2010	9-12	9780554026978	
	Key Topics in Psychology and Sociology (DVD)		2010	9-12	9780554026985	
	Student One Stop CD-ROM (set of 25)		2010	9-12	9780554028750	
	Teacher Resource Package		2010	9-12	9780554028774	
	Introduction to Psychology, Student Edition	Rod Plotnik, Haig Kouyoumdjian	2011	9-12	9780495812814	Recommended
	Notes: No content standards. Key Features:					
	Study Guide		2011	9-12	9780495908401	
	Instructor's Resource Manual		2011	9-12	9780495908425	
	Test Bank		2011	9-12	9780495908609	
	PowerLecture CD-ROM with ExamView Testing		2011	9-12	9780495908654	
	Psychology: Research in Action DVD		2009	9-12	9780495598138	
	Psychology: Themes and Variations, Student Edition [High School AP Version]	Wayne Weiten	2010	9-12	9780495832331	Recommended
	Notes: No content standards. Key Features:					
	Psychology: Themes and Variations, E-book CD-ROM				9780495911715	
	Instructor's Resource Manual				9780495805427	
	Study Guide				9780495602361	
	Test Bank				9780495805434	
	PowerLecture CD-ROM with ExamView				9780495602477	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Sociology						
Holt McDougal	Holt McDougal Sociology: The Study of Human Relationships, Student Edition	W. LaVerne Thomas	2010	9-12	9780554004419	Highly Recommended
	Notes: No content standards. Key Features: Up-to-date and accessible high school sociology program on the market with relevant, standards-based content. Taking into account current sociological theory and current statistics, the program gives students the tools they need to understand themselves and the world around them. To encourage critical thinking and active instruction, a variety of case studies, group projects, and opportunities for in-depth study are provided. In addition, the program features comprehensive coverage of introductory sociology concepts, sociological issues treated in a manner appropriate for high school students, a video program brings the current issues in the world into the classroom, and social, cross-cultural, and historical points-of-view to develop students' sociological imaginations. Sociology: The Study of Human Relationships ensures that teachers can differentiate instruction for all students and prepare them for the 21st century with integrated technology.					
	Holt McDougal Sociology: The Study of Human Relationships, ThinkCentral Interactive Online Edition, Student Access (contract length subscription)		2010	9-12	9780554028590	
	Power Presentations with Video DVD-ROM		2010	9-12	9780554028484	
	Teacher One Stop DVD-ROM		2010	9-12	9780554028569	
	Teacher's Edition		2010	9-12	9780554028576	
	ThinkCentral Interactive Online Edition, Teacher Access (contract length subscription)		2010	9-12	9780554028613	
	Nexttext Introduction to Sociology		2002	9-12	9780618118687	
	Nexttext Introduction to Sociology Teacher Resource Manual		2002	9-12	9780618122516	
	Graphic Organizer Transparencies with Support for Reading and Writing		2007	9-12	9780030797774	
	Alternative Assessment Handbook		2003	9-12	9780030665332	
	Holt Sociology: The Study of Human Relationships Video Program (DVD)		2008	9-12	9780030939587	
	APA and ASA Writing Guide		2010	9-12	9780554026954	
	Psychology and Sociology Teacher's Guide to Analyzing Movies		2010	9-12	9780554026961	
	Transparencies with Teacher's Notes		2010	9-12	9780554026978	
	Key Topics in Psychology and Sociology (DVD)		2010	9-12	9780554026985	
	Project-Based Activities with Answer Key		2010	9-12	9780554028491	
	Readings and Case Studies in Sociology with Answer Key		2010	9-12	9780554028507	
	Research Activities for Teaching Sociology		2010	9-12	9780554028514	
	Review and Assessment Resources with Answer Key		2010	9-12	9780554028521	
	Reading and Activity Workbook		2010	9-12	9780554028545	
	Teacher Management System		2010	9-12	9780554028552	
	Student One Stop CD-ROM (set of 25)		2010	9-12	9780554028606	
	Teacher Resource Package		2010	9-12	9780554028804	

Sociology & Psychology
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Sociology in Our Times, Student Edition	Diana Kendall	2011	11-12	9780495813910	Highly Recommended
	Notes: No content standards. Key Features:					
	Study Guide				9780495905110	
	Instructor's Resource Manual				9780840031372	
	PowerLecture CD-ROM with ExamView Testing				9780495905127	
	Test Bank				9780495911357	
	Lecture Launchers DVD				9780534588458	

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2010 RECOMMENDATIONS**

**Character Education
K-12**

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Learning for Life	Seekers Early Childhood	Learning for Life	2009	EC/Pre-K	978-0-8395-4696-2	R Recommended w/ Reservations
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Some activities are above preschooler level. Access to library books are needed for majority of lessons, committee did not have access to corresponding readers. All lessons have a home school extension activity. Key Features: There are fifty-eight lesson plans which include topics as: I am Special, I can Listen, Being Brave and Healthy Eating. The lessons are based on eight character traits and life skills section. The lessons are all focused on cognitive, emotional and social skills development. Included in the book is a Youth Protection Program which features a "Parent's Guide to Abuse" a DVD "Play it Safe", and a "Parent Discussion Guide". The video "Play It Safe" features ventriloquist, Ronn Lucas and his friends. The emphasis of the DVD is to teach pre-school children the four rules of personal safety which include: 1) Check First 2) Go with a friend 3) It's my body 4) Tell a trusted friend. A parent discussion guide is included.					
	Seekers Kindergarten Teacher's Edition	Learning for Life	2005	K	978-0-8395-2105-1	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Access to library books are needed for majority of lessons, committee did not have access to corresponding readers. All lessons have a home school extension activity. Uses praise and rewards. Available in Spanish. Key Features:					
	Seekers Kindergarten Spanish Teacher's Edition				978-0-8395-2161-8	
	Seekers First Grade Teacher's Edition	Learning for Life	2002	1	978-0-8395-2106-8	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Excellent resource for decision making, accepting consequences, personal habits, personal safety, and developing good listening skills; however lightly skims over many other concepts. Available in Spanish. Key Features:					
	Seekers First Spanish Teacher's Edition				978-0-8395-2162-6	
	Seekers Second Grade Teacher's Edition	Learning for Life	2002	2	978-0-8395-2107-5	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Skills would be more applicable if integrated into the everyday curriculum. Available in Spanish. Key Features:					
	Seekers Second Grade Spanish Teacher's Edition				978-0-8395-2163-4	
	Discoverers Third Grade Teacher's Edition	Learning for Life	2002	3	0-8395-2105-1	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Most lessons are activity based and may require more on-going attention over time to sustain their importance. Available in Spanish. Key Features:					
	Discoverers Spanish Third Grade Teacher's Edition				0-8395-0532-7	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Learning for Life	Discoverers Fourth Grade Teacher's Edition	Learning for Life	2002	4	0-8395-2109-X	R
	Notes: Recommended as a "Resource Only". Program training required. Teacher edition required for success. Lessons are more telling than teaching, teaches conservation, consumerism, pet care, code of ethics, economics. Few cultural differences mentioned. Requires strong home/school connection. Requires the use of stories or books to teach lessons. Available in Spanish. Key Features:					
	Discoverers Spanish Fourth Grade Teacher's Edition				0-8395-0500-6	
	Challengers Fifth Grade Teacher's Edition	Learning for Life	2002	5	0-8395-2110-3	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Requires strong home/school connection. Parental tool is excellent, if utilized. Broad spectrum of information. Requires the use of stories or books to teach lessons. Available in Spanish. Key Features: Specifically designed for the cognitive and developmental levels of 5th grade students, the Challengers Fifth Program continues Learning for Life's character education emphasis by integrating components of 8 character traits: 1) Respect, 2) Responsibility, 3) Honesty/Trust, 4) Caring/Fairness, 5) Perseverance, 6) Self-Discipline, 7) Courage, and 8) Citizenship. Life Skill themes such as Money Management and Fire Safety are an added feature.					
	Challengers Sixth Grade Teacher's Edition	Learning for Life	2002	6	0-8395-2111-3	R
	Notes: Recommended as a "Resource Only". Teacher edition required. No reference to various cultures. Program discusses diversity but not during physical activity. Good coverage on decision making skills. Available in Spanish. Key Features:					
	Builders Seventh Grade Teacher's Edition	Learning for Life	2003	7	0-8395-2112-X	R
	Notes: Recommended as a "Resource Only". Teacher edition required. Useful resource in workshops: refusal skills, communication, resisting media manipulation, career exploration; Lightly skims over many other topics. Available in Spanish. Key Features: The Learning for Life seventh grade program is designed to provide community role models to motivate and interact with the youth. Role models meet with a specific class (e.g., English, social studies, and math) and discuss the relationship of that subject to a work situation. These role models, with backgrounds similar to those of the youth, share their personal paths to success, including the pitfalls and the high points. Resource people from the community serve as mentors and role models and give the youth insight into personal decisions, educational goals, and career choices. Life Choices is a computer interactive game that gives students opportunities to practice ethical decision making skills. A series of situations is presented where the student must make a choice. The computer gives the student immediate feedback by providing a consequence of the choices made while playing the game. Reports are given at the end of the game, summarizing how the student performed in some key elements of character. The Life Choices game is included in the 7th grade teacher's edition.					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Learning for Life	Builders Eighth Grade Teacher's Edition	Learning for Life	2003	8	0-8395-2114-6	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Good resource for citizenship, mock trials, building relationships, peer pressure and avoiding manipulation. Available in Spanish. Key Features: The Learning for Life eighth grade program is designed to provide community role models to motivate and interact with the youth. Role models meet with a specific class (e.g., English, social studies, and math) and discuss the relationship of that subject to a work situation. These role models, with backgrounds similar to those of the youth, share their personal paths to success, including the pitfalls and the high points. Resource people from the community serve as mentors and role models and give the youth insight into personal decisions, educational goals, and career choices. A Time to Tell Youth Protection DVD is included with the latest edition of the 8th grade teacher's edition. This presents different scenes that help youth see strategies that are needed to keep them safe. The DVD can play in English or Spanish. A meeting guide for A Time To Tell which can be used with youth ages 11 thru 14. Guide is available at the below link in English and Spanish.					
	Navigators Book One: A Personal Compass for Daily Living Teacher's Edition	Learning for Life	2005	9-12	0-8395-2029-8	R Recommended w/ Reservations
	Notes: Recommended as a "Resource Only". Teacher edition required for success. No table of contents. Scripted Available in Spanish. Key Features:					
	Navigators Book Two: A Roadmap for the Future Teacher's Edition	Learning for Life	2005	9-12	0-8395-2020-1	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Provides good career guidance.. Available in Spanish. Key Features:					
	Champions Special Needs Teacher's Edition	Learning for Life	2005	K-3	978-0-8395-2115-0	R
	Notes: Recommended as a "Resource Only". Teacher edition required. Contains a safety unit, modesty, grooming, body parts and responsibility. Graphics and content are inappropriate for above grade three. Available in Spanish. Key Features:					
	Champions Transition Book Teacher's Edition	Learning for Life	2005	9-12	978-0-8395-2933-6	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Requires professional development. Useful in training or providing workshops in decision making, career guidance, work habits, managing personal finance. Lightly skims over many topics. Available in Spanish. Key Features:					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Learning for Life	Leadership Development Guidebook for Teenage Youth Teacher's Edition	Learning for Life	2005	9-12	0-8395-2148-0	R
	Notes: Recommended as a "Resource Only". Teacher edition required for success. Appears to be written for a business setting. Leasership training on managing meetings and groups, motivating participants and conducting team building exercises. Available in Spanish. Key Features:					
Robbie Dean Press	Personal Power Tool Kit (student edition, book, booklet, bracelet)	Midge Patzer	2010	9-12	N/A	R
	Notes: Recommended as "Resource Only". Key Features:					
	Teacher Edition: Interactive Co-Authored Journal					
	Student Edition: Interactive Co-Authored Journal					
	Teenagers: Unlocking Personal Power				188974351-8	
	Booklet – A Guide to Personal Power					
Rosen Classroom	Best Behavior Single / Single-Copy Set (18 titles)	Janine Amos	2009	K-2	978-1-4358-9270-5	R
	Notes: Recommended as a "Resource Only". Key Features:					
	After You				978-1-60754-032-8	
	Don't Do That! How Not to Act				978-1-60754-052-6	
	Don't Say That! Let's Talk Nicely				978-1-60754-054-0	
	Go Away! What Not to Say				978-1-60754-044-1	
	Hello!				978-1-60754-034-2	
	I'm Sorry				978-1-60754-040-3	
	It Won't Work! Let's Try Again				978-1-60754-046-5	
	It's Mine! Let's Try to Share				978-1-60754-048-9	
	Let's Be Kind				978-1-60754-494-4	
	Let's Help Out!				978-1-60754-491-3	
	Let's Make Friends				978-1-60754-499-9	
	Let's Own Up				978-1-60754-505-7	
	Let's Share				978-1-60754-509-5	
	Let's Take Turns				978-1-60754-513-2	
	Move Over! Learning to Share Our Space				978-1-60754-050-2	
	No, Thank You				978-1-60754-036-6	
	Please				978-1-60754-038-0	
	Thank You				978-1-60754-042-7	

Character Education
Grades Pre-K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom	Animal Fair Values / Single Copy Set (4 Titles)	Felicia Law	2010	K-2	978-1-61533-076-8	R
	Notes: Recommended as a “Resource Only”. Key Features:					
	Zanzibar the Zebra: A Tale of Individuality				978-1-60754-807-2	
	Limpopo the Lion: A Tale of Laziness and Lethargy				978-1-60754-808-9	
	Alice the Armadillo: A Tale of Self Discovery				978-1-60754-809-6	
	Darwin the Dolphin: A Tale of Bravery and Courage				978-1-60754-810-2	
Zaner Bloser	Voices PreK Complete Classroom Package (Components include: Read-Aloud Trade Books (18 titles); Big Book of Read-Aloud Tales (2); Tell-a-Tale Puppets (44 inserts and 4 holders); Our Little Books (30 titles, 6 copies each); Our Little Take-Home Books (30 titles, 18 copies each); Big Stack of Facts (30 cards); Oral Language Cards (18 cards); Two-in-One Flip Chart; Theme Posters (6, one for each theme); Concept and Picture Word Cards (2 sets of 200 cards); Read-Along CDs (6); Sing-Along CD; Zee Bee Plush Puppet; Teacher Editions (6, one for each theme); Teacher Resource Book; Activity Book; Assessment Handbook; Teaching Routine Cards (40 cards)	Catherine Snow, Ph.D. and Robert Selman, Ph.D., Patrick C. Walker, Ph.D., Maria Carlo, Ph.D., Terri Purcell, Ph.D., Cynthia Tyson, Ph.D.,	2010	PreK	9780736764230	Highly Recommended
	Key Features:					

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2010 RECOMMENDATIONS**

Interim Adoption
Health
K-12

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
CAMH Centre for Prevention Science (Interim 2010)	Youth Relationships Program featuring the Fourth R for Healthy Relationships (A Relationship-Based Program for Seventh Grade Students in the State of Idaho)	Debbie Townsley, Ray Hughes	Sept., 2009	7	N/A	R See Notes
	Notes: Recommended as a "Resource Only". Program focuses on relationships and sexual health. Correlates 83% to national health standards for relationships and sexual health. Key Features: Fourth R initiatives use best practice approaches to target multiple forms of violence, including bullying, dating violence, peer violence, and group violence. By building healthy school environments we provide opportunities to engage students in developing healthy relationships and decision-making to provide a solid foundation for their learning experience. Increasing youth relationship skills and targeting risk behaviour with a harm reduction approach empowers adolescents to make healthier decisions about relationships, substance use and sexual behaviour. It provides teens with opportunities to learn general communications skills and practice specific strategies, using skills practice and role play, to build healthier relationships and reduce risk of violence. It also addresses the influence of media. The program provides whole-class, small group, and dyadic discussion opportunities to process the issues with peers and the teacher, as well as opportunities to examine individual values, beliefs, boundaries and limits.					
	Supporting Materials: Laminated Resources; Guidelines for Respondent; Quiz, Quiz, Trade Cards; True & False Laminated Cards; Advertisement Cards; Terms & Definition Cards; Categories of Drugs Cards. DVD Resource: Skills for Effective Relationships; CD Resource – Electronic master files of handouts, overheads, and evaluation measures					
CAMH Centre for Prevention Science (Interim 2010)	Youth Relationships Program featuring the Fourth R for Healthy Relationships (A Relationship-Based Program for Seventh Grade Students in the State of Idaho)	Debbie Townsley, Ray Hughes, Claire Crooks	Sept., 2009	8	N/A	R 82%
	Notes: Recommended as a "Resource Only". Correlates 83% to national health standards. Program focuses on relationships and sexual health. Key Features:					
	Supporting Materials: Laminated Resources; Guidelines for Respondent Poster; Quiz, Quiz, Trade cards; Forms of Violence Cards; Four Corners cards; Media Ad Cards. DVD Resources: Skills for Effective Relationships; Role Play Examples and Debriefing; CD Resource – Electronic master files of handouts, overheads, and evaluation measures. Key Features:					
ETR Associates (Interim 2010)	Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV	Richard P. Barth	2004	6-8		R 83%
	Notes: Recommended as a "Resource Only". Correlates 78% to national health standards. Program focuses on relationships and sexual health. Key Features:					
	Reducing the Risk: Student Handbook					

2010 Committee Recommendations

page 113 of 132

*correlation to Health Content Standards.

*Correlation to National Health Education Standards noted above under key features.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
HealthTeacher Inc. (Interim 2010)	HealthTeacher.com	Middleton, et. al.	2010	K-2	9780615373553	Highly Recommended 97%
	Notes: Requires technology and internet access. Correlated 98% to National Standards. Key Features:					
HealthTeacher Inc. (Interim 2010)	HealthTeacher.com	Middleton, et. al.	2010	3-5	9780615373553	Highly Recommended 93%
	Notes: Requires technology and internet access. Correlated 93% to National Standards. Key Features:					
HealthTeacher Inc. (Interim 2010)	HealthTeacher.com	Middleton, et. al.	2010	6-8	9780615373553	Highly Recommended 98%
	Notes: Requires technology and internet access. Correlated 99% to National Standards. Key Features:					
HealthTeacher Inc. (Interim 2010)	HealthTeacher.com	Middleton, et. al.	2010	9-12	9780615373553	Highly Recommended 97%
	Notes: Requires technology and internet access. Correlated 97% to National Standards. Key Features:					
Robbie Dean Press (Interim 2010)	Personal Power Tool Kit (student edition, book, booklet, bracelet)	Midge Patzer	2010	9-12		R
	Notes: Recommended as "Resource Only". Key Features: Is a curriculum using an approach to facilitate understanding and guiding teens in claiming their own personal power. It uses the basis of philosophy relying on communication skills that are effective in any relationship, examines these skills and offers insights into the particular complexities of the teen years that create obstacles in the simplest interactions.					
	Teacher Edition: Interactive Co-Authored Journal					
	Student Edition: Interactive Co-Authored Journal					
	Teenagers: Unlocking Personal Power				188974351-8	
	Booklet – A Guide to Personal Power					
	Unlock It Bracelet					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Rosen Classroom (Interim 2010)	Teen Health and Wellness – 500 students or less per site	Various authors	2007	6-12	978-1-4042-9056-3A	R 6-8 = 21% 9-12 = 20%
	Notes: Recommended as a “Resource Only”. Requires technology and internet connectivity. Only addresses standard 1. National Standards correlates 19% at grade 6-8 and 20% at grade 9-12. 97% correlation to Standard 1. Key Features: Teen Health and Wellness: Real Life, Real Answers, the award-winning, critically acclaimed database from Rosen, provides students with comprehensive curricular support and self-help tools on topics including diseases, drugs, alcohol, nutrition, fitness, obesity, mental health, diversity, family life, work readiness, bullying and school violence, green/environmentally-friendly living, and more. This information-rich, attractive, and easily used database has solid information ... perfect for work done in health classes, family living classes, and for reports in social studies and language arts.					
	Teen Health and Wellness – 501-1,000 students per site				97814042-9056-3B	
	Teen Health and Wellness – 1,000 to 3,000 students per site				97814042-9056-3C	
Seattle King County Public Health (Interim 2010)	4/5/6 F.L.A.S.H. (Family Life and Sexual Health)	Elizabeth Reis	2005	4/5/6		R Highly Recommended See Notes
	Notes: Not a health curriculum, comprehensive program for sex education. Correlation to the sexual health strand at grades 4-5 is 87% and 81% at grade 6. National Standards correlation to sexual health strand at grades 4-5 =81% and 74%. Teacher guide with student handouts, no independent student book. Key Features:					
Seattle King County Public Health (Interim 2010)	7/8 F.L.A.S.H. (Family Life and Sexual Health)	Elizabeth Reis	2006	7/8		R Highly Recommended See Notes
	Notes: Not a health curriculum, comprehensive program for sex education. Correlation to the sexual health strand at grades 7-8 = 92% and 89% to National Standards. Teacher guide with student handouts, no independent student book. Key Features:					
Seattle King County Public Health (Interim 2010)	9/10 F.L.A.S.H. (Family Life and Sexual Health)	Elizabeth Reis	2006	9/10		R Highly Recommended See Notes
	Notes: Not a health curriculum, comprehensive program for sex education. Correlation to the sexual health strand at grades 9-12 = 90% and 86% to National Standards. Teacher guide with student handouts, no independent student book. Key Features:					

2010 Committee Recommendations
*correlation to Health Content Standards.

page 115 of 132

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Health
Grades K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Seattle King County Public Health (Interim 2010)	11/12 F.L.A.S.H. (Family Life and Sexual Health)	Elizabeth Reis	2006	11/12		R Highly Recommended See Notes
	Notes: Not a health curriculum, comprehensive program for sex education. Correlation to the sexual health strand at grades 9-12 = 94% and 93% to National Standards. Teacher guide with student handouts, no independent student book. Key Features:					
Seattle King County Public Health (Interim 2010)	Special Education F.L.A.S.H. (Family Life and Sexual Health)	Elizabeth Reis	2006	Special Ed. 6-12		R Highly Recommended See Notes
	Notes: Not a health curriculum, comprehensive program for sex education. Correlation to the sexual health strand at grades 6-8 is 50% and 71% at grade 9-12. National standards correlation to sexual health strand at grades 6-8 =58% and 54% at grade 9-12. Teacher guide with student handouts, no independent student book. Key Features:					

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2010 RECOMMENDATIONS**

**Interim Adoption
Physical Education
K -12**

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Focused Fitness (Interim 2010)	Five for Life Basic Program Kit	Focused Fitness	2003	K-5	1884	R Recommended w/ Reservations K-2 = 2% 3-5 = 1%
	Notes: Recommended as a "Resource Only". Skill development in basic movements & transitions to lead up to games are missing. Correlates 1% to National Physical Education Standards. Key Features: Contains important health information on nutrition, body systems and fitness.					
	Basic Instructional Manual		2003	K-5	1871	
	Nutrition Kit		2004	K-12	1874	
	Circuit Training Kit		2005	K-12	1873	
	Dynamic Workout DVD		2004	K-12	1866	
	Basic Measurements DVD		2005	K-12	1867	
Focused Fitness (Interim 2010)	Five for Life Intermediate Program Kit	Focused Fitness	2003	6-8	1890	R Recommended w/ Reservations 33%
	Notes: Recommended as a "Resource Only". Good resource for health curriculum. Skill development in basic movements & transitions to lead up to games are missing. Correlates 29% to National Physical Education Standards. Key Features: Contains important health information on nutrition, body systems and fitness.					
	Intermediate Instructional Manual		2003	6-8	1891	
	Nutrition Kit		2004	K-12	1874	
	Circuit Training Kit		2005	K-12	1873	
	Dynamic Workout DVD		2004	K-12	1866	
	Advanced Measurements DVD		2005	K-12	1868	
Focused Fitness (Interim 2010)	Five for Life Advanced Program Kit	Focused Fitness	2003	9-12	1885	R Recommended w/ Reservations 40%
	Notes: Recommended as a "Resource Only". A resource for a health curriculum or to teach health concepts in a physical education course. Students are not engaged in movement activities for long periods of time. Activities are not challenging enough to use at the high school level. Correlates 53% to National Physical Education Standards. Key Features: Contains important health information on nutrition, body systems and fitness.					
	Advanced Instructional Manual		2003	9-12	1872	
	Nutrition Kit		2004	K-12	1874	
	Circuit Training Kit		2005	K-12	1873	
	Dynamic Workout DVD		2004	K-12	1866	
	Advanced Measurements DVD		2005	K-12	1868	
Focused Fitness (Interim 2010)	Physical Activity Program	Focused Fitness	2009	K-5	1863	R Recommended w/ Reservations K-2 = 42% 3-5 = 80%
	Notes: Recommended as a "Resource Only". Activities support health related curriculum, but does not cover the standards about developing & maintaining fitness skill development. Multiple tag games with no skill development. Key Features: Contains important health information on nutrition, body systems and fitness.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Focused Fitness (Interim 2010)	WELPRO Software	Focused Fitness	2004	K-12		R
	Notes: Recommended as "Teacher Resource Only". A teacher resource to create templates for scoring assessments and behavior logs. Can personalize logs for students and classes on-line use. Log samples included in curriculum. Key Features: Contains important health information on nutrition, body systems and fitness.					

A large, hollow outline of the state of Idaho, which serves as a background for the text.

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2010 RECOMMENDATIONS**

Interim Adoption
**Humanities: World Language
and Art
6 -12**

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Exploratory World Language Courses						
EMC Publishing, LLC (Interim 2010)	Exploring Spanish, 3E	Joan Sheeran	2008	6-8	9780821940396	See Notes
	Notes: Recommended as Pre-level I, as an explorative course in middle school. Correlates 88% to level I. Contains no formal grammar. Provides good introduction to language.					
	Key Features: This text generates enthusiasm through a friendly, visual approach and involves students with the spoken language from the very first lesson. Twenty thematic units expose students to a variety of words, expressions, and structures, and provide a taste of the food, art, music, and literature of Spanish-speaking countries. It helps students understand the culture of Spanish-speaking countries while developing an appreciation of their own culture.					
	Workbook				9780821934760	
	Audio CDs				9780821939178	
	Downloadable Audio				9780821941317	
	Symtalk Symbol Cards				9780821938577	
	Overhead Transparencies				9780821934777	
	Transparencies Online				9780821956069	
	Teacher's Guide				9780821934753	
	Exploring Spanish Teacher Package with Audio CDs				9780821934784	
	Exploring Spanish Teacher Package with Downloadable Audio				9780821941430	
EMC Publishing, LLC (Interim 2010)	Exploring French, 3E	Joan Sheeran	2008	6-8	9780821940402	See Notes
	Notes: Recommended as Pre-level I, as an explorative course in middle school. Correlates 82% to level I.					
	Key Features: This text generates enthusiasm through a friendly, visual approach and involves students with the spoken language from the very first lesson. Twenty thematic units expose students to a variety of words, expressions, and structures, and provide a taste of the food, art, music, and literature of French-speaking countries. It helps students understand the culture of French-speaking countries while developing an appreciation of their own culture.					
	Workbook				9780821934814	
	Audio CDs				9780821939154	
	Downloadable Audio				9780821941331	
	Symtalk Symbol Cards				9780821938577	
	Overhead Transparencies				9780821934821	
	Transparencies Online				9780821956076	
	Teacher's Guide				9780821934807	
	Exploring French Teacher Package with Audio CDs				9780821934838	
	Exploring French Teacher Package with Downloadable Audio				9780821941454	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

**World Language
Grades 6-12**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
EMC Publishing, LLC (Interim 2010)	Exploring German, 3E	Joan Sheeran	2008	6-8	9780821940419	See Notes
	Notes: Recommended as Pre-level I, as an explorative course in middle school. Correlates 72% to level I. Limited instruction in grammatical and sentence structures. Weak in some cultural contexts and historical events.					
	Key Features: This text generates enthusiasm through a friendly, visual approach and involves students with the spoken language from the very first lesson. Twenty thematic units expose students to a variety of words, expressions, and structures, and provide a taste of the food, art, music, and literature of German-speaking countries. It helps students understand the culture of German-speaking countries while developing an appreciation of their own culture.					
	Workbook				9780821934869	
	Audio CDs				9780821939215	
	Downloadable Audio				9780821941324	
	Symtalk Symbol Cards				9780821938577	
	Overhead Transparencies				9780821934876	
	Transparencies Online				9780821956083	
	Teacher's Guide				9780821934852	
EMC Publishing, LLC (Interim 2010)	Exploring Chinese, 1E (Softcover)	Joan Sheeran	2008	6-8	9780821938881	
	Notes: Recommended as Pre-level I, as an explorative course in middle school. Correlates 44% to level I. Teacher edition required. Listening activities hard to find. Written forms based on Pinyin, not characters.					
	Key Features: This text generates enthusiasm through a friendly, visual approach and involves students with the spoken language from the very first lesson. Twenty thematic units expose students to a variety of words, expressions, and structures, and provide a taste of the food, art, music, and literature of Chinese-speaking countries. It helps students understand the culture of Chinese-speaking countries while developing an appreciation of their own culture. Content is presented in both pinyin and Chinese characters					
	Workbook				9780821938904	
	Audio CDs				9780821941560	
	Downloadable Audio				9780821941355	
	Symtalk Symbol Cards				9780821938928	
	Overhead Transparencies				9780821938911	
	Transparencies Online				9780821956045	
	Teacher's Guide				9780821938898	
	Exploring German Teacher Package with Audio CDs				9780821934883	
	Exploring German Teacher Package with Downloadable Audio				9780821941447	
	Exploring Chinese Teacher Package with Audio CDs				9780821938935	
	Exploring Chinese Teacher Package with Downloadable Audio				9780821941478	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
French						
EMC Publishing, LLC (Interim 2010)	C'est à toi! Level One, 2E	Karla Winther Fawbush, et al	2007	7-12	9780821932568	95%
	Notes: Lacking some emphasis on question words, formal/informal address & politeness in social exchanges. Key Features: This is a proficiency-oriented text with functional objectives for each unit, and uses a stimulating mix of interactive exercises, realistic situations, practical information, and role-playing activities. It emphasizes through illustrations, photos, and thematic readings the daily experiences encountered by young adults. Provides open-ended, engaging communicative activities, lively, authentic cultural coverage, engaging technology components, and intensive, varied practice opportunities rooted in authentic applications.					
	Interactive Textbook on CD				9780821933398	
	Interactive Textbook Online				9780821938690	
	Annotated Teacher's Edition				9780821932582	
	Annotated Teacher's Edition on CD				9780821932599	
	Workbook				9780821932605	
	Workbook Teacher's Edition				9780821932612	
	Communicative Activities				9780821932629	
	Activities for Proficiency				9780821932636	
	Grammar and Vocabulary Exercises				9780821932643	
	TPR Storytelling Manual				9780821932650	
	Program Manager with Daily Lesson Planner				9780821932667	
	Middle School Resources Part 1				9780821932674	
	Middle School Resources Part 2				9780821932681	
	Listening Activities on Audio CD				9780821932698	
	Assessment Program with Audio CD and DVD				9780821932711	
	Lesson Planner and EXAMVIEW Assessment Suite (Levels 1-3)				9780821955857	
	Transparencies Online				9780821956106	
	Overhead Transparencies				9780821932773	
	Audio CD Program				9780821932780	
	DVD Program				9780821932827	
	French <i>i-Culture</i> site license				9780821933497	
EMC Publishing, LLC (Interim 2010)	C'est à toi! Level Two, 2E	Karla Winther Fawbush, et al	2007	8-12	9780821932841	96%
	Notes: Lacks communication of "preferences" and varied forms of language use. Key Features: This is a proficiency-oriented text with functional objectives for each unit, and uses a stimulating mix of interactive exercises, realistic situations, practical information, and role-playing activities. It emphasizes through illustrations, photos, and thematic readings the daily experiences encountered by young adults. Provides open-ended, engaging communicative activities, lively, authentic cultural coverage, engaging technology components, and intensive, varied practice opportunities rooted in authentic applications.					
	Interactive Textbook on CD				9780821933404	
	Interactive Textbook Online				9780821938706	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
EMC Publishing, LLC (Interim 2010)	C'est à toi! Level Two, 2E (Continued)		2007	8-12		
	Annotated Teacher's Edition				9780821932865	
	Annotated Teacher's Edition on CD				9780821932872	
	Workbook				9780821932889	
	Workbook Teacher's Edition				9780821932896	
	Communicative Activities				9780821932902	
	Activities for Proficiency				9780821932919	
	Grammar and Vocabulary Exercises				9780821932926	
	Program Manager with Daily Lesson Planner				9780821932933	
	Listening Activities on Audio CD				9780821932940	
	Assessment Program with Audio CD and DVD				9780821932964	
	Lesson Planner and EXAMVIEW Assessment Suite (Levels 1-3)				9780821955857	
	Transparencies Online				9780821956113	
	Overhead Transparencies				9780821933022	
	Audio CD Program				9780821933039	
DVD Program				9780821933077		
French <i>i-Culture</i> site license				9780821933497		
EMC Publishing, LLC (Interim 2010)	C'est à toi! Level Three, 2E	Karla Winther Fawbush, et al	2007	9-12	9780821933091	96%
	Notes:					
	Key Features: This is a proficiency-oriented text with functional objectives for each unit, and uses a stimulating mix of interactive exercises, realistic situations, practical information, and role-playing activities. It emphasizes through illustrations, photos, and thematic readings the daily experiences encountered by young adults. Provides open-ended, engaging communicative activities, lively, authentic cultural coverage, engaging technology components, and intensive, varied practice opportunities rooted in authentic applications.					
	Interactive Textbook on CD				9780821933411	
	Interactive Textbook Online				9780821938713	
	Annotated Teacher's Edition				9780821933114	
	Annotated Teacher's Edition on CD				9780821933121	
	Workbook				9780821933138	
	Workbook Teacher's Edition				9780821933145	
	Communicative Activities				9780821933152	
	Grammar and Vocabulary Exercises				9780821933169	
	Program Manager with Daily Lesson Planner				9780821933176	
	Listening Activities on Audio CD				9780821933183	
	Assessment Program with Audio CD and DVD				9780821933206	
	Lesson Planner and EXAMVIEW Assessment Suite (Levels 1-3)				9780821955857	
	Transparencies Online				9780821956120	
	Overhead Transparencies				9780821933268	
	Audio CD Program				9780821933275	
	DVD Program <i>Me Voilà!</i>				9780821936184	
	French <i>i-Culture</i> site license				9780821933497	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
German						
EMC Publishing, LLC (Interim 2010)	Deutsch Aktuell 1, 6E	Wolfgang Kraft	2010	9-12	9780821952054	91%
	Notes: CD's necessary for listening exercises. Key Features: This is a proficiency-oriented text with functional objectives for each unit, and uses a stimulating mix of interactive exercises, realistic situations, practical information, and role-playing activities. It emphasizes through illustrations, photos, and thematic readings the daily experiences encountered by young adults. Provides open-ended, engaging communicative activities, lively, authentic cultural coverage, engaging technology components, and intensive, varied practice opportunities rooted in authentic applications.					
	Textbook Online				9780821954485	
	Textbook on CD				9780821954478	
	Annotated Teacher's Edition				9780821954492	
	Workbook				9780821954508	
	Workbook Online				9780821954515	
	Workbook Teacher's Edition				9780821954522	
	Communicative Activities				9780821954546	
	Grammar and Vocabulary Exercises Online				9780821954553	
	TPR Storytelling Manual				9780821954577	
	Plan, Listen, and Assess Pack with Audio CDs				9780821954584	
	Plan, Listen, and Assess Pack with Downloadable Audio				9780821954645	
	Electronic Overhead Transparencies CD				9780821954690	
	DVD Program: <i>Treffpunkt Berlin</i>				9780821954706	
	Freunde in Deutschland DVD				9780821955079	
	German i-Culture site license				9780821933503	
EMC Publishing, LLC (Interim 2010)	Deutsch Aktuell 2, 6E	Wolfgang Kraft	2010	9-12	9780821952061	83%
	Notes: Teacher edition required, CD's required for listening exercises. Key Features: This is a proficiency-oriented text with functional objectives for each unit, and uses a stimulating mix of interactive exercises, realistic situations, practical information, and role-playing activities. It emphasizes through illustrations, photos, and thematic readings the daily experiences encountered by young adults. Provides open-ended, engaging communicative activities, lively, authentic cultural coverage, engaging technology components, and intensive, varied practice opportunities rooted in authentic applications.					
	Textbook Online				9780821954737	
	Textbook on CD				9780821954720	
	Annotated Teacher's Edition				9780821954744	
	Workbook				9780821954751	
	Workbook Online				9780821954768	
	Workbook Teacher's Edition				9780821954775	
	Communicative Activities				9780821954799	
	Grammar and Vocabulary Exercises Online				9780821954805	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

World Language
Grades 6-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
EMC Publishing, LLC (Interim 2010)	Deutsch Aktuell 2, 6E (Continued)		2010	8-12				
	Plan, Listen, and Assess Pack with Audio CDs				9780821954829			
	Plan, Listen, and Assess Pack with Downloadable Audio				9780821954881			
	Electronic Overhead Transparencies CD				9780821954904			
	DVD Program: Treffpunkt Berlin				9780821954911			
	German i-Culture site license				9780821933503			
EMC Publishing, LLC (Interim 2010)	Deutsch Aktuell 3, 6E	Wolfgang Kraft	2010	9-12	9780821952078	92%		
	Notes: Teacher edition required, CD's required for listening exercises. Excellent historical information. Lots of authentic listening materials.							
	Key Features: This is a proficiency-oriented text with functional objectives for each unit, and uses a stimulating mix of interactive exercises, realistic situations, practical information, and role-playing activities. It emphasizes through illustrations, photos, and thematic readings the daily experiences encountered by young adults. Provides open-ended, engaging communicative activities, lively, authentic cultural coverage, engaging technology components, and intensive, varied practice opportunities rooted in authentic applications.							
	Annotated Teacher's Edition				9780821954935			
	Workbook				9780821954942			
	Workbook Online				9780821954959			
	Workbook Teacher's Edition				9780821954966			
	Plan, Listen, and Assess Pack with Audio CDs				9780821954980			
	Plan, Listen, and Assess Pack with Downloadable Audio				9780821955031			
	DVD Program: Treffpunkt Berlin				9780821955055			
	German i-Culture site license				9780821933503			

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Spanish						
EMC Publishing, LLC (Interim 2010)	¡Aventura! 1	Alejandro Vargas Bonilla	2009	9-12	9780821939673	Highly Recommended 98%
	Notes: Teacher edition required. Key Features: This text uses vibrant culture and an effective spiraling technique to guide students through the Spanish-speaking world. Various activity formats encourage comprehension and retention. Students rapidly develop into communicators using new vocabulary and language patterns. Activities included in the textbook, workbook, and electronic supplements help engage every student.					
	Interactive Textbook Online				9780821946664	
	Interactive Textbook on CD				9780821939710	
	Annotated Teacher's Edition				9780821939680	
	Workbook				9780821939697	
	Workbook Online				9780821946671	
	Workbook Teacher's Edition				9780821939703	
	Communicative Activities				9780821939734	
	Activities for Proficiency				9780821939741	
	Grammar and Vocabulary Exercises				9780821939758	
	Grammar and Vocabulary Exercises Online				9780821958490	
	Grammar and Vocabulary Exercises Teacher's Edition				9780821939765	
	TPR Storytelling Manual				9780821939772	
	Lesson Planner on CD				9780821940716	
	<i>Materiales para hispanohablantes nativos set</i>				9780821939802	
	Overhead Transparencies				9780821939826	
	Test Booklet with Audio CDs and Quizzes				9780821940945	
	Test Booklet with Downloadable Audio and Quizzes				9780821940976	
	Test Booklet with Audio CDs, Quizzes, and EXAMVIEW®				9780821940983	
	Test Booklet with Downloadable Audio, Quizzes, and EXAMVIEW®				9780821940990	
	Textbook Audio Program with Audio CDs				9780821939833	
	Textbook Audio Program with Downloadable Audio				9780821940709	
	Listening Activities with Audio CDs				9780821939789	
	Listening Activities with Downloadable Audio				9780821939727	
	Electronic Overhead Transparencies CD with Audio				9780821941164	
	DVD Program: <i>El cuarto misterioso</i>				9780821939840	
	¡Aventureros! Videos with Activities CD				9780821940426	
	Electronic Flash Card Maker CD				9780821941171	
	Electronic Flash Card Maker Online				9780821955109	
	¡Otra Vez! Interactive Flash Card Maker Teacher's Edition CD				9780821941188	
	¡Aventura! Juegos CD				9780821941195	
	Spanish i-Culture site license				9780821933480	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
EMC Publishing, LLC (Interim 2010)	¡Aventura! 2	Alejandro Vargas Bonilla	2009	9-12	9780821939895	100%
	Notes: Teacher edition is required to meet all standards. Key Features: This text uses vibrant culture and an effective spiraling technique to guide students through the Spanish-speaking world. Various activity formats encourage comprehension and retention. Students rapidly develop into communicators using new vocabulary and language patterns. Activities included in the textbook, workbook, and electronic supplements help engage every student.					
	Interactive Textbook Online				9780821946688	
	Interactive Textbook on CD				9780821939932	
	Annotated Teacher's Edition				9780821939901	
	Workbook				9780821939918	
	Workbook Online				9780821946695	
	Workbook Teacher's Edition				9780821939925	
	Communicative Activities				9780821939956	
	Activities for Proficiency				9780821939963	
	Grammar and Vocabulary Exercises				9780821939970	
	Grammar and Vocabulary Exercises Online				9780821958506	
	Grammar and Vocabulary Exercises Teacher's Edition				9780821939987	
	Lesson Planner on CD				9780821939949	
	<i>Materiales para hispanohablantes nativos</i> set				9780821940020	
	Overhead Transparencies				9780821940051	
	Test Booklet with Audio CDs and Quizzes				9780821941065	
	Test Booklet with Downloadable Audio and Quizzes				9780821941096	
	Test Booklet with Audio CDs, Quizzes, and EXAMVIEW®				9780821941102	
	Test Booklet with Downloadable Audio, Quizzes, and EXAMVIEW®				9780821941119	
	Textbook Audio Program with Audio CDs				9780821940068	
	Textbook Audio Program with Downloadable Audio				9780821940730	
	Listening Activities with Audio CDs				9780821939994	
	Listening Activities with Downloadable Audio				9780821940747	
	Electronic Overhead Transparencies CD with Audio				9780821941201	
	DVD Program: <i>El cuarto misterioso</i>				9780821940082	
	¡Aventureros! Videos with Activities CD				9780821940457	
	Electronic Flash Card Maker CD				9780821941218	
	Electronic Flash Card Maker Online				9780821955147	
	¡Otra vez! Interactive Flash Card Maker Teacher's Edition CD				9780821941225	
	¡Aventura! Juegos CD				9780821941232	
	Spanish i-Culture site license				9780821933480	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
EMC Publishing, LLC (Interim 2010)	¡Aventura! 3	Alejandro Vargas Bonilla	2009	9-12	9780821940105	100%
	Notes: Teacher edition is required to meet standards adequately. Comprehensible input is limited to only a few. Key Features: This text uses vibrant culture and an effective spiraling technique to guide students through the Spanish-speaking world. Various activity formats encourage comprehension and retention. Students rapidly develop into communicators using new vocabulary and language patterns. Activities included in the textbook, workbook, and electronic supplements help engage every student.					
	Interactive Textbook Online				9780821946701	
	Interactive Textbook on CD				9780821940143	
	Annotated Teacher's Edition				9780821940112	
	Workbook				9780821940129	
	Workbook Online				9780821946718	
	Workbook Teacher's Edition				9780821940136	
	Communicative Activities				9780821940167	
	Grammar and Vocabulary Exercises				9780821940174	
	Grammar and Vocabulary Exercises Online				9780821958513	
	Grammar and Vocabulary Exercises Teacher's Edition				9780821940181	
	Lesson Planner on CD				9780821940150	
	Overhead Transparencies				9780821940228	
	Test Booklet with Audio CDs and Quizzes				9780821941003	
	Test Booklet with Downloadable Audio and Quizzes				9780821941034	
	Test Booklet with Audio CDs, Quizzes, and EXAMVIEW®				9780821941041	
	Test Booklet with Downloadable Audio, Quizzes, and EXAMVIEW®				9780821941058	
	Textbook Audio Program with Audio CDs				9780821940235	
	Textbook Audio Program with Downloadable Audio				9780821940761	
	Listening Activities with Audio CDs				9780821940198	
	Listening Activities with Downloadable Audio				9780821940778	
	Electronic Overhead Transparencies CD with Audio				9780821941249	
	DVD Program: <i>El cuarto misterioso</i>				9780821940259	
	¡Aventureros! Videos with Activities CD				9780821940488	
	Electronic Flash Card Maker CD				9780821941256	
	Electronic Flash Card Maker Online				9780821955185	
	¡Otra vez! Interactive Flash Card Maker Teacher's Edition CD				9780821941263	
	¡Aventura! Juegos CD				9780821941270	
	Spanish <i>i-Culture</i> site license				9780821933480	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
EMC Publishing, LLC (Interim 2010)	¡Aventura! 4	Alejandro Vargas Bonilla	2009	9-12	9780821939406	96%
	Notes: Teacher edition is required. Need CD's for listening exercises. Key Features: This text uses vibrant culture and an effective spiraling technique to guide students through the Spanish-speaking world. Various activity formats encourage comprehension and retention. Students rapidly develop into communicators using new vocabulary and language patterns. Activities included in the textbook, workbook, and electronic supplements help engage every student.					
	Textbook Online				9780821955222	
	Textbook on CD				9780821955239	
	Annotated Teacher's Edition				9780821939420	
	Workbook				9780821939413	
	Workbook Teacher's Edition				9780821939437	
	Test Booklet with Audio CDs and Quizzes				9780821939482	
	Test Booklet with Downloadable Audio and Quizzes				9780821939543	
	Textbook Audio Program with Audio CDs				9780821939499	
	Textbook Audio Program with Downloadable Audio				9780821939475	
	Listening Activities Package with Audio CDs				9780821939444	
	Listening Activities Package with Downloadable Audio				9780821939468	
	DVD Program: <i>Aventuras culturales</i>				9780821939529	
	¡Aventureros! Videos with Activities CD				9780821940518	
	Spanish <i>i-Culture</i> site license				9780821933480	
EMC Publishing, LLC (Interim 2010)	¡A toda vela!	Carmen Herrera	2008	9-12	9780821937143	100%
	Notes: Teacher edition is required. Need CD's for listening exercises. Lots of internet articles. Has many higher order thinking activities. Key Features: This text uses vibrant culture and an effective spiraling technique to guide students through the Spanish-speaking world. Various activity formats encourage comprehension and retention. Students rapidly develop into communicators using new vocabulary and language patterns. Activities included in the textbook, workbook, and electronic supplements help engage every student.					
	Textbook Online				9780821955260	
	Textbook on CD				9780821955277	
	Annotated Teacher's Edition				9780821937150	
	Annotated Teacher's Edition with Textbook Audio CDs				9780821938768	
	Annotated Teacher's Edition with Textbook Downloadable Audio				9780821938751	
	Workbook				9780821937167	
	Audio CDs for Workbook				9780821940549	
	Workbook with Audio CDs for Workbook				9780821938744	
	Workbook with Downloadable Audio for Workbook				9780821940792	
	Workbook Answer Key				9780821937174	
	Workbook, Workbook Answer Key, and Audio CDs for Workbook				9780821941706	
	Workbook, Workbook Answer Key, and Downloadable Audio for Workbook				9780821941690	
	EXAMVIEW® with Assessment CDs				9780821938256	
	EXAMVIEW® with Assessment Downloadable Audio				9780821938263	
	Web Activities Access (per student)				9780821940587	
	Spanish <i>i-Culture</i> site license				9780821933480	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource *Correlation
ART						
Garth Stevens Classroom	Lives of the Artists / Set of 7 Titles	Various Authors	2004/2005	5-8	978-0-8368-5719-1	R
	Notes: Recommended as "Resource Only". Biographical titles to support art history curriculum.					
	Key Features:					
	Claude Monet	Sean Connolly	2005	5-8	978-0-8368-5655-2	
	Leonardo da Vinci	Antony Mason	2004	5-8	978-0-8368-5604-0	
	Marc Chagall	Antony Mason	2005	5-8	978-0-8368-5654-5	
	Michelangelo	Sean Connolly	2004	5-8	978-0-8368-5605-7	
	Pablo Picasso	Susie Hodge	2004	5-8	978-0-8368-5606-4	
	Rembrandt	Antony Mason	2005	5-8	978-0-8368-5656-9	
	Vincent van Gogh	Andrea Bassil	2004	5-8	978-0-8368-5607-1	

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2010 RECOMMENDATIONS**

Limited English Proficiency
and
Computer Applications
K - 12

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Oxford University Press (2010)	Oxford Picture Dictionary for the Content Areas 2e	Dorothy Kauffman and Gary Apple	2010	3-8	9780194525008	Highly Recommended R
	Notes: Recommended as "Resource Only", may use as an intervention tool. Key Features: Is a complete language development program. Accelerates mastery of academic language and content vocabulary. Is built on a research-based instructional routine by Kate Kinsella. Is aligned to curriculum standards. Is a flexible teaching and learning program.					
Oxford University Press (2010)	Oxford Picture Dictionary for Kids	Joan Ross Keyes	1998	K-3	978019349970	Highly Recommended R
	Notes: Recommended as "Resource Only", may use as an intervention tool. Key Features: Is a complete language development program. Carefully controlled language. Colorful illustrations that reinforce meaning. Exercises that build comprehension and vocabulary. Is a flexible teaching and learning program.					
Oxford University Press (2010)	Oxford Picture Dictionary 2e	Jayme Adelson-Goldstein and Norma Shapiro	2008	5-12	9780194369763	Highly Recommended R
	Notes: Recommended as "Resource Only", may use as an intervention tool. Key Features: Is a complete language vocabulary development program. 4,000 up to date English words and phrases. Colorful vibrant illustrations that reinforce meaning. New story pages and the addition of verbs. Is a flexible teaching and learning program					
Oxford University Press (2010)	Oxford Picture Dictionary Interactive 2e	Jayme Adelson-Goldstein and Norma Shapiro	2009	5-12	9780194740524	Highly Recommended R
	Notes: Recommended as "Resource Only", may use as an intervention tool. Key Features: Contextualized language practice and activities to reinforce new vocabulary. Immediate access to target words promoting learner autonomy. Clear and intuitive navigation even for novice computer users. Flashcard maker that creates customizable word and picture cards. Vocabulary Notebook allows students to create individual electronic notebooks of all the vocabulary from the dictionary.					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
The Learning Internet, Inc. (DBA Learning.com) (2010)	EasyTech	Barclay Burns, Ph.D. et al.	2010	K-8	978-1-935284-44-4	R
	Notes: "Resource Only". Requires computer and internet connectivity. Good tool for teaching technology concepts, and keyboarding skills. Key Features: EasyTech, a proven, Web-delivered K-8 technology literacy curriculum integrates technology into Math, Science, Language Arts and Social Studies. EasyTech covers these critical tools and skills: computer fundamentals, keyboarding, word processing, graphics, visual mapping, databases, spreadsheets, graphing, communicating online, Internet safety, presentation, web browsing, multimedia, and basic HTML. EasyTech delivers instruction to students through six different types of curriculum items: Lessons, Discussions, Activities (includes Projects), Practices and Quizzes. EasyTech is available in English and Spanish.					
Pixton Comics, Inc. (2010)	Pixton for Schools: Learning with Comics	Pixton Comics Inc.	2008-2010	4-12	Web based	R
	Notes: "Resource Only". Requires computer and internet connectivity. Excellent supplemental material for teaching dialog, body language, elements of propaganda, media literacy and sequencing. Usable in all disciplines using visual aids. Can upload and manipulate images, allows student creativity. Key Features: Provides an easy-to-use web-based comic maker for any age or skill level. Through project-based activities in an online classroom environment, students get hands-on experience using text and graphics to express ideas in a concise and effective way. Award-winning design offers unparalleled creative possibilities with features including: unlimited variety of fully posable characters; customizable props, backgrounds and speech bubbles; photo uploading; collaborative remixing; one-click printing and embedding. Downloadable student performance results. Classrooms configurable for any teaching style. Certified on Smart and Promethean interactive whiteboards.					

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – School Social Work Standards IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In 2009 the Idaho School Social Work Standards were reviewed and revised by the School Social Work Association of Idaho (SSWAI). Members from the SSWAI presented their rationale and revisions to the Professional Standards Commission. The Professional Standards Commission would like to recommend for approval the proposed revisions as they are well aligned to national best practices.

The primary modifications to the standards include; clarification of the role of the school social worker in the assessment process to clearly delineate social work's role from that of other professionals (Standard 2, Performance Indicator 6), clarification of the educational requirements for receiving the school social work endorsement (Standard 1, Knowledge Indicator 1), Rewriting Standard 1, Performance Indicator 4 for compliance with Idaho Social Work Licensure Rules and Regulations related to the diagnosis of mental disorders. Although the standards continue to be quite detailed, they are comparable in length to the Standards for School Counselors and Psychologists.

ATTACHMENTS

Attachment 1 – Proposed Revisions to the Idaho Standards for School Social Workers Page 3

Attachment 2 – IDAPA 08.02.02.004, Rules Governing Uniformity Page 15

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Standards for School Social Workers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates views their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1 - Content: The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

Knowledge Indicators: The competent school social worker:

1. Has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:
 - (1) has attained a master's degree in social work from a program accredited by (CSWE),
 - (2) has taken a school social work course and,
 - (3) has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.
2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
5. Understands the effects of mental illness on students' ability to participate in learning.
6. Understands the person-in-environment context of social work.

7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.
8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.
9. Understands systems theories as they relate to classrooms, schools, families, and community.
10. Understands methods of advocacy on behalf of individuals, families, and school systems.
11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

Performance Indicators – The competent school social worker:

1. Uses empathy in interpersonal relationships.
2. Uses diverse interview techniques and written communication with all persons within the student's system.
3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.
4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).
5. Selects and applies empirically-based methods of intervention to enhance students' educational experience.
6. Demonstrates effective leadership of and participation in interdisciplinary teams.

STANDARD 2 - Service Delivery: The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.

Knowledge Indicators – The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.
2. Understands empirically-based methods of social work service delivery.
3. Understands and develops skills in advocacy, case management, community organization, consultation and in-service training.
4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including "Response to Intervention." (RTI)

5. Understands the interdisciplinary approach to service delivery within the educational environment.
6. Understands how to integrate content knowledge for service delivery.
7. Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.

Performance Indicators – The competent school social worker:

1. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).
2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.
3. Provides crisis intervention counseling and other services to the school community.
4. Provides consultation to teachers, administrators, parents, and community agencies.
5. Develops and provides training and educational programs in the school and community.
6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.¹
7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.
8. Mobilizes the resources of the school and community to meet the needs of children and their families.
9. Reports suspected child abuse and neglect to the State's child welfare agency and/or law enforcement.

¹ School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice. Social work assessment is an ongoing process of data collection aimed at identifying client strengths and problems. Specifically, assessment guides treatment planning, as well as informs intervention selection and monitoring as it relates to the social-emotional development of students in the educational system. (Mizrahi, T., Davis, L. E., & Henderson, D. M. (Eds.). (2009). *Encyclopedia of social work* (20th Ed.) Silver Springs, MD: National Association of Social Workers and Oxford University Press, Inc.)

STANDARD 3 – Planning: The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.

Knowledge Indicators - The competent school social worker:

1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.
2. Understands the process of needs assessment, referral, and resource development.
3. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
5. Understands how to integrate and use technology for assessments, interventions, and information management.

Performance Indicators - The competent school social worker:

1. Assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.
2. Conducts needs assessments to plan for service delivery.
3. Assists students in creating long- and short-term plans to meet expectations for learning.
4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.
5. Plans interventions that integrate students' life experiences and future career goals.
6. Maintains relevant data to assist in planning, management and evaluation of school social work.
7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.
8. Supports approaches to learning that address individual student needs.
9. Integrates and uses technology for assessments, interventions, and information management.

STANDARD 4 - Assessment and Evaluation: The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

Knowledge Indicators - The competent school social worker:

1. Understands strength-based assessments and practices that support growth and development.
2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.
3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.
4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.
5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
 - The child's physical, cognitive, and social-emotional development;
 - Family history and factors that influence the child's overall functioning;
 - The child's behavior and attitude in different settings;
 - Patterns of interpersonal relationships in all spheres of the child's environment;
 - Patterns of achievement and adjustment at critical points in the child's growth and development;
 - Adaptive behavior and cultural factors that may influence learning.
6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.
7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.
8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.
9. Is familiar with the diagnostic tools used by other professionals in the school.
10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.

Performance Indicators - The competent school social worker:

1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the

understanding, progress, and performance of students' social-emotional development in the school environment.

2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including "Response to Intervention" (RTI).
3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.
4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
5. Presents social work assessment results in an easily understandable manner.
6. Documents social work assessment and evaluation results.
7. Collaborates with parents/guardians and other professionals regarding the assessment process.
8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.
9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

STANDARD 5 - Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students' learning and well being.

Knowledge Indicators - The competent school social worker:

1. Understands the principles, practices, and processes of individual and organizational consultation.
2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.
3. Understands the school's role within the context of the larger community.
4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
5. Understands the importance of audience and purpose when selecting ways to communicate ideas.
6. Understands language development, communication techniques, and the role of communication in the learning environment.

7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families
8. Understands the role of school personnel as mandated reporters of child abuse and neglect.

Performance Indicators - The competent school social worker:

1. Initiates, develops, and implements consultative relationships.
2. Models and promotes ethical practices for confidential communication.
3. Collaborates with colleagues, parents/guardians, and community personnel about students' needs.
4. Encourages relationships among colleagues to promote a positive learning environment.
5. Participates in collaborative decision-making and problem-solving to promote students' success.
6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.
7. Models and promotes effective communication among group members or between groups.
8. Uses a variety of effective communication modes with diverse target groups.
9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State's child welfare agency and/or law enforcement.
10. Makes mandated reports of child abuse and neglect as appropriate to the State's child welfare agency and/or law enforcement.

STANDARD 6 - Advocacy and Facilitation: The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.

Knowledge Indicators - The competent school social worker:

1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.
2. Is familiar with available resources for students and families within the school and community.
3. Understands when and how to make referrals for programs and services at the district, community, and State levels.
4. Understands the need to improve access to services and resources.

Performance Indicators - The competent school social worker:

1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.
3. Makes referrals to community and school resources.
4. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

STANDARD 7 - Learning Community: The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge Indicators - The competent school social worker:

1. Understands principles of and strategies for effective behavior and social management within the school environment.
2. Understands how people's attitudes within the educational environment influence behavior of individuals.
3. Understands how to help students work cooperatively and productively.
4. Understands the importance of parents'/guardians' participation in fostering students' positive development.
5. Understands dispute resolution strategies.
6. Understands the goals and objectives of educational organizations.
7. Understands how to work with administrators and other school personnel to make changes within the school.
8. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance Indicators - The competent school social worker:

1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.
2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.
3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.

4. Develops dispute resolution programs within the school environment.
5. Develops needs assessments and works as a change agent to address the identified gaps in services.
6. Collaborates with community agencies in school-linked service learning projects or other programs.
7. Promotes the effective utilization of school social work services.
8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.
9. Designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.
10. Promotes active parental/guardian participation within the educational environment.
11. Collaborates with community agencies to increase access to services and resources.

STANDARD 8 – Diversity: The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

Knowledge Indicators - The competent school social worker:

1. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.
2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.
4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.
5. Understands ways in which similar behaviors may have different meanings to people in different cultures.

Performance Indicators - The competent school social worker:

1. Facilitates a learning community in which individual differences are respected.
2. Practices gender equity and avoid sex-role stereotyping.
3. Provides services that promote multi-cultural sensitivity.

4. Develops strategies to decrease negative effects of cultural barriers on education.
5. Utilizes students' diversity to enrich the educational experiences of all students.
6. Interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.
7. Utilizes appropriate social work assessment tools and empirically-based intervention strategies that reflect diverse student needs.
8. Designs empirically-based intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.
9. Makes referrals for additional services or resources to assist students with diverse learning needs.

STANDARD 9 - Professional Conduct and Ethics: The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning, safety, and well-being.

Knowledge Indicators - The competent school social worker:

1. Understands the current applicable professional codes of conduct and ethical practice guidelines.
2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.
3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).
4. Understands the organization and operation of safe school systems.
5. Understands school policies and procedures as they relate to student learning, safety and well-being.
6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.
7. Understands the importance of active participation and leadership in professional education and social work organizations.

Performance Indicators - The competent school social worker:

1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.

2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.
3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.
4. Abides by current legal directives, school policies, and procedures.
5. Promotes the rights of all students in a safe environment.
6. Models and promotes ethical practices for confidential communication.

STANDARD 10 - Professional Development: The competent school social worker actively seeks opportunities to grow professionally.

Knowledge Indicators - The competent school social worker:

1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
2. Understands the impact of personal strengths and needs on service delivery.
3. Understands methods of inquiry and frameworks for self-assessment and self-improvement.
4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.
5. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

Performance Indicators - The competent school social worker:

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
3. Uses self-assessment and performance evaluations to identify areas for professional growth.
4. Actively seeks consultation to improve professional practice.
5. Maintains the limits and boundaries of the professional role of school social workers.

6. Participates in professional activities and organizations that promote and enhance school social work practice.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~June 18, 2009~~ August 11, 2010. (~~3-29-10~~) ()

02. Document Availability. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-10)

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07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (4-11-06)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

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STATE DEPARTMENT OF EDUCATION

AUGUST 11-12, 2010

SUBJECT

Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel - Health Teacher Standards IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference, and Proposed Revision to IDAPA 08.02.02.022, Endorsements E-L - Health (6-12) endorsement.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

At the request of school districts and superintendents throughout the state, the Professional Standards Commission has researched and is recommending that a Kindergarten through Twelfth grade (K-12) option be added to the current Health (6-12) endorsement. The addition of the (K-12) option would allow for more flexibility in teaching assignments, especially for those teachers who already hold a Physical Education (K-12) endorsement.

In order to obtain the (K-12) endorsement, teachers must satisfy the requirements of the (6-12) endorsement and additionally complete coursework in Elementary Education methods and health content. The proposed revision of the standards reflect the intent of the proposed revision to the endorsement.

ATTACHMENTS

Attachment 1 – Proposed Revisions for IDAPA 08.02.02.022 Health (6-12) endorsement Page 3

Attachment 2 – Proposed Revisions for Idaho Standards for Health Teachers Page 5

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to approve the proposed revisions to the Health (6-12) Endorsement, and the Idaho Health Teacher Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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08.02.02.022

023. ENDORSEMENTS E - L.

10. Health (6-12 or K-12). Twenty (20) semester credit hours to include course work in Organization/Administration/Planning of a School Health Program; Health and Wellness; Secondary Methods of Teaching Health; Elementary Methods of Teaching Health; Mental/Emotional Health; Nutrition; Human Sexuality; and Substance Use and Abuse; ~~and Theories of Behavior Changes~~. Remaining semester credits must be in health-related course work. (3-30-07)(- -)

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Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health and the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury. .
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Performance

1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands student jargon and slang associated with high-risk behaviors.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.

4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health.
2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

DRAFT

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Social Studies Foundation and Enhancement Standards IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In 2009 the Idaho Foundation Standards for Social Studies Teachers and the Enhancement Standards (Economics, Geography, Government and Civics, and History) were reviewed by a committee of content experts. The same committee also revised the Social Studies Endorsement in accordance with direction given from the USDOE, and brought forth changes to bring the integrated social studies endorsement into compliance with highly qualified status in all four of the core content areas.

The Professional Standards Commission has recommended for approval the proposed revisions as they are well aligned to national best practices and the needs of Idaho school districts.

ATTACHMENTS

Attachment 1 – Proposed Revisions to the Foundation Standards for Social Studies Teachers and the Enhancement Standards (Economics, Geography, Government and Civics, and History). Page 3

Attachment 2 – Attachment 2 – IDAPA 08.02.02.004, Rules Governing Uniformity Page 17

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Social Studies Teachers and the Enhancement Standards (Economics, Geography, Government and Civics, and History) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho Foundation Standards for Social Studies Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

~~In addition to the standards listed here,~~ Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).
2. The teacher understands the ways various governments and societies have changed over time.
3. The teacher understands ways in which independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, ~~vision/structure~~ for social movements, economic systems, and other factors have on ~~worldwide historical processes~~ civilizations.

5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands ~~that~~ geography affects ~~enables people to comprehend the~~ relationships between people, and places, ~~and~~ environments over time.
- ~~7. The teacher understands the principles and processes of a democratic society.~~
(Covered under #2 and #5 above)
8. ~~7.~~ The teacher understands ~~knows~~ the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Disposition

1. The teacher recognizes the importance of the social studies ~~sciences~~ in enabling students to become responsible, contributing members of society.
2. The teacher recognizes the interconnectedness of the social studies ~~science~~ disciplines.
3. The teacher recognizes the importance of connecting historical events and current events ~~and global perspectives~~ to students' lives.
4. The teacher recognizes the importance of global interdependence and multiple perspectives.
(Defined global perspectives)

Performance

1. The teacher demonstrates ~~provides opportunities to trace and analyze~~ chronological ~~periods~~ and ~~to examine the relationships of significant~~ historical thinking concepts.
2. The teacher compares and contrasts ~~encourages and guides investigation of~~ various governments and cultures in terms of their diversity, commonalities, and interrelationships.
3. The teacher integrates knowledge from the social studies ~~sciences and the humanities~~ in order to prepare students to live in a world with limited resources, ~~ethnic diversity~~, cultural pluralism, and increasing interdependence. (Cultural pluralism and ethnic diversity are the same)
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands ~~how leadership, group, and cultural~~ the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of student environment ~~civic engagement~~ on student learning,

Disposition

1. The teacher recognizes the importance of civic ~~democratic~~ responsibility.
2. ~~The teacher recognizes the importance of civic engagement in a democratic society.~~
(Covered in Disposition #1 (above) and Performance #1 (below))

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Economics Teachers

In addition to the standards listed here, economics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand ~~price influences~~, credit/debt, market incentives, interest rate, ~~free market~~, and imports/exports).
2. The teacher understands the functions ~~role~~ of money. ~~as a medium of exchange~~.
3. The teacher understands ~~the influences on~~ economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology, ~~and governmental decisions~~).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, ~~entrepreneurship~~, stock markets, banking institutions, and labor unions).
5. The teacher understands how economic institutions shaped history and influence current economic practices.
6. The teacher understands the principles of sound personal finance and entrepreneurship.
- ~~7. The teacher understands how to engage students in the application of economic concepts.~~
7. The teacher understands fiscal and monetary policy.

Disposition

1. The teacher recognizes the important ~~ee of~~ role of the free market economy on economic growth. ~~connecting economic forces to students' lives and their roles as consumers, business people, and worker~~
2. The teacher recognizes the importance of economic thinking. ~~engaging students in the application of economic concepts.~~
3. The teacher recognizes the importance of the global market place.

Performance

1. The teacher demonstrates ~~promotes student~~ comprehension and analysis of economic principles and concepts.
2. The teacher ~~creates opportunities for students to engage~~ engages students in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher uses graphs, models, and equations to illustrate economic concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Geography Teachers

In addition to the standards listed here, geography teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the spatial organization of peoples, places, and environments.
2. The teacher understands the human and physical characteristics of places and regions.
3. The teacher understands the physical processes that shape and change the patterns of earth's surface.
4. The teacher understands the reasons for the migration and settlement of human populations.
5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.
6. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases ~~models~~.

Disposition

1. The teacher recognizes ~~appreciates that the study of~~ geography is the study of ~~enables people to comprehend the~~ relationships between people, places, and environments over time.
2. The teacher recognizes the influence of geography on the past and the present.

Performance

1. The teacher uses past and present ~~and past~~ events to interpret political, physical, and cultural patterns.
2. The teacher relates ~~instructs students in~~ the earth's dynamic physical systems and its ~~their~~ impact on humans.
3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
4. The teacher relates the earth's physical systems and varied patterns of human activity to world environmental issues.

5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Government and Civics Teachers

In addition to the standards listed here, government and civics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the foundations of government and constitutional ~~and~~ principles of the United States political system (~~e.g., origins of constitutional law in Western civilization, written constitution, analysis of amendments to the U.S. Constitution, separation of power, suffrage, majority rule/minority rights, federalism, and diverse populations~~).
3. The teacher understands the organization ~~and formation~~ of local, state, the United States federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the importance of international relations ~~significance of United States foreign policy~~ (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).
5. The teacher understands the role of public policy ~~international relations~~ in shaping the United States political system.
6. The teacher understands the civic responsibilities and rights of all individuals ~~inhabitants~~ in ~~of~~ the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).
7. The teacher understands the characteristics of effective leadership.

Disposition

1. The teacher recognizes the important role of representative democracy in the United States.
2. The teacher recognizes the social and political importance of current events.
3. The teacher recognizes the importance of civic engagement in a representative democracy.
4. The teacher recognizes the value of civil discourse in a democratic society.

Performance

1. The teacher promotes ~~creates opportunities for~~ student ~~to engage~~ engagement in civic life, politics, and government.
2. The teacher demonstrates ~~promotes student~~ comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.
3. The teacher demonstrates ~~promotes student~~ comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for History Teachers

In addition to the standards listed here, history teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world, ~~both Western and non-Western~~.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Disposition

1. The teacher recognizes the evolution of a global society from isolated entities to an interconnected world.
2. The teacher recognizes the political, social, and cultural contributions of the peoples of the world in the development of civilization. ~~both Western and non-Western~~.
3. The teacher recognizes the importance of continuity and change across time.
4. The teacher recognizes bias, opinions, and perspectives.

Performance

1. The teacher ~~provides opportunities for students to~~ makes connections between political, social, cultural, and economic themes and concepts.
2. The teacher ~~enables students to~~ incorporates the issues of gender, race, ethnicity, religion, and national origin into their examination of history.
3. The teacher facilitates student inquiry on how international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, and interpret history.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet all of the following Idaho Standards:

- 1. *Idaho Core Teacher Standards***
- 2. *History Standards***
- 3. *Government and Civics Standards***
- 4. *Economics Standards***
- 5. *Geography Standards***

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~June 18, 2009~~ August 11, 2010. (~~3-29-10~~) ()

02. Document Availability. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-10)

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STATE DEPARTMENT OF EDUCATION

AUGUST 11-12, 2010

SUBJECT

Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Science Foundation and Enhancement Standards IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In 2009 the Idaho Foundation Standards for Science Teachers and the Enhancement Standards (Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics) were reviewed by a committee of content experts. The standards were revised to better align with national standards and best practices, then presented to the Professional Standards Commission for review. The Professional Standards Commission has recommended for approval the committee's proposed revisions.

ATTACHMENTS

Attachment 1 – Proposed Revisions to the Foundation Standards for Science Teachers and the Enhancement Standards (Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics) Page 3

Attachment 2 - Agenda with Committee Participants Page 23

Attachment 3 - IDAPA 08.02.02.004, Rules Governing Uniformity Page 25

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to approve the proposed revisions to the Foundation Standards for Science Teachers and the Enhancement Standards (Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.
2. ~~The teacher understands that all sciences are related.~~ The teacher understands the science content with in the context of the Idaho Science Content Standards with in their appropriate certification.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
6. ~~The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.~~

7. The teacher knows how to ~~effectively engage students in~~ constructing deeper understanding of scientific phenomena through lessons study, demonstrations, and laboratory and field activities.
8. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating information to students results.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Performance

1. The teacher identifies students' conceptions and misconceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 3: Modifying Instruction for Individual Needs *Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.*

Standard 4: Multiple Instructional Strategies *- The teacher understands and uses a variety of instructional strategies to develop student learning.*

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.
4. The teacher understands how to use research based best practices to engage students in learning science.

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
1. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 5: Classroom Motivation and Management Skills *- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Standard 6: Communication Skills *- The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
2. The teacher ~~knows the importance of properly dispose of waste materials and the procedures there of.~~ is aware of available resources and standard protocol for proper disposal of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Performance

1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

DRAFT

Idaho Standards for Biology Teachers

In addition to the standards listed here, biology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands ~~that~~ how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques. .
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels, ~~seeding clouds, and making snow~~).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Chemistry Teachers

In addition to the standards listed here, chemistry teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- ~~1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.~~
- ~~2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions.~~
- ~~3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.~~
- ~~4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.~~
- ~~5. The teacher knows alternative explanations and models of chemistry concepts.~~
1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.

9. The teacher knows basic chemical synthesis to create new molecules from prec?
Molecules
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. ~~The teacher uses scientific criteria to develop alternative models to explain chemistry concepts.~~
3. The teacher models the application of mathematical concepts for chemistry (e.g., ~~factor-label method~~ dimensional analysis, statistical analysis of data, and problem-solving skills).
4. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
5. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
6. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
7. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

8. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
9. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
10. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
11. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
12. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
13. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
14. The teacher helps the student understand the quantitative behavior of gases.
15. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
16. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
17. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
18. The teacher helps the student understand and predict the properties and reactions of acids and bases.
19. The teacher helps the student understand chemical equilibrium in solutions.
20. The teacher helps the student understand and use chemical kinetics.
21. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
22. The teacher helps the student learn the basic organizing principles of organic chemistry.
23. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
24. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.

25. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
26. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
27. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
28. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

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Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Earth and Space Science Teachers

In addition to the standards listed here, earth and space science teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.
2. The teacher understands the rock cycle and the classification systems for rocks and minerals.
3. The teacher understands ~~the interaction among mountain building, earthquakes, oceanic trenches, volcanoes, and continental drift as explained by the theory of plate tectonics and the resulting processes of~~ mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.
4. The teacher understands the ~~relationship between the sun, moon and earth system and the resulting in explaining phenomena.~~
5. The teacher knows earth history as interpreted using scientific evidence.
6. The teacher understands the composition of the earth and its atmosphere.
7. The teacher understands ~~the processes of~~ weathering, erosion, ~~weathering~~, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).
8. The teacher knows ~~the~~ multiple scientific theories of the origin of galaxies, planets, and stars.
9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.
10. The teacher understands the flow of energy and matter through earth and astronomic systems.
11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.
2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.
3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.
4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.
5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.
6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects .
7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.
8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.
9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

- 1. *Idaho Core Teacher Standards***
- 2. *Idaho Standards for Biology Teachers***
- 3. *Idaho Standards for Earth and Space Science Teachers***
- 4. *Idaho Standards for Chemistry Teachers***
- 5. *Idaho Standards for Physics Teachers***

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

- 1. *Idaho Core Teacher Standards***
- 2. *Idaho Foundation Standards for Science Teachers AND***
- 3. *Idaho Standards for Chemistry Teachers OR***
- 4. *Idaho Standards for Physics Teachers***

DRAFT

Idaho Standards for Physics Teachers

In addition to the standards listed here, physics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem solving principles ~~of including~~ algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events, ~~and~~ research, and applications.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the historical ~~of the~~ development of models used to explain physical phenomena ~~and is able to explain why models were considered appropriate when they were developed.~~

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

AGENDA

**Tuesday-Wednesday, Sept. 22-23, 2009
K-12 Idaho Content Standards in Science
Idaho Science Standards for Initial Teacher Certification
Barbara Morgan Conference Room
State Department of Education**

Tuesday:

8:00 A.M. Breakfast and check in

8:30 A.M.

Welcome and Introductions – Scott Smith, Science Coordinator & Katie Rhodenbaugh, Coordinator, Professional Standards

9:00-10:45 A.M.

Idaho Foundation Standards for Science Teachers

11:00-1:00

K-5 Idaho Content Standards for Science

Noon Working Lunch

1:00-2:45

Idaho Foundation Standards for Science Teachers

3:00-5:00

6-7 Idaho Content Standards for Science

Wednesday:

8:00 A.M. Breakfast and check in

8:00-10:45 A.M.

Idaho Foundation Standards for Science Teachers

11:00-1:00

8-12 Idaho Content Standards for Science

Noon Working Lunch

1:00-2:00

Idaho Foundation Standards for Science Teachers

2:15-5:00

Review, Recap & Planning for Next Meeting

Review Committee

Rick Fletcher
Joseph Kelly
David A. Massaro Ph.D.
Michael Wiedenfeld
Louis S. Nadelson, Ph.D.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~June 18, 2009~~ August 11, 2010. (~~3-29-10~~) ()

02. Document Availability. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-10)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on November 7, 2008. (5-8-09)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov>. (5-8-09)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (4-11-06)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Rule Clarification to IDAPA 08.02.02.024, Endorsements M-Z – Natural Science (6-12) endorsement.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

This rule clarification is in response to the need for a more clearly stated intent of the endorsement language. There were no substantive changes made to the endorsement.

ATTACHMENTS

Attachment 1 – Proposed Revisions for IDAPA 08.02.02.024 Natural Science (6-12) endorsement Page 3

BOARD ACTION

A motion to approve the proposed rule IDAPA 08.02.02.024, Endorsements M-Z – clarification to the Natural Science (6-12) Endorsement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Administrative Rule: IDAPA 08.02.02.024

05. Natural Science (6-12). An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Geology, or Agriculture Science and Technology. Twenty four (24) semester credit hours are required in each endorsement area as follows: Follow one (1) of the following options: ~~(4-11-06) (- -)~~

a. Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; AND complete a total of twenty-four (24) semester credit hours as follows: ~~(- -)~~

a.i. Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. ~~(4-11-06) (- -)~~

b.ii. Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. ~~(4-11-06) (- -)~~

c.iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. ~~(4-11-06) (- -)~~

d.iv. Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. ~~(4-11-06) (- -)~~

e. Agriculture Science and Technology Endorsement. Minimum of four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. Remaining course work must be from the sciences: Biology, Chemistry, Earth Science or Geology, and Physics. ~~(4-11-06)~~

b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; AND complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. ~~(- -)~~

Natural Science 6-12

(as seen on the SDE website in the “blue box”)

To obtain the Natural Science endorsement you must meet the following requirements in one of the two options.

Option I:

1. Must have an existing endorsement in one of the following areas:
 - a. Biological Science
 - b. Chemistry
 - c. Earth Science
 - d. Geology
 - e. Physics
2. In addition, a total of twenty-four (24) semester credit hours are required as follows:

<u>Existing Endorsement</u>	<u>Minimum eight (8) credits in each area</u>
Biological Science	Physics, Chemistry, Earth Science or Geology
Physics	Biology, Chemistry, Earth Science or Geology
Chemistry	Biology, Physics, Earth Science or Geology
Earth Science or Geology	Biology, Chemistry, Physics
3. Teacher candidates must meet the requirements of the area Praxis II for their existing endorsement as well as the General Science Content Knowledge Praxis II assessment – 0435.

Option II:

1. You must have an existing endorsement in Agriculture Science and Technology
2. In addition, twenty (20) semester credit hours are required in the following areas:

<u>Existing Endorsement</u>	<u>Minimum four (4) credits in each area</u>
Agriculture Science and Technology Biology, Chemistry, Earth Science or Geology, Physics	
3. Remaining coursework must be from the science areas listed in number 2, option II.
4. Teacher candidates must meet the requirement of the subject area Praxis II for their existing endorsement as well as the General Science Content Knowledge Praxis II assessment – 0435.

Possible Teaching Assignments: ALL Science area courses.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Online Teacher Endorsement (Pre-K-12) Language for IDAPA 08.02.02.033, "Reserved".

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Past trends indicate, and current forecasts project, continued growth in online virtual schools and programs aimed at K-12 learners (Hassel & Terrell, 2004; Long, 2004; O’Gorman, 2005; Southern Regional Education Board [SREB], 2007). Forty-four states currently offer either state supplemental programs, full-time online programs or both. Increases in enrollments of 50%, from fall 2007 to fall 2008, have been reported by one-third of supplemental programs (Watson, Gemin & Ryan, 2008). Idaho K-12 student enrollments in distance learning courses and programs continue to increase exponentially. In fall 2008, over 10,000 Idaho kids were enrolled in online learning courses for either a portion or all of their school day. This spring, that number rose to 15,000 students. Forces fueling the growing enrollments include funding shortages, outdated facilities (Clark, 2001; Fulton, 2002), and policy initiatives supportive of expanded opportunities for alternative routes to education (Hassell & Terrell, 2004; U. S. Department of Education, 2004; Web-Based Education Commission, 2000).

The unprecedented demand for online teachers prompted by this growth make us question: Who are those teachers and how are they learning to teach online? And perhaps more importantly, how does one successfully teach online? Many virtual schools have responded to this emerging need by training their own teachers. While this model can be useful for contextualized training to a specific environment, it also poses a resource burden on schools not prepared to train both teachers and children. It also creates issues with accountability and consistency in training. Historically, initial teacher training has been the realm of higher education. However, without standards for online teachers, teacher education programs are left having to develop their own guidelines and competencies to map to their coursework, resulting in inconsistencies in the quality of training provided to teachers.

Recently, the North American Council for Online Learning (NACOL) released *National Standards for Quality Online Teaching* (2008). Other state and professional organizations have also released reports or guidelines on standards for online teachers (National Education Association [NEA], 2006; SREB, 2006). These standards provide universities and other entities involved in the professional preparation of teachers a guideline for developing new courses and programs to meet this emerging need. In fall 2008, the Professional Standards Commission created a committee of stakeholders from universities and K12 virtual schools to review and synthesize these standards for adoption in Idaho.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

The same committee drafted this endorsement using the Legislatively approved standards.

ATTACHMENTS

Attachment 1 – Proposed Changes to IDAPA 08.02.02.033

Page 3

BOARD ACTION

A motion to approve the proposed changes to IDAPA 08.02.02.033 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

033. ~~(RESERVED)~~-ONLINE TEACHER ENDORSEMENT (PRE-K-12).

To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements:

a. Meets states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (- -)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (- -)

c. Has completed (Completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past 3 years. (- -)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (- -)

e. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: Knowledge of Online Education and Human Development; Facilitate and Inspire Student Learning and Creativity; Design and Develop Digital-Age Learning Experiences and Assessments Standards; Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and, Engage in Professional Growth and Leadership. (- -)

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed addition to the Idaho Standards for Initial Certification of Professional School Personnel – Pre-Service Technology Standards, IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

In the past, Idaho teacher technology skills were verified by a standardized technology assessment. Due to the rapidly evolving nature of technology competencies, the assessment was quickly antiquated and retired. Technology competence remains an important component of teacher preparation and must be assessed. The Professional Standards Commission charged the experts on the Online Teacher Endorsement committee to establish a comprehensive set of Pre-Service Technology Standards that all teachers must know and be able to do. Through much research and discussion, the Online Teacher Endorsement Committee and the Professional Standards Commission drafted the proposed Pre-Service Technology Standards. The Standards are aligned to the K-12 Idaho Communication and Technology (ICT) Standards as well as the International Society for Technology in Education (ISTE) Standards. These Pre-Service Technology Standards will be assessed during the teacher preparation program approval process.

ATTACHMENTS

Attachment 1 – Proposed New Pre-Service Technology Standards Page 3

Attachment 2 – IDAPA 08.02.02.004, Rules Governing Uniformity Page 7

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to adopt the proposed Pre-Service Technology Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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New Pre-Service Technology Competencies

All teacher candidates are expected to meet the Idaho Core Teacher Standards, pre-service technology competencies, and the Idaho Comprehensive Literacy competencies. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the pre-service technology competencies are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”.)

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Facilitate and Inspire Student Learning and Creativity-Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.

Knowledge

1. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Performance

1. Pre-service teachers are able to promote, support, and facilitate creative thinking and inventiveness by investigating thought processes and creating visual representations of concept development and problem solving.
2. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.
3. Pre-service teachers promote student reflection by understanding how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.
4. Pre-service teachers model and facilitate collaborative knowledge construction, creative thinking, and collaborative interaction **to promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments.

Standard 2: Design and Develop Digital- Age Learning Experiences and Assessments-Pre-service teachers design, develop, and evaluate authentic learning experiences and assessments designed for equal access by students of all capabilities using contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Students.

Knowledge

1. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.
2. Pre-service teachers understand how to plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
3. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. Pre-service teachers promote student learning and creativity by creating learning experiences that include students' use of technology tools to research and collect information online and to create a report, presentation, or other products.
2. Pre-service teachers develop technology enriched learning that enable all students to pursue their individual curiosities and become active participants by selecting and demonstrating the use of technology resources that enable students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.
3. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.
4. Pre-service teachers develop multiple and varied technology-based formative and summative assessments that are aligned with content and technology standards and use the resulting data to inform teaching so that students of all capabilities have equal access to learning.

Standard 3: Model Digital-Age Work and Learning- Pre-service teachers exhibit knowledge, skills, and abilities that are representative of an innovative professional in a global and digital society.

Knowledge

1. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.

Performance

1. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations by planning, managing, and

facilitating students' understanding and use of hardware and software best suited to particular learning experiences.

2. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.
3. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats ensuring equal access for people of all capabilities.
4. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.

Standard 4: Promote and Model Digital Citizenship and Responsibility - Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Knowledge

1. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.
2. Pre-service teachers understand individual and group motivation and behavior that encourages positive social interaction, active engagement in learning, and self-motivation.
3. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.

Performance

1. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.
2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instruction materials, and online resources.
3. Pre-service teachers promote and model digital etiquette and responsible social interactions related to the use of technology and information through the correct and careful use of digital resources and by informing learners of consequences for misuse.
4. Pre-service teachers develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools and providing opportunities for students to apply communications

technology resources to interact with students or experts from other communities and other countries.

Standard 5: Engage in Professional Growth and Leadership - Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Knowledge

1. Pre-service teachers understand the importance of reflective practice.
2. Pre-service teachers understand how educational standards and curriculum align with 21st century skills.
3. Pre-service teachers understand how to effectively interact with colleagues, parents, and other members of the community to support students' learning and well being.

Performance

1. Pre-service teachers participate in and develop plans for using local and global learning communities to explore creative applications of technology to improve student learning.
2. Pre-service teachers evaluate and reflect on current research and professional practice to develop technology-based learning plans that integrate current research and promising professional practices for using digital tools and resources in support of student learning with an emphasis on equal access for students of all capabilities.

**Promoting designs that engage all students of all abilities is sometimes referred to as promoting “Universal Design”.*

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~June 18, 2009~~ August 11, 2010. (~~3-29-10~~) ()

02. Document Availability. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-10)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on November 7, 2008. (5-8-09)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov>. (5-8-09)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (4-11-06)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Standards for Mathematics Teachers, IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In 2010 the Idaho Standards for Mathematics Teachers were reviewed by a committee of content experts. The standards were revised to better align with the National Council of Teachers of Mathematics (NCTM) standards, as well as the National Common Core Mathematics Standards, and the Idaho K-12 Mathematics Content Standards. The revisions were then presented to the Professional Standards Commission for review and consideration. The Professional Standards Commission has recommended for approval the committee's proposed revisions.

ATTACHMENTS

Attachment 1 – Proposed Revisions to the Idaho Standards for Mathematics Teachers Page 3

Attachment 2 - Agenda with Committee Participants Page 9

Attachment 2 – IDAPA 08.02.02.004, Rules Governing Uniformity Page 11

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Mathematics Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of ~~the content area(s) taught~~ mathematics and creates learning experiences that make these aspects of ~~subject matter~~ mathematics meaningful for learners.

Knowledge

- ~~1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.~~
1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics, ~~and data analysis,~~ and probability (e.g., random variable, and distribution functions, ~~and probability~~).

8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.
9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Disposition

1. ~~The teacher appreciates the historical, cultural, and current development of mathematical thought.~~
2. ~~The teacher appreciates the importance of coherent and logical development of students' mathematical knowledge.~~
3. ~~The teacher recognizes how students construct their own knowledge of mathematics.~~

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences. ~~of number, number theory, and number systems.~~
3. ~~The teacher uses numerical computation and estimation techniques and applies them to algebraic expressions.~~
4. ~~The teacher applies the process of measurement to two and three dimensional objects using customary and metric units.~~
5. ~~The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.~~
6. ~~The teacher uses concepts and applications of graph theory, recurrence relations, matrices, and combinatorics.~~

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.
2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. ~~The teacher knows how to formulate and pose problems, or access tasks that elicit students' use of mathematical reasoning and how to access a large repertoire of problem-solving strategies, and how to use problem-solving approaches to investigate and understand mathematics.~~
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.
3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
4. The teacher knows how to frame mathematical questions and conjectures.
5. The teacher knows how to make mathematical language meaningful to students.
6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Disposition

- ~~1. The teacher recognizes that struggling with mathematical problems, making false starts, and rejecting hypotheses are part of the problem-solving process.~~
- ~~2. The teacher appreciates the power of communication and representation for learning mathematical ideas.~~
- ~~3. The teacher appreciates the power of an appropriate balance of conceptual knowledge and computational skills.~~

Performance

- ~~1. The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.~~
1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develops students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicates mathematics sally. ~~through the use of a variety of representations.~~
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
7. The teacher uses and involves students in the appropriate use of technology ~~appropriately~~ to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Disposition

1. ~~The teacher is committed to valuing students' reasoning and use of alternative representations and algorithms.~~

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematical modeling as a way to understand the world (e.g., in natural science, social science, business, and engineering).

4. ~~The teacher understands the relationship between geometric concepts and real-life constructs.~~

Disposition

1. ~~The teacher recognizes the critical linkages between mathematics and other fields.~~

Performance

1. The teacher uses and encourages students to use mathematical applications modeling to solve problems in realistic situations from other fields such as (e.g. natural science, social science, business, and engineering).
2. ~~The teacher uses geometric concepts and relationships to describe and model mathematical ideas and real-life constructs.~~
3. ~~The teacher uses algebra to describe patterns, relations, and functions in meaningful contexts.~~
2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

2010 Math Standards Revision Agenda
Review and Revision of the Idaho Standards and
Endorsements for Mathematics Teachers

**State Department of Education
Lewis & Clark Conference Room
Len B. Jordan Building, 2nd Floor
650 W. State Street
Boise, Idaho 83720**

**Thursday, February 25, 2010
8:00 am to 4:30 pm**

8:00 – 8:30 a.m.	BREAKFAST
8:30 – 8:45 a.m.	Welcome, Introductions and Agenda Review Katie Rhodenbaugh, Professional Standards Coordinator
8:45 – 9:45 a.m.	Document and File Orientation Katie Rhodenbaugh, Professional Standards Coordinator
9:45 – 10:30 a.m.	Background and Discussion Christina Linder, Director of Certification & Professional Standards Cindy Johnstone, Math Coordinator
10:30 – 11:00 a.m.	Silent Individual Review of the Standards
11:00 – 11:15 a.m.	BREAK
11:15 – 12:30 p.m.	Group Discussion Initial Thoughts, Suggestions, and Revisions
12:30 – 1:15 p.m.	LUNCH
1:15 – 3:15 p.m.	Group Discussion Standards Continued, Rubric Review
3:15 – 3:30 p.m.	BREAK
3:30 – 4:30 p.m.	Final Discussion and Recommendations Work may resume Friday morning if needed.
4:30 p.m.	ADJOURN

Friday, February 26, 2010
8:00 am to 4:30 pm

8:00 – 8:30 a.m.	BREAKFAST
8:30 – 8:45 a.m.	Welcome Katie Rhodenbaugh, Professional Standards Coordinator
8:45 – 9:00 a.m.	Silent Individual Review of the Endorsement
9:00 – 10:30 a.m.	Group Discussion Initial Thoughts, Suggestions, and Revisions
10:30 – 10:45 a.m.	BREAK
10:45 – 12:30 p.m.	Group Discussion Continued
12:30 – 1:15 p.m.	LUNCH
1:15 – 3:00 p.m.	Group Discussion Continued
3:00 – 3:15 p.m.	Travel Logistics Reimbursement Forms, etc.
3:15 – 3:30 p.m.	BREAK
3:30 – 4:30 p.m.	Final Discussion and Recommendations
4:30 p.m.	ADJOURN

Participants

Anne Adams

Lisa Berry

David Coffland

Jayne Heath

Charity McKenzie

Connie Meade

Patty Miracle

Rainey Pieters

Raegan Sugden

Leora White

Katie Rhodenbaugh, Professional Standards Coordinator

Christina Linder, Director of Certification & Professional Standards

Cindy Johnstone, Math Coordinator

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~June 18, 2009~~ August 11, 2010. (~~3-29-10~~) ()

02. Document Availability. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-10)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on November 7, 2008. (5-8-09)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov>. (5-8-09)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (4-11-06)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Standards for Elementary Education Teachers, IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In 2010 the Idaho Standards for Elementary Education Teachers were reviewed by a committee of content experts. The standards were revised to better align with national standards and best practices. The revisions were then presented to the Professional Standards Commission for review and consideration. The Professional Standards Commission has recommended for approval the committee's proposed revisions.

ATTACHMENTS

Attachment 1 – Proposed Revisions to the Idaho Standards for Elementary Education Teachers Page 7

Attachment 2 - Agenda with Committee Participants Page 9

Attachment 2 – IDAPA 08.02.02.004, Rules Governing Uniformity Page 11

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Elementary Education Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
3. The teacher understands how children learn language, the basic sound structure of ~~the~~ English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and ~~structures of the need to integrate STEM disciplines science~~ including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of ~~science STEM disciplines~~ to technology, personal and social perspectives, history, unifying concepts, and inquiry processes ~~scientists used~~ in the discovery of new knowledge.

5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.
6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to healthful living overall wellness.
9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use to in motivateing students, building understanding, and encourageing application of knowledge, skills, and ideas to real life issues and future career applications.
11. The teacher understands the individual and interpersonal principles-values and processes of personal skills individual and group dynamics incorporating respect, caring, honesty integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Performance

1. The teacher models the appropriate and accurate use of ~~English~~ language arts.
2. The teacher demonstrates competence in ~~English~~ language arts, reading, ~~science, mathematics,~~ STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes ~~English~~ language arts, reading, ~~science, mathematics,~~ STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.
6. The teacher models respect, ~~honesty~~ integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands ~~how learning occurs and~~ that young children's and early adolescents' literacy and language development influence learning and instructional decisions.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

DRAFT

Knowledge

1. The teacher understands the importance of teaching and re-teaching classroom expectations.
2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance

1. The teacher consistently models and teaches classroom expectations.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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2010 Elementary Education Standards Revision Agenda

Review and Revision of the Idaho Standards for
Elementary Education Teachers

**State Department of Education
Executive Conference Room
Len B. Jordan Building, 2nd Floor
650 W. State Street
Boise, Idaho 83720**

**Tuesday, April 13, 2010
8:00 am to 4:30 pm**

8:00 – 8:30 a.m.	BREAKFAST
8:30 – 8:45 a.m.	Welcome, Introductions and Agenda Review Katie Rhodenbaugh, Professional Standards Coordinator
8:45 – 9:15 a.m.	Background and Discussion Christina Linder, Director of Certification & Professional Standards
9:15 – 10:15 a.m.	Silent Individual Review of the Standards/Rubrics
10:15 – 10:30 a.m.	BREAK
10:30 – 12:30 a.m.	Group Discussion Thoughts, Suggestions, and Revisions
12:30 – 1:15 p.m.	LUNCH
1:15 – 3:15 p.m.	Group Discussion Standards Continued, Rubric Review
3:15 – 3:30 p.m.	BREAK
3:30 – 4:30 p.m.	Discussion and Initial Recommendations
4:30 p.m.	ADJOURN

Wednesday, April 14, 2010
8:00 am to 2:00 pm

8:00 – 8:30 a.m.	BREAKFAST
8:30 – 8:45 a.m.	Welcome Katie Rhodenbaugh, Professional Standards Coordinator
8:45 – 10:30 a.m.	Group Discussion and Recommendations
10:30 – 10:45 a.m.	BREAK
10:45 – 12:30 p.m.	Final Recommendation Writing
12:30 – 1:15 p.m.	LUNCH
1:15 – 1:30 p.m.	Travel Logistics Reimbursement Forms, etc.
1:30– 2:00 p.m.	Next Steps Elementary Education Praxis Test Review
2:00 p.m.	ADJOURN

Participants

Jayne Heath, Council Jr./Sr. High School
Stacey Jensen, Edahow Elementary School
Dr. Jennifer Snow, BSU
Chris Taylor, Liberty Elementary School
Dr. Gwen Taylor, LCSC
Dr. R. Dean Cloward, BYU-Idaho
Christina Linder, Director of Certification & Professional Standards
Katie Rhodenbaugh, Professional Standards Coordinator

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~June 18, 2009~~ August 11, 2010. (~~3-29-10~~) ()

02. Document Availability. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-10)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on November 7, 2008. (5-8-09)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov>. (5-8-09)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (4-11-06)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Changes to IDAPA 08.02.02.022 and 08.02.02.024, Rules Governing Uniformity- Endorsements A-D and M-Z; Art (K-12 or 6-12) Communications/Drama (6-12), Drama (6-12), Music (6-12 or K-12).

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel along with the corresponding rubrics, endorsement requirements and Praxis exams. In 2010 the Idaho Foundation Standards for Visual and Performing Arts Teachers and the Enhancement Standards (Visual Art, Drama, and Music) with the corresponding endorsement requirements were reviewed by a committee of content experts. The endorsement requirements were revised to better align with national standards and best practices, then presented to the Professional Standards Commission for review. The Professional Standards Commission has recommended for approval the committee's proposed revisions of the endorsements.

ATTACHMENTS

Attachment 1 – Proposed Revisions to the Art (K-12 or 6-12) Communications/Drama (6-12), Drama (6-12), Music (6-12 or K-12) endorsements. Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed changes to IDAPA 08.02.02.022 08.02.02.024. Rules Governing Uniformity Endorsements A-D and M-Z as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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08.02.02.022

022. ENDORSEMENTS A - D.

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-11-06) (_ _ _)

~~**09. Communications/Drama (6-12).** Twenty (20) semester credit hours including a minimum of six (6) credit hours in each of the following areas: Communications and Drama. (3-16-04)~~

10. Drama (6-12). Follow one (1) of the following options: (4-11-06) (_ _ _)

~~**a.** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre. (4-11-06) (_ _ _)~~

024. ENDORSEMENTS M - Z.

04. Music (6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music (K-12) endorsement, applicants ~~holding a Secondary Certificate~~ must complete an elementary music methods course. (4-11-06) (_ _ _)

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Foundation and Enhancement Standards for Visual and Performing Arts Teachers, IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In 2010 the Idaho Foundation Standards for Visual and Performing Arts Teachers and the Enhancement Standards (Visual Art, Drama, and Music) were reviewed by a committee of content experts. The standards were revised to better align with national standards and best practices, then presented to the Professional Standards Commission for review. The Professional Standards Commission has recommended for approval the committee's proposed revisions.

ATTACHMENTS

Attachment 1 – Proposed Revisions to the Idaho Foundation Standards for Visual and Performing Arts Teachers with the Enhancement Standards (Visual Art, Drama, and Music) Page 3

Attachment 2 - Agenda with Committee Participants Page 19

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Visual and Performing Arts Teachers and the Enhancement Standards (Visual Art, Drama, and Music) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual- Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher ~~has an understanding of~~ understands the history and foundation of arts education.
2. The teacher ~~has a thorough understanding of~~ understands the processes and content of the arts discipline being taught.
3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum. ~~the interrelations among the arts disciplines.~~
4. ~~The teacher understands how the arts enhance what is taught across the curricula.~~
5. The teacher understands how to interpret, critique, and ~~evaluate~~ assess the arts discipline being taught.
6. The teacher ~~knows~~ understands the cultural and historical contexts surrounding works of art.
7. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.

8. The teacher understands the aesthetic and artistic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
9. The teacher understands how to explore philosophical and ethical issues related to the arts.
10. The teacher understands that the arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
11. The teacher knows about the multiple contexts in which the arts exist, including traditional and alternative settings.
12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.
5. The teacher provides instruction to make a broad range of art genres traditional, popular, folk, and contemporary arts understandable and relevant to students.
6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies –The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. ~~The teacher understands how to integrate kinesthetic learning into the art medium being taught.~~

Disposition

1. ~~The teacher recognizes that kinesthetic learning is essential to arts education (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).~~

Performance

1. ~~The teacher integrates kinesthetic learning into art instruction (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).~~

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. ~~The teacher understands the multiple communication techniques that are unique to the arts classrooms (e.g., combinations of nonverbal communication, performance demonstration, conducting gestures, and mime).~~

Disposition

1. ~~The teacher is committed to using multiple communication techniques in the arts classroom.~~

Performance

1. ~~The teacher uses multiple communication techniques simultaneously in the arts classroom.~~

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.
2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.
2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands assessment strategies specific to the creative process.
2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.
3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
3. The teacher provides a variety of arts assessments to evaluate student performance.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of continued professional growth in his or her discipline.

Performance

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. ~~The teacher knows the formal and expressive aesthetic qualities of the visual arts.~~
2. The teacher ~~knows~~ understands a variety of media, styles, and techniques in multiple art forms.
3. ~~The teacher understands the historical and contemporary meanings of visual culture.~~
4. The teacher has knowledge of individual artists’ styles and understands the historical movements and cultural contexts of those works.
5. The teacher understands the elements and principles of art and how they relate to quality in works of art.
6. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
7. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist’s statement.
8. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Performance

1. ~~The teacher applies the knowledge of formal and aesthetic qualities to communicate ideas in the visual arts.~~
2. The teacher applies a variety of media, styles, and techniques in multiple art forms.
3. ~~The teacher instructs students in the historical and contemporary meanings of visual culture.~~
4. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work
5. The teacher applies the elements and principles of art and how they relate to quality in works of art.
6. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum
7. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
8. The teacher creates an emotionally safe environment for ~~supports~~ individual interpretation and expression in the visual arts.
9. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
10. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
11. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

- ~~1. The teacher knows how to create an instructional environment that is emotionally and intellectually safe.~~

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

- ~~1. The teacher knows how to express his or her his/her own feelings and values through the meaningful creation of his or her his/her own artwork.~~

Disposition

- ~~1. The teacher recognizes the importance of a personal commitment to the creative process.~~

Performance

- ~~1. The teacher demonstrates studio skills and an understanding of his or her their own art making processes.~~

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.
2. The teacher knows the basic theories and processes of play writing.
3. The teacher understands the history and process of acting and its various styles.
4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).
5. The teacher understands the theory and process of directing theater.

Performance

1. The teacher incorporates various styles of acting ~~and production techniques to communicate character the ideas of actors, and to honor the playwright’s intent. and directors.~~
2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.
3. The teacher demonstrates proficiency in all aspects of technical theatre.

4. The teacher is able to direct shows for public performance.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - ~~The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.~~ The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standards 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher understands how to safely operate and maintain the theatre facility.
2. The teacher understands how to safely operate and maintain technical theatre equipment.

3. The teacher understands OSHA and State Safety standards specific to the discipline.
4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Performance

1. The teacher can safely operate and maintain the theatre facility.
2. The teacher can safely operate and maintain technical theatre equipment.
3. The teacher employs OSHA and State Safety standards specific to the discipline.
4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language has been written by a committee of content experts and adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- ~~1. The teacher understands how to find and select appropriate music repertoire for various educational purposes.~~
- ~~2. The teacher knows representative solo, small ensemble, and large ensemble works of the past and present.~~
- ~~3. The teacher understands how to perform written accompaniments on a music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.~~
- ~~4. The teacher knows techniques in improvising, composing, and arranging music.~~
- ~~5. The teacher knows fundamental instrumental and pedagogical techniques to teach wind, string, and percussion instruments to beginning students in groups.~~
- ~~6. The teacher knows fundamental vocal and pedagogical techniques to teach effective use of the voice.~~
- ~~7. The teacher knows the technical and symbolic language of music.~~
- ~~8. The teacher understands how to evaluate music and music performance.~~

- ~~9. The teacher understands the acoustical challenges of presenting successful performances in various types of facilities.~~

The teacher understands and knows how to teach:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Performance

- ~~1. The teacher demonstrates an ability to improvise, compose, and arrange in a variety of styles and settings.~~
- ~~2. The teacher sufficiently performs on wind, string, and percussion instruments to teach beginning students in groups.~~
- ~~3. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.~~
- ~~4. a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.
——— or ———
b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.~~
- ~~5. a. The instrumental teacher effectively uses the singing voice for instructional purposes.
——— or ———
b. The vocal teacher effectively uses at least one instrument for instructional purposes.~~

The teacher is able to demonstrate and teaches:

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

- ~~1. The teacher knows how to design and implement comprehensive music education opportunities in addition to traditional ensemble instruction (e.g., music appreciation, theory, history, and specialized ensembles such as madrigals, jazz choir, jazz band, and pep band). The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education. (~~
- ~~2. The teacher understands the planning skills inherent in teaching and managing performances in various environments.~~

Performance

1. The teacher ~~designs~~ is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education (e.g., music appreciation, theory, and history). The teacher designs a variety of musical learning opportunities
2. The teacher modifies teaching plans based on a discriminating aural perception of in-class activities.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance

1. The teacher demonstrates a discriminating aural perception of student musical skills.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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2010 Visual and Performing Arts Standards Revision Agenda

Review and Revision of the Idaho Standards for
Visual and Performing Arts Teachers
(Art, Drama, Music)

**State Department of Education
Len B. Jordan Building, 2nd Floor
650 W. State Street
Boise, Idaho 83720**

**Lewis & Clark Conference Room
Thursday, April 15, 2010
8:00 am to 4:30 pm**

8:00 – 8:30 a.m.	BREAKFAST
8:30 – 8:45 a.m.	Welcome, Introductions and Agenda Review Katie Rhodenbaugh, Professional Standards Coordinator
8:45 – 9:15 a.m.	Background and Discussion Christina Linder, Director of Certification & Professional Standards Dr. Peggy Wenner, Humanities and Fine Arts Coordinator
9:15 – 9:45 a.m.	Silent Individual Review of the Visual and Performing Arts Foundation Standards
9:45 – 10:45 a.m.	Group Discussion Thoughts, Suggestions, and Revisions
10:45 – 11:00 a.m.	BREAK
11:00 -12:30 p.m.	Group Discussion Thoughts, Suggestions, and Revisions
12:30 – 1:15 p.m.	LUNCH
1:15 – 3:15 p.m.	Group Discussion Standards Revision Continued
3:15 – 3:30 p.m.	BREAK
3:30 – 4:30 p.m.	Final Discussion and Recommendations
4:30 p.m.	ADJOURN

Barbara Morgan Conference Room
Friday, April 16, 2010
8:00 am to 4:30 pm

8:00 – 8:30 a.m.	BREAKFAST
8:30 – 8:45 a.m.	Welcome Katie Rhodenbaugh, Professional Standards Coordinator
8:45 – 9:30 a.m.	Silent Individual Review of the Visual and Performing Arts Enhancement Standards & Endorsements (Art, Dram, Music)
9:30- 10:45 a.m.	Small Group Discussions Initial Thoughts, Suggestions, and Revisions
10:45 – 11:00 a.m.	BREAK
11:00 – 12:30 a.m.	Small Group Discussions (Enhancement Standards) Thoughts, Suggestions, and Revisions
12:30 – 1:15 p.m.	LUNCH
1:15 – 3:15 p.m.	Full Group Discussion (Endorsements) Revision Recommendations
3:15 – 3:30 p.m.	BREAK
3:30 – 4:30 p.m.	Full Group Discussion Final Revision Recommendations
4:30 p.m.	ADJOURN

Participants

Peggy Fiske, Art
Debbie Fischer, Art
Kaileen Harris, Drama
Tracy Harrison, Drama
Chris Zarr, Drama
Linda Berg, Music
Dr. Lorie Enloe, Music
Dr. Kevin Brower, Music
Christina Linder, Director of Certification & Professional Standards
Dr. Peggy Wenner, Humanities and Fine Arts Coordinator
Katie Rhodenbaugh, Professional Standards Coordinator

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Proposed Early Childhood Special Education Endorsement (Pre-K-3) Language
for IDAPA 08.02.02.028, Exceptional Child Certificate

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Currently the state is experiencing a shortage of special education teachers that hold the appropriate certification to teach in preschools. While the early childhood/blended certificate is meeting some of the need, districts have requested other options for certifying teachers, particularly to meet the needs of rural districts where university programs are not accessible.

University faculty of early childhood/blended certification programs were asked to provide solutions to the shortage, and are progressing toward making their traditional programs more accessible. However, after over two years of study, the Professional Standards Commission is recommending the addition of this endorsement to meet the stated need.

ATTACHMENTS

Attachment 1 – Proposed Early Childhood Special Education Endorsement
(Pre-K-3)

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed changes to IDAPA 08.02.02.028 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

028. EXCEPTIONAL CHILD CERTIFICATE.

Holders of this certificate work with children who have been identified as having an educational impairment.

(3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required; and

(3-30-07)

02. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements:

(3-16-04)

a. Completion of a baccalaureate degree from an accredited college or university.

(3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed.

(3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program.

(3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested; and/or

(3-16-04)

03. Early Childhood Special Education Endorsement (Pre K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any PreK-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements:

(- -)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age 8; Curriculum and program development for young children ages 3-8; Methodology: planning, implementing and evaluating environments and materials for young children ages 3-8; Guiding young children's behavior: observing, assessing and individualizing ages 3-8; Identifying and working with atypical young children ages 3-8; Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K - 3 grades.

(- -)

03.04. Hearing Impairment Endorsement (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Hearing Impaired endorsement, a candidate must have satisfied the following requirements:

(4-11-06)

a. Completion of a baccalaureate degree from an accredited college or university;

(4-11-06)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or

(4-11-06)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

completed; (4-11-06)

d. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Hearing Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university; and/or

(4-11-06)

04. 05. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

d. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university; and/or (4-11-06)

IDAPA 08.02.02

028. EXCEPTIONAL CHILD CERTIFICATE.

Holders of this certificate work with children who have been identified as having an educational impairment. (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required; and (3-30-07)

02. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (3-16-04)

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested; and/or (3-16-04)

03. Early Childhood Special Education Endorsement (Pre K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any PreK-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (- -)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age 8; Curriculum and program development for young children ages 3-8; Methodology: planning, implementing and evaluating environments and materials for young children ages 3-8; Guiding young children's behavior: observing, assessing and individualizing ages 3-8; Identifying and working with atypical young children ages 3-8; Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K - 3 grades. (- -)

03.04. Hearing Impairment Endorsement (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Hearing Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

d. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Hearing Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university; and/or (4-11-06)

04. 05. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

d. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university; and/or (4-11-06)

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Revision of the Idaho Standards for Public School Driver Education and Training.

REFERENCE

August 13, 2004	The current Idaho Standards for Public School Driver Education and Training were approved by the State Board of Education.
June 17, 2009	Revisions to the Idaho Standards for Public School Driver Education and Training were submitted for Approval to the State Board of Education and approved.
November 9, 2009	Revisions to the Idaho Standards for Public School Driver Education and Training were submitted for approval to the State Board of Education following a public comment period and approved.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1701 - 1708 Idaho Code
Idaho Administrative code, IDAPA 08.02.02 – Section 230, Driver Education.
Idaho Administrative code, IDAPA 08.02.02 – Section 004, Incorporation by Reference

BACKGROUND/DISCUSSION

Last year the State Board of Education approved the revised *Operating Procedures for Idaho Public Driver Education Programs*. These changes were taken to public comment and revised before resubmitting to the State Board of Education for final approval. The Idaho Legislature did not approve the revisions resulting in the State Department of Education resubmitting these rules for approval at this time. The primary purpose cited for the Legislature not approving the *Operating Procedures for Idaho Public Driver Education Programs* was due to unclear guidelines relating to the relationship between commercial driving schools and the State Department of Education. The current draft of the *Operating Procedures for Idaho Public Driver Education Programs* addresses those concerns.

These proposed *Operating Procedures for Idaho Public Driver Education Programs* manual are better aligned with national standards for Driver Education and Training programs compared to the current document. It specifies rules that have been unclear before, adds a few new rules that improve the service we offer Idaho teens and identifies the responsibilities of School Districts that contract with a commercial driver education company to provide driver education services to their students. Examples of improvements include clarifying reasons

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

students may be dropped from a course, the duration of a course, hours per day students may be in class and in a car, requiring parent-teacher contact, reducing paperwork for teachers and disallowing multiple D.U.I. offenders and felony offenders against children from becoming Driver Education and Training instructors.

These revisions also address the fact that the regulation and oversight of Commercial Driving Schools is now under the Idaho Bureau of Occupational Licenses. As a result, IDAPA 08.02.02 – Section 004 and IDAPA 08.02.02 – Section 230 both needed to be amended to eliminate references to commercial driving school standards being approved by the State Board of Education and housed at the State Department of Education.

IMPACT

There will be no financial impact as a result of these rule changes.

ATTACHMENTS

Attachment 1 – Idaho Administrative code, IDAPA 08.02.02 – Section 004, Incorporation by Reference

Attachment 2 – Idaho Administrative code, IDAPA 08.02.02 – Section 230, Driver Education.

Attachment 3 – Proposed Operating Procedures of Idaho Public Driver Education Programs.

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed changes to IDAPA 08.02.02.004 and 08.02.02.230 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the changes to the Idaho Public Drivers Education Programs Manual as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

IDAPA 08 TITLE 02 CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 18, 2009. (3-29-10)

02. Document Availability. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-10)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on November 7, 2008. (5-8-09)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov>. (5-8-09)

05. Incorporated Document. ~~The Idaho Standards for Public School Driver Education and Training~~ Operating Procedures For Idaho Public Driver Education Programs as approved on August 13, 2011, 2004 ~~2010~~. ()

06. Document Availability. ~~The Idaho Standards for Public School Driver Education and Training~~ Operating Procedures For Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov>. ()

07. Incorporated Document. ~~The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005.~~ (4 11 06)

08. Document Availability. ~~The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702.~~ (3 14 05)

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

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**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

IDAPA 08 TITLE 02 CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

230. DRIVER EDUCATION.

01. Commercial Schools. Pursuant to Section 004 of these rules, all driver education courses offered in Idaho commercial schools must be conducted in compliance with all the requirements in the Idaho Standards for Commercial Driving Schools, as incorporated. (4-11-06)

02. Public Schools. Pursuant to Section 004 of these rules, all public driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Idaho Standards for Public School Driver Education and Training Operating Procedures For Idaho Public Driver Education Programs, as incorporated. ()

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

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OPERATING PROCEDURES

For Idaho Public Driver Education Programs

*Published by the Idaho State Department of Education
PO Box 83720 Boise, ID 83720-0027*



State Board Approved
June 18, 2009

Mr. Tom Luna
*State Superintendent of
Public Instruction*

Table of Contents

1.0	PUBLIC DRIVER EDUCATION STUDENT REQUIREMENTS	
1.1	Enrolled Students	4
1.2	Transfer Students From Out Of State.....	4
1.3	Student Withdrawals	4
1.4	Failure/Removal from a <u>Public</u> Driver Education Program.....	4
1.5	Students with Special Needs	5
2.0	PUBLIC DRIVER EDUCATION INSTRUCTIONAL REQUIREMENTS	
2.1	Classroom Environment	5
2.2	Minimum Hours and Days	5
2.3	Behind the Wheel Driving Time.....	6
2.4	Vehicle Occupants.....	6
2.5	Multiple-Car Driving Range	7
2.6	Simulation Instruction	7
2.7	Distance Learning Courses	7
3.0	PUBLIC DRIVER EDUCATION INSTRUCTOR REQUIREMENTS	
3.1	Age.....	7
3.2	Driver's License	7
3.3	Education	8
3.4	Medical Examination	8
3.5	Professional Development	9
3.6	License Renewal.....	9
3.7	Criminal History Check	9
3.8	Driving Under the Influence	9
4.0	PUBLIC DRIVER EDUCATION COURSE ADMINISTRATION	
4.1	Application to Operate Classes.	10
4.2	Student List	10
4.3	Reimbursement	10
4.4	Students Outside a School District	11
4.5	Student Records	11
4.6	Collision/Incident Report	11
4.7	Driving Logs	11
4.8	Program Reviews	11
4.9	Cell Phone/Mobile Device Use During In-Car Training	11
4.10	Assessments	12
4.11	Parental Involvement	12
4.12	Make Up Policy	12
4.13	Curriculum	12
4.14	Lesson Plans	13
4.15	Student Instructional Materials	13

4.16 Idaho Driver's Manual	13
4.17 Practice Guide/Log	13
5.0 PUBLIC DRIVER EDUCATION VEHICLE REQUIREMENTS	
5.1 Vehicle Type	13
5.2 Vehicle Use	13
5.3 Annual Vehicle Inspection	14
5.4 Required Vehicle Equipment	14
5.5 Vehicle Insurance	15
6.0 MONITORING AND REVIEWING PUBLIC DRIVER EDUCATION PROGRAMS	16
7.0 PUBLIC SCHOOL DISTRICTS CONTRACTING WITH A PRIVATE DRIVING SCHOOL.....	16

IDAPA 08.02.02.004

PUBLIC DRIVER EDUCATION

All Idaho public Driver Education programs must be conducted in compliance with all of the requirements in this document. Sections 1-6 ~~in~~ apply to public school Driver Education programs only while section 7 applies to public school districts contracting with a private driving school.

1.0 PUBLIC DRIVER EDUCATION STUDENT REQUIREMENTS

1.1 Enrolled Students

- 1.1.1 An individual between the ages of 14 ½ and 21 may enroll in an Idaho public driver education and training program.
- 1.1.2 Students under the age of 18 must provide a *Verification of Compliance Form* from their school to prove that they are currently enrolled in school.
 - 1.1.2.1 Home-schooled students may check the appropriate box on the *Verification of Compliance form*.
- 1.1.3 An Idaho driver training permit must be purchased before the student participates in any instruction.

1.2 Transfer Students From Out Of State

- 1.2.1 Students completing driver education in another state must have met or exceeded Idaho's minimum requirements of thirty (30) classroom hours, six (6) behind-the-wheel hours, and six (6) observation hours to qualify for or to complete the six (6) month supervised instruction period in Idaho. The documentation must be on an official school form, signed by the instructor or administrator.
 - 1.2.1.1 Online coursework is not transferable unless it meets or exceeds INACOL standards for online learning.
- 1.2.2 Students who have completed thirty (30) hours of classroom instruction in another state but fewer than six (6) hours of in-car instruction and less than six (6) hours of observation may complete the in-car instruction and observation in Idaho.

1.3 Student Transfers

- 1.3.1 If a student transfers out with a valid reason (illness, injury, etc.), the student list must show the student as "transferred out" to keep the permit valid. The school must hold onto the permit until that student can be "transferred in" to another class.

1.4 Failure/Removal from a Public Driver Education Program

- 1.4.1 Students may be removed from or fail a Public Driver Education program for reasons that include, but are not limited to, the following:

- 1.4.1.1 Not having purchased a permit before any instruction takes place.
- 1.4.1.2 Excessive tardiness or absences.
- 1.4.1.3 Attitude and/or behavior that detracts from safe driving or a positive Driver Education classroom environment.
- 1.4.1.4 Cheating (whether sharing or receiving answers or work without permission.
- 1.4.1.5 Violation of Idaho's alcohol/age laws during Driver Education, while driving or not, will cancel the instruction permit and result in failing Driver Education.
- 1.4.1.6 Any violation of the Driver Education permit including driving without the instructor during the period of time the course is being offered.
- 1.4.1.7 Use of a mobile or electronic device during instruction without the instructor's permission.

1.5 Students with Special Needs

- 1.5.1 If a student has an Individualized Education Program (IEP), the IEP team should develop goals and objectives to determine if the student will need special accommodations in Driver Education and Training. Once enrolled, every effort should be made to adapt lesson materials to the student's specific needs (Individuals with Disabilities Education Act, IDEA; PL101-476). Students not eligible for special education services should consult with the district's school staff responsible for determining under the IDEA if the student could qualify and receive services under Section 504.
- 1.5.2 Public Driver Education programs will have procedures in place to assist instructors in identifying students with special needs.

2.0 PUBLIC PROGRAM INSTRUCTIONAL REQUIREMENTS

2.1 Classroom Environment

- 2.1.1 If the classroom is not located in a public ~~or private~~ school building, a *Certificate of Maximum Occupant Load* from the state fire marshal, local fire department, or local planning and zoning agency must be submitted. The classroom must, in addition to fire and safety approval, meet the standards required by the American with Disabilities Act.
- 2.1.2 The classroom environment will be conducive to learning, free from any disturbing influences and used exclusively for driver education instruction during the classroom period.

2.2 Minimum Hours and Days

- 2.2.1 All Idaho public driver education and training courses shall include a minimum of thirty (30) clock hours of classroom instruction, six (6) clock hours of behind the wheel instruction and six (6) clock hours of observation.
- 2.2.2 With the exception of the approved Idaho online course, the thirty (30) clock hours of

- classroom instruction requires face to face interaction with the instructor.
- 2.2.3 Homework assignments completed outside the classroom shall not be counted in the thirty (30) clock hours of classroom instruction.
 - 2.2.4 Students shall be regularly scheduled for concurrent and sequential classroom and behind the wheel instruction. Every student will receive instruction for the required number of hours.
 - 2.2.5 Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind the wheel instruction.
 - 2.2.6 Classroom instruction shall not be substantially completed or completed before starting in-car practice.
 - 2.2.7 Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.
 - 2.2.8 A maximum of thirty-six (36) students shall be scheduled per class.
 - 2.2.9 Classroom instruction shall not exceed ten (10) hours in a seven day period.
 - 2.2.10 Classroom instruction shall not exceed three and a third (3.33) hours per day.
 - 2.2.11 Instruction shall not begin earlier than 6:00am or end later than 10pm.

2.3 Behind the Wheel Driving Time

- 2.3.1 The optimum time each student will be behind the wheel is sixty (60) minutes or less per day.
 - 2.3.1.1 When it is in the best interest of the program, students may drive a maximum of ninety (90) minutes per day in two forty-five (45) minute intervals. These intervals must be separated by a break or period of observation of at least forty-five (45) minutes.
- 2.3.2 Each student shall not receive more than three (3) hours of in-car instruction in a seven day period.
- 2.3.3 Behind the wheel lessons shall not begin earlier than 6am or end after 10pm.
- 2.3.4 Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson.
- 2.3.5 Each drive must have specific, written objectives.
- 2.3.6 Detailed feedback will be provided to each student after each drive.

2.4 Observation Time

- 2.4.1 Students may observe from the rear seat for a maximum of three (3) hours per day.
- 2.4.2 Instructors will provide lessons to engage observing students in each drive lesson.
- 2.4.3 Students may complete the observation time with a parent or legal guardian when the instructor and parent/guardian agrees that it is in the best interest of the student.

2.5 Vehicle Occupants

- 2.5.1 Only the instructor and student driver may occupy the front seats.
- 2.5.2 In-car instruction shall include not less than two (2) or more than three (3)

students in the car.

2.5.2.1 While not recommended, one student may be scheduled for in-car instruction when it is determined to be in the best interest of the student. This exception shall have prior written permission from the parent or legal guardian.

2.5.3 No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, administrator or designee, or supervisor of the driver-training program.

2.6 Multiple-Car Driving Range

2.6.1 Two (2) hours of driving on a multiple-car driving range may be substituted for one (1) hour of BTW instruction. Multiple-car instruction may be substituted for not more than three (3) of the total six (6) hours required for behind the wheel instruction.

2.7 Simulation Instruction

2.7.1 Simulators may be used for supplemental instruction only and not used for any part of the six (6) hours of behind the wheel or observation time.

2.8 Distance Learning Courses

2.8.1 Students taking the classroom portion of Driver Education online must find and hire a local certified in-car instructor prior to beginning the course.

2.8.2 Students must purchase a permit before being allowed to participate in any classroom or in-car instruction.

2.8.3 Approved online Driver Education courses must meet or exceed the INACOL standards for online learning and be approved by the Idaho State Department of Education.

3.0 PUBLIC PROGRAM INSTRUCTOR REQUIREMENTS

3.1 Age

3.1.1 Idaho Public Driver Education instructors must be at least twenty-one (21) years of age.

3.2 Driver's License

3.2.1 Applicants for an original or renewal public Driver Education instructor license shall possess a valid class A-D driver license and have a satisfactory driving record. A driving record will be determined satisfactory only if the applicant has not:

- received a court suspension or revocation that is not traffic related
- been convicted of a traffic violation that carries a mandatory suspension or

revocation of the driver's license within the preceding thirty-six (36) months.

- been convicted of more than one (1) occasion of any moving traffic violation within any twelve (12) month period of the previous thirty-six (36) months.
- been convicted for any moving traffic violation causing a fatal traffic collision
- been convicted for driving while his/her driver's license was revoked or suspended.
- been convicted for driving under the influence of a controlled substance within the past five (5) years.

3.2.2 Out-of-state residents working in the Idaho public school system must submit a state-issued copy of their driving record from their home state.

3.3 Education

3.3.1 Applicants for an original public Driver Education instructor license must have completed at least four (4) semester credit hours in a state-approved Driver Education licensing course.

3.3.2 Applicants for an original public license must have a valid Idaho educator credential ~~teaching certificate~~.

3.3.3 Licensed instructors moving to Idaho from another state must take and pass the Idaho Driver Education certification course final exam with a grade of 80% or higher. If a new-to-the-state applicant fails the first attempt he or she may request a second attempt. If both attempts are failed, the Idaho Driver Education Licensing course must be taken.

3.3.4 Idaho Public Driver Education instructors who have let their licenses lapse must either attend fifteen (15) hours of Driver Education professional development or take and pass the Idaho Driver Education Licensing Course's final exam with a grade of 80% or higher. If the applicant fails the written final exam, he or she may request a second attempt but if the second attempt ~~if~~is failed as well, he or she must retake the Idaho Driver Education Licensing Course or wait to attend fifteen (15) hours of Driver Education professional development.

3.3.5 Public Driver Education Instructor applicants must submit an Idaho Transportation Department (ITD) skills test form that has been administered by an ITD skills tester within the past 12 months, with a passing score of not more than 7 penalty points. The applicant must wait three (3) days before retesting.

3.3.5.1 At the discretion of the State Department of Education, a re-examination of the knowledge or skills may be required for a license renewal.

3.3.6 Instructors who once had a valid teaching credential may continue to teach Driver Education without having to keep their teaching credential current.

3.4 Medical Examination

3.4.1 Public Driver Education and Training instructors shall have a medical examination that meets the Federal Motor Carriers Safety Regulations (49 CFR 391.41-391.49).

3.4.2 The medical examination shall be completed within three months preceding the application.

3.4.3 The medical examination report must indicate whether the applicant has any ailment, disease, or physical or mental disability(ies) that may cause momentary or prolonged lapses of consciousness or control, which is or may become chronic. Applicants must not be suffering from a physical or mental disability or disease that may prevent the applicant from maintaining reasonable and ordinary control over a motor vehicle or that could impair the applicant's ability to drive safely or instruct automobile drivers.

3.4.4 The medical examination must be renewed every two years and a copy of the official form sent to the Idaho State Department of Education.

3.4.5 Public Driver Education Instructors who cannot pass a physical may request permission to teach the classroom portion of the course only when they turn in a copy of their medical exam.

3.5 Professional Development

3.5.1 Public Driver Education Instructors must complete and provide documentation of fifteen (15) hours of professional development training every two (2) years. Professional development hours will be accepted if for the purpose of enhancing instructional knowledge and skills in support of teaching best practices.

3.5.2 Professional development training, other than state offered workshops, must be pre-approved by the State Department of Education and may be obtained through a state agency, college or university, or professional education organization. Professional development training may be selected from independent study courses and may also include Continuing Education Units (CEUs) approved by the Department of Education.

3.6 License Renewal

3.6.1 The School district must submit the Public School Annual Program Plan Packet listing all instructors to be licensed for their district to teach driver education. Instructors are licensed each July 1st for a period of twenty-four (24) months.

3.6.2 Instructors are responsible to make sure their licensing requirements, including medical exam and professional development, are current.

3.7 Criminal History Check

3.7.1 Anyone affiliated with teaching public Driver Education must have a current criminal history check on file at the Idaho State Department of Education on an official SDE form.

3.7.2 If an employee remains continuously employed with a district, an additional criminal history check is not required. However, when a person begins employment with another district or if there is a break in service, a new criminal history check is required.

3.7.3 If an instructor works for two or more districts at the same time and a criminal history check has been done within the past three (3) months, an SDE *Multiple Assignment Form* may be filled out and one background check used for all schools on the form.

3.7.4 An individual convicted of a misdemeanor or felony crime against a child is not eligible for Public Driver Education licensing.

3.7.5 A Public Driver Education Instructor convicted of a misdemeanor or felony crime

against a child will lose his or her current Driver Education license.

3.8 Driving Under the Influence (D.U.I.)

3.8.1 If a Public Driver Education instructor is convicted of a D.U.I. while holding a Public Driver Education instructor's license, the license will be immediately revoked for a period of not less than five (5) years from the date of conviction.

3.8.2 If a conviction for D.U.I. has occurred within the past five (5) years, the individual with the conviction will not be eligible for a Public Driver Education instructor's license until five (5) years from the date of conviction.

3.8.3 Refusal to take an evidentiary test will result in instructor license revocation for a period of five (5) years.

3.8.4 An individual with more than one D.U.I. is not eligible for a Public Driver Education instructor's license.

4.0 PUBLIC PROGRAM COURSE ADMINISTRATION

4.1 Annual Application to Operate Packet

4.1.1 All public Driver Education programs, including those contracting with a private driving school, must submit an *Annual Program Plan* to the State Department of Education for approval no less than thirty (30) days prior to the start of the first class of the fiscal year.

4.2 Student Lists

4.2.1 All public Driver Education programs must submit a *Final Student List* provided by the SDE to their local Department of Motor Vehicles (DMV) within three (3) days after a course ends.

4.2.2 Course end dates on the final student lists must be the same date students begin their six (6) months of supervised driving.

4.3 Reimbursement

4.3.1 All public Driver Education programs must report all income generated by student fees and district expenses to the State Department of Education on the *Reimbursement Form*.

4.3.2 Public School Programs may choose to file a claim for reimbursement within forty-five (45) days after each class ends or submit all classes at once, annually.

4.3.3 Claims for reimbursement must include final student lists for each course taught.

4.3.4 Any public Driver Education program that fails to meet the standards within this document shall not be entitled to reimbursement.

4.3.5 Public school districts may include the cost of instructor training and required medical examinations for its instructors on their *Reimbursement Form*.

- 4.3.6 Two or more districts may cooperate in offering Driver Education and Training. However, only one school district may submit a *Reimbursement Form*. All adjustments for payment of expenses will be between the cooperating districts.
- 4.3.7 If a student fails, the student can re-enroll in another class, providing the student purchases a new Driver-Training Permit. The student may again be added to another *Reimbursement Form*.
- 4.3.8 Public schools are eligible for full reimbursement at the current rate for each student that completes the required thirty (30) hours of classroom, six (6) hours of driving, and six (6) hours of observation.
 - 4.3.8.1 Public schools will be reimbursed half the current reimbursement rate for students who complete more than fifteen (15) but fewer than thirty (30) hours of classroom.

4.4 Students outside a School District

- 4.4.1 Students enrolled in any Idaho public school district may enroll in Driver Education and Training outside their home district with approval from both districts.

4.5 Student Records

- 4.5.1 At the end of the course, the student's driving logs shall be included in the student's record and maintained by the school. All original student records shall be maintained for a minimum of five years, including students who passed, failed, withdrew, cancelled or transferred. Each student's record shall include:
 - student's full name, address, telephone number
 - Driver-Training Permit number
 - attendance records
 - behind-the-wheel driving log
 - quizzes and tests grade results
 - final grades.
- 4.5.2 Students will be given a certificate of completion upon passing a Public Idaho Driver Education course.
- 4.5.3 Original student records shall be made in ink and updated after each lesson.
- 4.5.4 The original records shall be made available to the Department of Education upon request.
- 4.5.5 Loss, mutilation, or destruction of records must be reported immediately to the Department of Education by affidavit, stating the date the records were lost, destroyed, or mutilated; the circumstances involving the loss, destruction, or mutilation; the name of the law enforcement officer or fire department official to whom the loss was reported; and the date of the report.

4.6 Collision/Incident Report

- 4.6.1 Within two (2) weeks following any incident involving a public driver-training vehicle, the School District must submit a current SDE *Collision/Incident Report Form* to the Department of Education.

4.7 Driving Logs

- 4.7.1 A driving log for each student shall be maintained by the instructor and include the following minimum information: (1) student name, (2) driver training permit number, (3) home phone number, (4) emergency contact name and phone number, (5) instructor's name, (6) date and clock time of each drive, (7) skills taught, (8) driving time, (9) instructor remarks, (10) student initials verifying time/date for each drive and observation, (11) final behind-the-wheel grade, (12) total driving time, and (13) special accommodations if used (hand controls, a seat cushion, etc.).

4.8 Instructor Cell Phone and Mobile Device Use During Instruction

- 4.8.1 Instructor cell phone use while a student is driving shall be limited to emergency purposes only.

4.9 Assessments

- 4.9.1 The standards for passing a public Driver Education and Training program shall be clearly set forth in writing to students prior to starting the course of instruction.
- 4.9.2 Students shall be assessed in the following three (3) areas: knowledge, skills, and attitude. A student who fails in any one of these three areas shall fail the entire course.
- 4.9.3 Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve.
- 4.9.4 Successful completion for the course is earning a grade of 80% or higher.
- 4.9.5 A final knowledge test will be administered at the completion of the course.
- 4.9.6 A final behind-the-wheel skills test will be administered that measures the essential skills required for operating a motor vehicle safely on public roadways.

4.10 Parental Involvement

- 4.10.1 Contact with each student's parent or guardian is required at least once during the course.
- 4.10.1.1 Contact may be by phone, email, mail, or in person.

4.11 Make Up Policy

- 4.11.1 The school will have a written policy for missed coursework and driving.
- 4.11.2 A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis.
- 4.11.3 The school may charge an extra fee for missed coursework and driving.

4.12 Curriculum

- 4.12.1 An Idaho public Driver Education and Training program's classroom and behind the wheel essential knowledge and skills shall meet or exceed those in the most recent *Idaho Public Driver Education Curriculum Guide*.
- 4.12.2 Idaho Public Driver Education programs may create their own curricular materials as long as they meet or exceed the most recent *Idaho Public Driver Education Curriculum Guide*.
- 4.12.3 Idaho Public Driver Education programs must meet or exceed the most current *Idaho Teen Driver Education and Training Program Content Standards and Benchmarks*.
- 4.12.4 The *Idaho Public Driver Education Curriculum Guide* will be based on nationally accepted standards and best practices.
- 4.12.5 A school's curriculum may be audited as part of a regular review.

4.13 Lesson Plans

- 4.13.1 Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or behind the wheel based upon the program's approved curriculum content outline. Lesson plan content shall meet or exceed the most current *Idaho Public Driver Education Curriculum Guide*.

4.14 Student Instructional Materials

- 4.14.1 Each student shall have access to instructional materials to read and study during the course. The instructional material shall be equal to or exceed the content of current state-adopted driver education textbooks and be compatible with the school's curriculum content outline.
- 4.14.2 Textbooks, if used, shall be selected from the list adopted by the State Department of Education.

4.15 Idaho Driver's Manual

- 4.15.1 Each student shall have access to a current copy of the *Idaho Driver's Manual*. The manual shall not be used as the only source of instructional material, but shall be used as an aid for instruction on Idaho's traffic laws, rules of the road, driver licensing and vehicle registration.

4.16 Practice Guide/Log

- 4.16.1 Each student and their parent or legal guardian shall be informed of the requirements of the Graduated Driver Licensing laws and provided a *Supervised Driving Guide* and driving log for their use during the required six (6) months of the Graduated Driver Licensing practice period.

5.0 PUBLIC DRIVER EDUCATION VEHICLE REQUIREMENTS

5.1 Vehicle Type

- 5.1.1 Only passenger vehicles may be used. All motor vehicles used for in-car instruction shall be properly registered in compliance with the Idaho Transportation Department's vehicle registration laws and be maintained in safe operating condition.

5.2 Vehicle Use

- 5.2.1 If any of the mileage will be included for reimbursement and a vehicle is not used exclusively for driver training, the school will maintain a mileage log. The log will remain on file with the Driver Education program's expenses.

5.3 Annual Vehicle Inspection

- 5.3.1 Before a vehicle is used for instruction, a certified mechanic must inspect the vehicle using the *Vehicle Inspection Form* provided by the State Department of Education.
- 5.3.2 Vehicles not passing the inspection shall be placed out of service until the needed repairs are made and the vehicle is re-inspected by a certified mechanic using the *Vehicle Inspection Form*.
- 5.3.3 Annual inspections expire on June 30th each year.
- 5.3.4 Inspections serve to verify the integrity of the vehicle's critical safety components that are necessary to ensure that the vehicle is in safe operating condition.
- 5.3.5 Following any motor vehicle crash involving the vehicle, the public driver training school shall withdraw the vehicle from the fleet and not use it for instruction until it has passed a new mechanical inspection. This new inspection must be submitted to the State Department of Education before the vehicle can be returned to service.
- 5.3.6 Mechanics may use the *Vehicle Inspection Form* provided by the State Department of Education or their own, provided it meets or exceeds the inspection standards recommended by the American Association of Motor Vehicle Administrators.
- 5.3.7 A dual brake must be included in the inspection.
- 5.3.8 A copy of the Annual Vehicle Inspection must be included in the Annual Program Plan.

5.4 Required Vehicle Equipment

- 5.4.1 All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7).
- 5.4.2 Driver training vehicles shall be equipped with:
 - Operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving.
 - An inside rear view mirror for the exclusive use of the instructor.
 - Side-view mirror on each side of the vehicle, adjusted for the driver's use.
- 5.4.3 Signs and/or lettering that can be seen from outside the vehicle to the rear and both sides of the vehicle.
 - 5.4.3.1 The signs and/or letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight.
 - 5.4.3.2 Signs and/or lettering to the rear and sides will have "STUDENT DRIVER," "DRIVER EDUCATION," or "DRIVING SCHOOL" with not less than 2 ½ inch high lettering.
 - 5.4.3.3 Signs and/or lettering to both sides of the vehicle will have the name of the school or school district with not less than two-inch (2) high lettering.
 - 5.4.3.4 All signs and/or lettering must be safely secured while the vehicle is in motion.
 - 5.4.3.5 When replacing worn or installing new signs, the lettering will comply with these standards.
- 5.4.4 Vehicles used on a multiple car, off-street "range" are not required to be equipped with a dual control brake, car signage, or rear-view mirror for the instructor.

5.5 Vehicle Insurance

- 5.5.1 Insurance coverage shall be maintained in full force and effect while the vehicle is used for driver training and will meet the requirements in Idaho Statute §6-924. The current statute states the policy will have a limit of not less than \$500,000 for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants.

6.0 MONITORING AND REVIEWING PUBLIC DRIVER EDUCATION PROGRAMS

- 6.1 The State Department of Education may review Public Driver Education classroom and behind-the-wheel instruction and program records for compliance with instructional, statutory, and regulatory requirements.
- 6.2 Complaints against a Public Driver Education program or instructor will result in an investigation and/or compliance review.
- 6.3 Reviewed public schools and/or instructors will be given feedback in areas they are doing well in and areas they can improve in.
- 6.4 Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review.
- 6.5 Public Schools and/or instructors that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.

7.0 PUBLIC SCHOOL DISTRICTS CONTRACTING WITH A PRIVATE DRIVING SCHOOL

- 7.1 School districts may contract with a private driving school to provide a Driver Education and Training program. To qualify for reimbursement, the district shall have a written contract with the private driving school specifying the responsibilities of each party.
 - 7.1.1 Contracts must be renewed annually.
- 7.2 A copy of the contract shall be included in the ~~a~~ Annual ~~a~~ Program ~~a~~ Plan submitted by the school district to the State Department of Education at least thirty (30) days prior to a program starting for that fiscal year.
 - 7.2.1 ~~The required documents within the Annual Program Plan include an Instructor Approval List, a copy of valid insurance for each vehicle used, and a copy of a vehicle inspection for each vehicle used..~~
- 7.3 The school district is responsible for ensuring that the contractor is teaching content that meets or exceeds the State Board of Education approved Public Driver Education Content Standards and Benchmarks.
- 7.4 All record keeping and required reporting to the State Department of Education shall be completed by the school district.
- 7.5 All student records are the property and responsibility of the school district.
- 7.6 In accordance with State Statute 33-512, school districts shall ensure that all private driver education instructors who are contracting with a public school and who will have unsupervised contact with students, have a current criminal history check on an official SDE fingerprint card on file at the Idaho State Department of Education. School

districts will also be responsible for cross-checking all private driver education instructors working as contractors for the school district against the statewide sex offender register.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 3326800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Temporary and Proposed Rule - Mastery Advancement Pilot Program (MAPP)

APPLICABLE STATUTE, RULE, OR POLICY

House Bill No. 493

BACKGROUND/DISCUSSION

In 2010 the Idaho Legislature passed House Bill 493 detailing a six-year pilot program. The program as outlined in the law detailed the way in which selected districts could participate in a program to advance students through elementary and secondary schools at an accelerated pace. The bill also detailed a scholarship program for students who graduate early. While there is a great deal of specific detail in the bill, section 33-1624 directs the State Department of Education to promulgate rules to further explicate the process for implementation of the pilot program.

IMPACT

There are a number of potential impacts. First, there is the potential for an increased number of students to graduate early from Idaho high schools. Second, there will be financial rules necessary for these early graduates and the respective schools and districts. The early graduates would be eligible for a scholarship which is 35% of the statewide Average Daily Attendance. The school would also then get 35% of that amount for the student and 30% would be kept in the general fund. The third impact will be the need for participating districts to develop and administer the assessments necessary to determine if students can pass out of a class. Districts and charter schools may require students to pay for the mastery exam. The CLEP exam, as noted as an acceptable exam, has a current cost of \$77 per exam. Districts and charter schools may also incur a cost if the development and administration of the mastery exams are created and administered within the district.

ATTACHMENTS

Attachment 1 – IDAPA Code 08.02.03.117 (New section)

Page 3

Attachment 2 – House Bill 493

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed rule of IDAPA code 08.02.03.117 to detail the Mastery Advancement Pilot Program as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08.02.03 Rules Governing Thoroughness

117. Master Advancement Pilot Program (MAPP)

Definitions

1. Challenge Exam - a test that is rigorous and covers the full depth and breadth of knowledge of a specific course. A challenge exam is more difficult than an End of Course exam which typically is counted only for a portion of a student's final grade and covers only a sampling of the course content.
2. Local Education Agency (LEA) – defined as a school district or a charter school that operates independently of any district and reports to the Idaho Charter School Commission.
3. Secondary is considered grades 7-12.
4. Elementary is considered grades K-6.
5. School Year: A school year is defined in IDAPA 08.02.01.250.01 as 810 hours for grades 1-3; 900 hours for grades 4-8; and 990 hours for grades 9-12.

01. LEA Participation

- a. LEAs must apply for the MAPP program no later than September 2010. LEAs will not be allowed to participate in the program after the initial sign up period.
- b. LEAs may request from the State Department of Education in writing of the intent to opt out of the program during the six year pilot.
- c. The State Department of Education will create and review LEA application submissions.
- d. LEAs may choose to include all or as few as one school within the district.
- e. LEAs may participate in the secondary pilot or the elementary pilot or both.
- f. LEAs must include in the application a plan for public involvement and parental notification of the program.

02. Secondary Pilot Program

- a. Criteria
 - i. LEAs will provide a detailed plan for implementing the program. This plan will include at a minimum: a process for students to request a Challenge Exam, review of the exam scores and providing advice on course or grade advancement.
 - ii. A district must have had a Challenge Exam or equivalent exam equivalent to an exam that would demonstrate full course mastery in place for a minimum of two school years prior to participating in MAPP.
 - iii. Participating districts must be able to demonstrate the reliability and validity of the chosen measure in ensuring strong enough course knowledge to be successful in the next course in the series. For example, a district must have evidence that a student who passes an Algebra I measure has a reasonable chance of success in Algebra II.
 - iv. LEAs may chose to incorporate scores from national standardized tests such as the ACT, SAT, CLEP exams as the measure. These measures will

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

be accepted by the State Department of Education as already having the validity and reliability necessary.

- v. The State Department of Education, in cooperation with the vendors of the national standardized tests, will provide a list recommending the course of mastery and the standard (score) at which students would be successful in the next course.

b. Costs

- i. LEAs may require students to pay for any of the assessments administered. Costs could include the standardized test fee or the administration costs incurred by the district.
- ii. Costs may not exceed the actual costs incurred by the district.

03. Elementary Pilot Program

a. Criteria

- i. Elementary school participation in MAPP allows for schools to use measures other than assessments. LEAs must submit a plan including how students will be measured and advanced either to the next grade or class.
- ii. The State Department of Education will review the plans and provide direction or suggestions.
- iii. The State Department of Education will provide information on two research-based advancement programs for elementary schools as suggested models. LEAs may submit a plan that is different from the suggested models.

b. Costs

- i. LEAs may require students to pay for any of the assessments administered. Costs could include the standardized test fee or the administration costs incurred by the district.
- ii. Costs may not exceed the actual costs incurred by the district.

04. Reporting

- a. LEAs are required to submit to the State Department of Education, no later than June 10, the following data for all schools within the district regardless of whether the school is a site for MAPP:
 - i. Comprehensive list of all students who participated in MAPP, including the students who graduated early and the number of years that each student graduated early.
 - ii. Detailed information on the performance of participating students on Challenge Exams or other measures used.
 - iii. The number of requests for Challenge Exams or advancement and the requests granted.
 - iv. School and District disciplinary and/or behavioral incidents.
 - v. School and District graduation and dropout rates.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

- vi. Number of students in each school and for the LEA participating in advanced placement concurrent enrollment, or college courses while still students in the LEA.

05. Early Graduation Eligibility

- a. Students must have attended an Idaho public school for four full school years immediately prior to graduation to be eligible for a Mastery Scholarship.
- b. Students must have completed all LEA and State graduation requirements within 11 full school years or 9,900 hours to be eligible for a 1 year mastery scholarship, within 10 full school years or 8,910 hours to be eligible for a 2-year mastery scholarship or within 9 full school years or 7,920 hours to be eligible for a 3-year mastery scholarship.
- c. Students must attend an Idaho public college or university for the entirety of the scholarship period in order to receive the scholarship payment.
- d. Students are eligible for a maximum of three years of mastery scholarship.
- e. Students must enroll at an Idaho public college or university immediately within two years following early graduation in order to receive scholarship funds.

06. ADA and Scholarship Funding

- a. Guidelines
 - i. The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year's statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year's statewide public school enrollment for all grades.
 - ii. The statewide average daily attendance-driven funding per enrolled pupil shall be re-calculated each fiscal year.
 - iii. All benefits paid for scholarships and to LEAs shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid.
- b. Payments to Idaho Colleges and Universities
 - i. Annual scholarship payments will be made in two equal installments, one each at the beginning of each semester.
 - ii. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payments are made. This proof must be obtained for each semester in which scholarship payments are made.
 - iii. Students may apply to the State Department of Education to receive a multi-year scholarship over fewer years if the student will graduate from an Idaho public college or university in less than the number of scholarship years.
 - iv. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 15 for the first semester and January 15 for the second semester.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010**

- c. Payments to LEAs
 - i. The State Department of Education will make a single annual payment to eligible LEAs by no later than October 1 of each year for all early graduates who are not attending the LEA that school year as a result of early graduation.
 - ii. Payments will not be made to LEAs who fail to meet the reporting requirements.

LEGISLATURE OF THE STATE OF IDAHO
Sixtieth Legislature Second Regular Session - 2010

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 493

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1620, IDAHO CODE, TO PROVIDE FOR A MASTERY ADVANCEMENT PILOT PROGRAM; AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1621, IDAHO CODE, TO PROVIDE FOR PROGRAM PARTICIPANTS; AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1622, IDAHO CODE, TO PROVIDE FOR CERTAIN ASSESSMENTS; AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1623, IDAHO CODE, TO PROVIDE FOR A MASTERY ADVANCEMENT SCHOLARSHIP, TO PROVIDE CERTAIN REQUIREMENTS, TO PROVIDE FOR CONCURRENT ENROLLMENT OR ADVANCED PLACEMENT CLASSES, TO PROVIDE PROVISIONS RELATING TO A CERTAIN SCHOLARSHIP, TO PROVIDE FOR CERTAIN REPORTS, TO PROVIDE FOR CERTAIN SAVINGS, TO PROVIDE FOR REPORTS AND TO DIRECT COLLABORATION; AND AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1624, IDAHO CODE, TO PROVIDE FOR RULES.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. LEGISLATIVE INTENT. It is the intent of the Legislature to provide a variety of avenues to help Idaho students succeed in school. The Legislature's duty to maintain a thorough system of public schools is only strengthened by employing new and innovative approaches to help ensure that more young people successfully complete grades 1-12 curriculum prepared for good-paying careers, postsecondary educational success or both. Idaho's economic future rests on the ability of an educated workforce to excel in today's complex and demanding workplace. To help ensure student success, the Legislature believes that a Pilot Program, a revenue neutral Pilot Program, designed to permit students to successfully complete school curriculum at their own accelerated pace, is warranted to study the efficacy of such an approach.

SECTION 2. That Chapter 16, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-1620, Idaho Code, and to read as follows:

33-1620. MASTERY ADVANCEMENT PILOT PROGRAM. There is hereby established a pilot project to be known as the "Mastery Advancement Pilot Program," hereinafter referred to as "the program." This program shall permit certain students in certain Idaho public schools, including Idaho public charter schools, to successfully proceed through school curriculum at their own pace.

SECTION 3. That Chapter 16, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-1621, Idaho Code, and to read as follows:

1 33-1621. PROGRAM PARTICIPANTS. (1) No more than twenty-one (21)
2 school districts and no more than three (3) charter schools may participate
3 in the program. Participating districts shall be determined through an
4 application process established by the state department of education.

5 (2) The program shall be divided into three (3) geographical regions of
6 the state in the following manner:

7 (a) Region I shall be comprised of Idaho high school activities
8 association regions I and II;

9 (b) Region II shall be comprised of Idaho high school activities
10 association region III; and

11 (c) Region III shall be comprised of Idaho high school activities
12 association regions IV, V and VI.

13 (3) Participating school districts shall reflect the disparate sizes
14 of school districts within this state. Participating school districts shall
15 be selected in the following manner:

16 (a) Any school district and any charter school desiring to participate
17 in the program shall submit an application to the state department of
18 education by September 1, 2010. Such application shall be developed
19 by the state department of education and shall be made available to the
20 state's school districts and charter schools by July 15, 2010. From the
21 applicants, the department shall select:

22 (i) Three (3) school districts, one (1) from each program region,
23 that have grades 1-12 enrollment of more than seven thousand
24 (7,000) students;

25 (ii) Six (6) school districts, two (2) from each program region,
26 that have grades 1-12 enrollment of between four thousand (4,000)
27 and six thousand nine hundred ninety-nine (6,999) students;

28 (iii) Six (6) school districts, two (2) from each program region,
29 that have grades 1-12 enrollment of between one thousand (1,000)
30 and three thousand nine hundred ninety-nine (3,999) students;

31 (iv) Six (6) school districts, two (2) from each program region,
32 that have grades 1-12 enrollment of less than one thousand (1,000)
33 students; and

34 (v) Three (3) charter schools, one (1) from each program region.

35 (b) The state department of education shall notify selected program
36 applicants by December 1, 2010.

37 (c) School districts and charter schools selected for the program will
38 be expected to participate for the full six (6) years of the program.
39 Provided however, that any school district or charter school selected
40 for the program may request to the state department of education to
41 opt out of the program. The department may grant such request at its
42 discretion.

43 (4) No participating school district shall be required to implement
44 the program on a districtwide basis. It shall be left to the discretion of
45 each participating district to determine which schools in the district shall
46 participate.

47 SECTION 4. That Chapter 16, Title 33, Idaho Code, be, and the same is
48 hereby amended by the addition thereto of a NEW SECTION, to be known and
49 designated as Section 33-1622, Idaho Code, and to read as follows:

33-1622. PROGRAM ASSESSMENT -- STUDENT ASSESSMENT.

(1) (a) Every school district and charter school participating in the program shall measure student performance and achievement while such district and charter school is participating in the program. Such performance and achievement measures shall include, but shall not necessarily be limited to, standardized test scores, successful completion of courses, behavioral and/or disciplinary incidents and dropout rates. The performance and achievement measures provided for in this subsection shall be reported to the state department of education every June 30 during the life of the program.

(b) Relating to the program provided for in this act, the state department of education is hereby directed to identify and adopt end-of-course assessments for all core topic areas for grades 7-12 curriculum and appropriate benchmarks for grades 1-6. Such assessments shall be developed during the life of the pilot program.

(2) (a) Students may request to take an end-of-course assessment. Such request shall be made upon a form provided by the state department of education. The student's request shall be made pursuant to collaboration between the student, the student's teachers, the school administration and the student's parents or guardians.

(b) The student shall score no less than eighty-five percent (85%) on the end-of-course assessment in order to participate in self-directed study that allows the student to work on completing a class or year of school at an accelerated pace.

(c) (i) When a student enrolled in grades 7-12 successfully passes an end-of-course assessment as provided for in subsection (2) (b) of this section, the student shall be counted as having completed all required coursework for that course and the school may be funded for such student based upon either the actual hours of attendance or the course which such student has successfully passed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

(ii) When a student enrolled in grades 1-6 successfully completes a benchmark as provided for in subsection (1) (b) of this section, then the student shall be counted as having completed all required coursework for that grade and the school may be funded for such student, based upon either the actual hours of attendance or the grade which such student has successfully passed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

SECTION 5. That Chapter 16, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-1623, Idaho Code, and to read as follows:

33-1623. STUDENT ADVANCEMENT -- CONCURRENT ENROLLMENT -- EARLY GRADUATION -- MASTERY ADVANCEMENT SCHOLARSHIP -- RESIDUAL SAVINGS. (1) Any student who successfully completes a school district's grades 1-12 curriculum at least one (1) year early shall be eligible for a mastery advancement scholarship if such student can show that the student has met all

1 of the graduation requirements of the school district in which the student
2 attends school; and

3 (a) The student has completed the grades 1-12 curriculum in eleven (11)
4 or fewer years and such student has attended schools in the Idaho public
5 school system for the entire grades 1-12 curriculum; or

6 (b) Where the student has attended Idaho public schools for less than
7 the entire grades 1-12 curriculum, such student shall be eligible for
8 a mastery advancement scholarship if such student has attended Idaho
9 public schools for a minimum of four (4) years. For students who have
10 attended Idaho public schools for less than four (4) years and who have
11 completed all graduation requirements, such students may be eligible
12 to receive a mastery advancement scholarship at a reduced rate not to
13 exceed one (1) semester of scholarship for each year of Idaho public
14 school attendance.

15 (2) A student is not required to graduate early and can choose to
16 participate in concurrent enrollment or advanced placement classes as is the
17 current practice.

18 (3) (a) If a student requests a mastery advancement scholarship
19 and is eligible pursuant to the provisions of subsection (1)(a) and
20 (1)(b) of this section, the student shall be entitled to a mastery
21 advancement scholarship which may be used for tuition and fees at
22 any publicly funded institution of higher education in Idaho. The
23 amount of such scholarship shall equal thirty-five percent (35%) of the
24 statewide average daily attendance-driven funding per enrolled pupil
25 for each year of grades 1-12 curriculum the student avoids due to early
26 graduation. Such school district or charter school shall receive an
27 amount equal to each such scholarship.

28 (b) The state department of education shall annually report, no
29 later than January 15, to the senate and the house of representatives
30 education committees, the number of scholarships awarded pursuant to
31 this section during the previous school year, by school district and
32 public charter school. Such report shall also include a fiscal note
33 reflecting the amount of moneys expended for such scholarships.

34 (4) No student shall be eligible for more than three (3) years of a
35 "mastery advancement" scholarship.

36 (5) School districts and public charter schools participating in
37 the program established in section 33-1620, Idaho Code, are directed
38 to collaborate with publicly funded institutions of higher education
39 in this state to assist students who seek to graduate from high school
40 early, in enrolling in postsecondary or advanced placement courses held in
41 high school. Such school districts, public charter schools and publicly
42 funded institutions of higher education shall report to the state board
43 of education and the senate and the house of representatives education
44 committees on any difficulties or obstacles they face in providing such
45 assistance to students.

46 SECTION 6. That Chapter 16, Title 33, Idaho Code, be, and the same is
47 hereby amended by the addition thereto of a NEW SECTION, to be known and
48 designated as Section 33-1624, Idaho Code, and to read as follows:

1 33-1624. RULES. The state department of education is hereby directed
2 to promulgate rules to implement the provisions of this act. Such rules may
3 include a requirement that students successfully complete one (1) or more
4 standardized assessments approved by the state department of education. The
5 department shall work with school districts and public charter schools in
6 developing the rules authorized by this section.

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

SUBJECT

Request from the Boise School District to receive a waiver for school choice between secondary schools for non-Title I schools.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B. 8.

Section 33-3717, Idaho Code

Idaho Administrative code, IDAPA 08.02.04 – Section 112, Accountability.

BACKGROUND/DISCUSSION

The Boise School District requested guidance from the State Department of Education related to offering school choice among its secondary schools. Idaho has one accountability plan for all schools regardless of whether or not schools receive additional Title I-A financial support. As a result all schools are required to offer school choice if in fact a school is identified as “in improvement” status.

Boise has a history of open enrollment throughout the district. As a result it has always offered school choice. However its situation is complicated because this year only one of the four high schools (Boise High) within the district is not identified as “in improvement”. All four of the schools have been identified by Newsweek Magazine as being among the best in the country (Timberline, Borah, Capitol and Boise). To offer choice to students in each of the other three schools would result in significant additional transportation costs for the district. They cannot displace students that live inside the attendance area. The school would be forced to accommodate local students and students using the school choice option.

Therefore it was suggested by the State Department of Education that the district request a waiver to eliminate the necessity of offering choice for the school year 2010-2011.

The district will offer supplemental education services (tutoring) in each of the three schools identified for improvement to all eligible students.

IMPACT

At a minimum transportation costs to offer choice to all students at Borah, Timberline, and Capitol will exceed \$400,000.

ATTACHMENTS

Attachment 1 – Letter from Boise School District

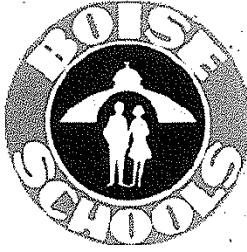
Page 3

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

BOARD ACTION

A motion to approve the request by the Boise School District to receive a waiver for school choice between secondary schools.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



The Independent School District of Boise City

8169 W. Victory Road
Boise, Idaho 83709

(208) 338-3400
Fax (208) 338-3487

July 6, 2010

Dr. Don Coberly
Superintendent , Boise School District

Mike Rush, Executive Director
Office of the State Board of Education
Len B. Jordan Building, Room 307
650 W. State St.
Boise, ID 83720

Dear Dr. Rush:

With this letter, the Boise School District formally requests a waiver of Idaho State Board Rule 144.01.b, as it relates to the choice provision of the No Child Left Behind law as it would apply to the District's non-Title I high schools for school year 2010-2011.

For 2010-11, Boise High School will be the only Boise District high school available for implementation of the choice provision. The following narrative outlines our rationale for this request.

As you may know, all four of Boise School District's traditional high schools were named *Newsweek* Magazine's 2010 listing of America's best high schools. Boise, Borah, Capital, and Timberline high schools are all ranked among the top 6% of all high schools in the United States. The four Boise School District high schools are among only six in Idaho to receive this honor. Students attending all four schools are receiving high quality educational experiences and equity of access to programs.

As part of the Boise School District's Open Enrollment policy, students are already allowed to choose their high school of attendance, if there is room at the receiving school. Currently, three hundred sixty-one (361) students attend Boise High from within the District and outside of Boise's attendance area. Boise High is therefore at capacity.

In order to provide space for the NCLB/State Board choice provision, the District would be required to disallow open enrollment for current and future students, provide a

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STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Dr. Rush
Page 2

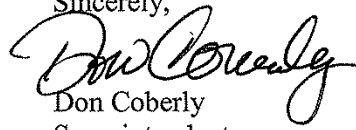
choice option that could potentially overcrowd Boise High School, and possibly send Boise High attendance area students to other high schools to make space for choice students. The potential additional transportation costs for the Boise District would exceed \$400,000. The ramifications of this process are many, as you might imagine.

Supplemental educational services will be provided in 2010-2011 for subgroups at Borah, Capital, and Timberline High Schools that did not meet AYP. Each school failed to meet targets for several subgroups. These families will have access to supplemental services provided through District funds.

We bring this request after seeking the advice of State Department of Education Federal Programs Director Dr. Marybeth Flachbart.

We appreciate your consideration in this matter at the August 11-12, 2010 State Board meeting and would be happy to answer any questions that you may have.

Sincerely,



Don Coberly
Superintendent
Ph. 208-854-4119

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

SUBJECT

2009-2010 Accreditation Summary Report of Idaho Schools

REFERENCE

Date

Annually in compliance with IDAPA 08.02.02.140

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Rules Governing Uniformity, 08.02.02.140
Section 33-119, Idaho Code

BACKGROUND/ DISCUSSION

According to IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. (Section 33-119, Idaho Code). Schools will meet the accreditation standards of the Northwest Association of Accredited Schools and an annual accreditation report will be submitted to the State Board of Education.

To receive accredited status for the 2009-2010 school year, schools serving grades 9-12 and those other schools that wish to be accredited were required to submit a Northwest Association of Accredited Schools (NAAS) Annual Report or an Initial Application for Membership. The Idaho NAAS Committee, which represents each region of the state, met on October 26th and 27th to review the Annual Reports and recommend accreditation approval ratings for each school, state institution and participating private school.

In accordance with IDAPA 08.02.02.140, an annual accreditation report will be submitted to the State Board of Education for approval. This report outlines the accreditation status of Idaho's schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private and parochial schools who wish to seek accreditation. The attached document serves as that report.

ATTACHMENTS

Attachment 1 – 2009-2010 Accreditation Summary Report of Idaho Schools

Page 3

BOARD ACTION

A motion to approve the 2008-2009 Accreditation Summary Report of Idaho Schools as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
August 11-12, 2010

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Accreditation Report for the Northwest Association of Accredited Schools December 2009-2010

State or Agency: **IDAHO**

Summary of Schools Listed in Report -- FINAL, June 2010

Category	High School	Middle Level	Elementary	K-12	Distance Ed.	Residential	Special Purpose	Supplemental	Totals
Schools Approved	120	13	20	19	2		14	3	191
Schools Provisional	29	17	6	17	5		11	2	87
Schools Advised	0								0
Schools Warned									0
Total Accredited	150	30	26	36	7	0	25	5	278

Schools Withdrawn	4	17	9	1	1	2	2	1	37
Schools Dropped							1		1

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Distance Education	Bonneville District Virtual Academy	3497 North Ammon Rd	Idaho Falls	31	2009	provisional	Pub	
Distance Education	Idaho Digital Learning Academy	1906 S. Vista Ave	Boise	2642	2003	accredited	Pub	
Distance Education	Idaho Distance Education Academy	PO Box 338	Deary	884	2007	provisional	Pub	
Distance Education	Idaho Virtual Academy	1965 South Eagle, Suite 190	Meridian	2867	2005	accredited	Pub	
Distance Education	INSPIRE, The Idaho Connections Academy	6128 W Fairview Ave, Suite A-1	Boise	471	2006	provisional	Ind	
Distance Education	iSucceed Virtual High School (Insight)	8950 W Emerald #150	Boise	835	2008	provisional	Pub	
Distance Education	Kaplan Academy of Idaho	11513 Fairview Ave., Suite 103	Boise	78	2009	provisional	Pub	
Elementary	A. B. McDonald Elementary	2323 East D St	Moscow	461	2002	accredited	Pub	
Elementary	Adventist Christian Academy	P O Box 50156	Idaho Falls	7	2002	accredited	Ind	SDA
Elementary	Beacon Christian School	615 Stewart Ave	Lewiston	34	2002	accredited	Ind	SDA
Elementary	Boise Valley Adventist School	925 N Cloverdale Rd	Boise	93	2002	accredited	Ind	SDA
Elementary	Bruneau Elementary School	PO Box 158	Bruneau	226	2007	accredited	Pub	
Elementary	Caldwell Adventist Elementary School	2317 Wisconsin	Caldwell	90	2002	accredited	Ind	SDA
Elementary	Central Elementary School	102 N. Park Ave., PO Box 239	Sugar City	484	2009	provisional	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Elementary	Clearwater Valley Elementary School	PO Box 100	Kooskia	183	2007	provisional	Pub	
Elementary	Cole Valley Christian Elementary School	8775 Ustick Road	Boise	361	1995	accredited	Ind	ACSI
Elementary	CornerStone Christian Academy	810 N Chase	Post Falls	114	2007	provisional	Ind	
Elementary	Cornerstone Christian School	P O Box 1877	Bonnors Ferry	151	2002	accredited	Ind	SDA
Elementary	Grand View Elementary School	205 First Street	Grand View	164	2006	provisional	Pub	
Elementary	J. Russell Elementary	119 N. Adams St	Moscow	174	2002	accredited	Pub	
Elementary	Kershaw Intermediate School	610 E. 3rd North	Sugar City	346	2009	provisional	Pub	
Elementary	Lena Whitmore Elementary	110 S Blaine St	Moscow	288	2002	accredited	Pub	
Elementary	Maranatha Christian School	12000 Fairview Avenue	Boise	56	1986	accredited	Ind	
Elementary	Marsing Elementary School	PO Box 340	Marsing	434	1997	accredited	Pub	
Elementary	McCall Adventist Christian School	3592 Longview Rd	McCall	25	2002	accredited	Ind	SDA
Elementary	Palouse Hills Adventist School	3148 Tomer Road	Moscow	22	2002	accredited	Ind	SDA
Elementary	Pend Oreille Valley Adventist School	33820 Hwy 41	Oldtown	22	2002	accredited	Ind	SDA
Elementary	Salmon Seventh-Day School	400 Fairmont	Salmon	19	2002	accredited	Ind	SDA

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Elementary	St. Maries Christian School	216 N. 9th St	St. Maries	4	2008	accredited	Ind	SDA
Elementary	Swan Valley Elementary School	PO Box 220	Irwin	65	2007	provisional	Pub	
Elementary	The Community Elementary School	P O Box 2118	Sun Valley	88	2000	accredited	Ind	PNAIS
Elementary	Treasure Valley SDA School	P O Box 396	Payette	16	2004	accredited	Ind	SDA
Elementary	West Park Elementary School	510 Home St	Moscow	267	2002	accredited	Pub	
High	Aberdeen High School	PO Box 610	Aberdeen	245	1939	accredited	Pub	
High	American Falls High School	2966 S Frontage Road	American Falls	461	1920	accredited	Pub	
High	Arts West School for the Performing and Visual Arts	3415 W Flint Dr	Eagle	220	2007	provisional	Ind	
High	Bear Lake High School	330 Boise St	Montpelier	316	1930	accredited	Pub	
High	Bishop Kelly High School	7009 Franklin Rd	Boise	640	1964	accredited	Ind	
High	Blackfoot High School	870 South Fisher St	Blackfoot	1105	1920	accredited	Pub	
High	Bliss School	601 E US Hwy. 30	Bliss	155	1976	accredited	Pub	
High	Boise High School	1010 W Washington St	Boise	1452	1918	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Boise Language Academy	334 S. Cole Rd	Boise	154	2009	provisional	Pub	
High	Bonnors Ferry High School	6485 Tamarack Ln.	Bonnors Ferry	527	1920	accredited	Pub	
High	Bonneville High School	3165 East Iona Rd	Idaho Falls	1184	1934	accredited	Pub	
High	Borah High School	6001 Cassia St	Boise	1352	1958	accredited	Pub	
High	Buhl High School	525 Sawtooth	Buhl	447	1920	accredited	Pub	
High	Burley High School	#1 Bobcat Blvd	Burley	935	1926	accredited	Pub	
High	Butte County High School	PO Box 655	Arco	152	1951	accredited	Pub	
High	Caldwell High School	3401 South Indiana	Caldwell	1651	1918	accredited	Pub	
High	Camas County High School	PO Box 370	Fairfield	48	1954	accredited	Pub	
High	Cambridge Junior/Senior High School	PO Box 39	Cambridge	80	1960	accredited	Pub	
High	Canyon Ridge High School	300 North College Rd West	Twin Falls	870	2009	provisional	Pub	
High	Canyon Springs High School	107 Poplar Street	Caldwell	80	2007	provisional	Pub	
High	Capital High School	8055 Goddard Rd.	Boise	1414	1965	accredited	Pub	
High	Cascade Jr./Sr. High School	PO Box 291	Cascade	140	1938	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Centennial High School	12400 W. McMillan	Boise	1774	1987	accredited	Pub	
High	Central Academy High School	6075 N Locust Grove	Meridian	153	2007	provisional	Pub	
High	Century High School	7801 Diamondback Drive	Pocatello	1059	1999	accredited	Pub	
High	Challis High School	PO Box 304	Challis	206	1934	accredited	Pub	
High	Clark Fork Junior/Senior High School	121 E 4th	Clark Fork	120	1972	accredited	Pub	
High	Clearwater Valley Junior/Senior High School	PO Box 130	Kooskia	183	2007	provisional	Pub	
High	Coeur d'Alene High School	North 5530 4th St	Coeur d'Alene	1408	1921	accredited	Pub	
High	Cole Valley Christian High School	200 E. Carlton	Meridian	357	1995	accredited	Ind	ACSI
High	Columbia High School	301 S Happy Valley Rd	Nampa	1331	2007	provisional	Pub	
High	Declo High School	505 East Main	Declo	318	1954	accredited	Pub	
High	Eagle Academy High School	100 S Academy Ave	Eagle	153	2002	accredited	Pub	
High	Eagle High School	574 North Park Lane	Eagle	1564	1995	accredited	Pub	
High	Emerson Alternative High School	335 5th St	Idaho Falls	141	2005	provisional	Pub	
High	Emmett High School	721 W 12th	Emmett	588	1921	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Filer High School	3915 Wildcat Way	Filer	424	1927	accredited	Pub	
High	Firth High School	PO Box 247	Firth	217	1934	accredited	Pub	
High	Frank Church High School	8051 W Salt Creek St	Boise	465	2008	accredited	Pub	
High	Franklin County High School	524 N State	Preston	50 nr	2008	provisional	Pub	
High	Fruitland High School	501 Iowa Ave.	Fruitland	498	1933	accredited	Pub	
High	Gem State Adventist Academy	16115 S. Montana Ave	Caldwell	103	1963	accredited	Ind	SDA
High	Gooding High School	1050 7th Ave West	Gooding	314	1920	accredited	Pub	
High	Grace Jr/Sr High School	PO Box 348	Grace	178	1933	accredited	Pub	
High	Grangeville High School	910 S D Street	Grangeville	264	1990	provisional	Pub	
High	Hagerman School	150 Lake Street West	Hagerman	126	1938	accredited	Pub	
High	Hansen Junior/Senior High School	550 S Main St	Hansen	167	2007	provisional	Pub	
High	Highland Senior High School	1800 Bench Rd	Pocatello	1361	1963	accredited	Pub	
High	Hillcrest High School	2800 Owen St	Idaho Falls	1326	1993	accredited	Pub	
High	Homedale High School	203 East Idaho	Homedale	345	1941	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Horseshoe Bend Middle/High School	398 School Drive	Horseshoe Bend	333	2000	accredited	Pub	
High	Idaho Arts Charter School	904 12th Ave Rd	Nampa	580	2007	provisional	Pub	
High	Idaho City Middle/High School	100 Centerville Rd; PO Box 227	Idaho City	177	2000	accredited	Pub	
High	Idaho Falls High School	601 South Holmes Ave	Idaho Falls	1204	1920	accredited	Pub	
High	Initial Point Alt High School	1080 N. Ten Mile	Kuna	61	2009	provisional	Pub	
High	Jerome High School	104 Tiger Drive North	Jerome	961	1924	accredited	Pub	
High	Kamiah High School	1102 Hill St.	Kamiah	163	1941	accredited	Pub	
High	Kellogg High School	2 Jacob Gulch	Kellogg	421	1920	accredited	Pub	
High	Kendrick Jr/Sr High School	2001 Hwy 3	Kendrick	129	1936	accredited	Pub	
High	Kimberly High School	141 Center St West	Kimberly	451	1934	accredited	Pub	
High	Kootenai Bridge Academy	606 River Ave	Coeur d'Alene	92	2009	provisional	Pub	
High	Kootenai Jr-Sr High School	13030 E. O'Gara Rd.	Harrison	141	1985	accredited	Pub	
High	Kuna High School	1360 Boise St	Kuna	1261	1934	accredited	Pub	
High	Lake City High School	6101 Ramsey Rd	Coeur d'Alene	1561	1994	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Lakeland High School	Box 69/684 Hwy 53	Rathdrum	848	1939	accredited	Pub	
High	Lakeside High School	PO Box 130	Plummer	130	1928	accredited	Pub	
High	Lapwai High School	200 Willow Ave. W.	Lapwai	247	1934	accredited	Pub	
High	Leadore High School	PO Box 119	Leadore	33	2007	provisional	Pub	
High	Lewiston High School	1114 Ninth Ave	Lewiston	1087	1920	accredited	Pub	
High	Lighthouse Christian School	960 Eastland Dr.	Twin Falls	260	2006	accredited	Ind	ACSI
High	Mackay Junior Senior High School	390 E Spruce	Mackay	110	2007	provisional	Pub	
High	Madison High School	134 Madison Ave	Rexburg	990	1934	accredited	Pub	
High	Magic Valley Christian High School	500 S. Lincoln	Twin Falls	50	1999	accredited	Ind	ACSI
High	Magic Valley High School	512 Main Ave N	Twin Falls	141	2003	accredited	Pub	
High	Malad High School	181 Jenkins Ave	Malad	292	1936	accredited	Pub	
High	Marsh Valley High School	12655 South Old Hwy 91	Arimo	369	1934	accredited	Pub	
High	Marsing High School	301 8th Ave W	Marsing	218-nr	1970	accredited	Pub	
High	McCall-Donnelly High School	401 Mission Street	McCall	275	1946	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Melba High School	6870 Stokes Lane	Melba	237	1941	accredited	Pub	
High	Meridian Academy (Alternative)	2311 E. Lanark	Meridian	153	2003	accredited	Pub	
High	Meridian Senior High School	1900 West Pine Ave	Meridian	1488	1934	accredited	Pub	
High	Middleton High School	511 West Main	Middleton	960	1967	accredited	Pub	
High	Minico High School	292 West 100 South	Rupert	1114	1929	accredited	Pub	
High	Moscow High School	402 East 5th St	Moscow	603	1920	accredited	Pub	
High	Mountain Home High School	300 South 11th East St	Mountain Home	1107	1923	accredited	Pub	
High	Mountain View High School	2000 S Millenium Way	Meridian	2190	2005	accredited	Pub	
High	Mt. Harrison Junior/Senior High School	310 10th Street	Rupert	179	2007	provisional	Pub	
High	Mullan Junior Senior School	PO Box 71	Mullan	66	1922	accredited	Pub	
High	Murtaugh Jr/Sr High School	PO Box 117; 500 W Boyd	Murtaugh	52	1958	accredited	Pub	
High	Nampa Senior High School	203 Lake Lowell Ave	Nampa	1334	1920	accredited	Pub	
High	New Horizon High School-Alameda Center	845 McKinley, Alameda Center	Pocatello	158	2007	provisional	Pub	
High	New Plymouth High School	207 South Plymouth Avenue	New Plymouth	297	1950	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Nez Perce School	P O Box 279	Nez Perce	53	1938	accredited	Pub	
High	North Fremont High School	3581 E. 1300 N.	Ashton	157	1931	accredited	Pub	
High	North Gem Senior High School	360 S Main	Bancroft	60	1942	accredited	Pub	
High	Notus Jr/Sr High School	P O Box 256	Notus	131	2002	accredited	Pub	
High	Oakley Jr/Sr High School	455 W Main	Oakley	195	1948	accredited	Pub	
High	Orofino High School	300 Dunlap Road	Orofino	314	1934	accredited	Pub	
High	Paradise Creek Regional High School	1314 S Main St.	Moscow	28	2007	provisional	Pub	
High	Parma High School	137 Panther Way	Parma	324	1934	accredited	Pub	
High	Payette High School	1500 Sixth Ave South	Payette	508	1921	accredited	Pub	
High	Pocatello High School	325 North Arthur St	Pocatello	1124	1918	accredited	Pub	
High	Post Falls High School	2800 E Pole Lane Ave	Post Falls	1506	1934	accredited	Pub	
High	Potlatch Jr/Sr High School	130 6th Street	Potlatch	199	1934	accredited	Pub	
High	Prairie High School	PO Box 540	Cottonwood	157	1934	accredited	Pub	
High	Preston High School	151 East 2nd South	Preston	642	1935	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Priest River-Lamanna High School	PO Box 549, 1103 9th St.	Priest River	440	1942	accredited	Pub	
High	Project CDA Alternative Middle/High School	1619 N 9th St	Coeur d'Alene	195	2007	provisional	Pub	
High	Raft River Jr/Sr High School	PO Box 68	Malta	157	1960	accredited	Pub	
High	Renaissance Magnet High School	1307 E Central Drive	Meridian	256	2009	provisional	Pub	
High	Richard McKenna Charter High School	1993 East 8th St N, Suite 105	Mountain Home	278	2000	accredited	Pub	
High	Ridgeline High School	112 Holly St	Nampa	117	2007	provisional	Pub	
High	Rigby High School	290 North 3800 East	Rigby	900	1937	accredited	Pub	
High	Rimrock Junior/Senior High School	39678 State Hwy 78	Bruneau	172	1980	accredited	Pub	
High	Ririe High School	PO Box 568	Ririe	206	1945	accredited	Pub	
High	Riverside Alternative High School	7188 Oak	Bonnors Ferry	43	2007	provisional	Pub	
High	Rocky Mountain High School	5450 N Linder Road	Meridian	1783	2008	provisional	Pub	
High	Salmon High School	Box 790	Salmon	333	1931	accredited	Pub	
High	Salmon River High School	PO Box 872	Riggins	63	2007	provisional	Pub	
High	Sandpoint Charter School	614 S Madison St	Sandpoint	226	2008	provisional	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	Sandpoint High School	410 South Division St	Sandpoint	1050	1918	accredited	Pub	
High	Schism (Nampa Teen Parent) Alternative	8444 Dearborn	Nampa	47	2008	provisional	Pub	
High	Shelley High School	570 West Fir Street	Shelley	669	1935	accredited	Pub	
High	Shoshone Bannock Schools	PO Box 790; 17400 Hilene Rd.	Fort Hall	116	1984	accredited	Ind	
High	Shoshone High School	61 East Highway 24	Shoshone	161	1929	accredited	Pub	
High	Skyline High School	1767 Blue Sky Drive	Idaho Falls	1053	1966	accredited	Pub	
High	Skyview High School	1303 East Greenhurst	Nampa	1210	1997	accredited	Pub	
High	Snake River High School	922 West Hwy 39	Blackfoot	559	1934	accredited	Pub	
High	Soda Springs High School	100 North 300 East	Soda Springs	242	1933	accredited	Pub	
High	South Fremont High School	855 North Bridge	St. Anthony	476	1928	accredited	Pub	
High	St. Maries High School	424 Hell's Gulch Road	St. Maries	356	1921	accredited	Pub	
High	Sugar-Salem High School	#1 Digger Drive	Sugar City	408	1936	accredited	Pub	
High	Teton High School	555 Ross Ave.	Driggs	434	1997	accredited	Pub	
High	The Bridge Academy	1619 N. 9th	Coeur D'Alene	78	2007	provisional	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	The Community School (middle & high school)	PO Box 2118	Sun Valley	200	1984	accredited	Ind	PNAIS
High	Timberlake Senior High School	PO Box 909	Spirit Lake	537	1998	accredited	Pub	
High	Timberline High School	1150 Highway 11	Weippe	228	1970	accredited	Pub	
High	Timberline High School	701 East Boise Ave	Boise	1127	1998	accredited	Pub	
High	Troy Junior/Senior High School	101 Trojan Drive	Troy	167	1934	accredited	Pub	
High	Twin Falls High School	1615 Filer Ave East	Twin Falls	1135	1918	accredited	Pub	
High	Valley High School	882 Valley Rd South	Hazelton	172	1928	accredited	Pub	
High	Vallivue Academy	6123 Timbre Dr	Caldwell	95	2008	provisional	Pub	
High	Vallivue High School	1407 Homedale	Caldwell	1603	1963	accredited	Pub	
High	Vision Charter School	20185 Lolo Ave	Caldwell	31	2009	provisional	Pub	
High	Wallace High School	Number 1 Miners Alley	Wallace	232	1920	accredited	Pub	
High	Weiser High School	690 W. Indianhead Rd	Weiser	534	1920	accredited	Pub	
High	Wendell High School	750 E. Main St.	Wendell	316	1934	accredited	Pub	
High	West Jefferson High School	1260 East 1500 North	Terreton	194	1967	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

High	West Side High School	PO Box 89	Dayton	174	1968	accredited	Pub	
High	Wilder Middle/High School	PO Box 488	Wilder	191	1939	accredited	Pub	
High	Wood River High School	1250 Fox Acres Rd	Hailey	839	1941	accredited	Pub	
High	The Patriot Center	330 W Main	Emmett	25	2005	accredited	Pub	
K-12	Calvary Christian School	1210 N Middleton Road	Nampa	123	2007	provisional	Ind	
K-12	Carey School	20 Panther Lane	Carey	261	1946	accredited	Pub	
K-12	Castleford Public Schools	500 Main St.	Castleford	311	1951	accredited	Pub	
K-12	Clark County Public School	PO Box 237	Dubois	55	1973	accredited	Pub	
K-12	Coeur d'Alene Charter Academy	4904 N Duncan Dr	Coeur d'Alene	242	2007	provisional	Pub	
K-12	Compass Public Charter School	2511 W Cherry Lane	Meridian	466	2007	provisional	Pub	
K-12	Council School	PO Box 468	Council	239	1959	accredited	Pub	
K-12	Culdesac School	600 Culdesac Ave	Culdesac	119	1934	accredited	Pub	
K-12	Deary School	502 1st Ave.	Deary	306	1989	accredited	Pub	
K-12	Dietrich School	406 North Park Street	Dietrich	246	1985	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

K-12	Falcon Ridge Public Charter School	278 S Ten Mile Rd	Kuna	255	2008	provisional	Pub	
K-12	Family Academy	630 N Front Street	Arco	23	2007	provisional	Ind	
K-12	Garden Valley Public School	PO Box 710	Garden Valley	260	1976	accredited	Pub	
K-12	Genesee Jr/Sr High School	PO Box 98	Genesee	291	1925	accredited	Pub	
K-12	Genesis Preparatory Academy	PO Box 1237	Post Falls	26	2007	provisional	Ind	ASCI
K-12	Glenns Ferry High School	639 N Bannock Ave	Glenns Ferry	144	1934	accredited	Pub	
K-12	Greenleaf Friends Academy	PO Box 368	Greenleaf	176	1995	accredited	Ind	
K-12	Highland High School	PO Box 130	Craigmont	176	1960	accredited	Pub	
K-12	Hope Lutheran	2072 12th Street	Idaho Falls	115	2007	provisional	Ind	NLSA
K-12	Idaho School for the Deaf and Blind	1450 Main Street	Gooding	78	1994	accredited	Pub	
K-12	Liberty Charter School	1063 East Lewis Lane	Nampa	416	2002	accredited	Pub	
K-12	Meadows Valley School	PO Box F	New Meadows	180	1973	accredited	Pub	
K-12	Midvale School	56 School Road	Midvale	107	2007	accredited	Pub	
K-12	Nampa Christian Schools, Inc.	439 West Orchard Ave	Nampa	598	1984	accredited	Ind	ACSI

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

K-12	Nampa Classical Academy	1701 Smith Ave., PO Box 3394	Nampa	500	2009	provisional	Pub	
K-12	North Star Charter School	839 N. Linder Rd	Eagle	810	2007	provisional	Pub	
K-12	North Valley Academy	202 14th Ave East	Gooding	198	2008	provisional	Pub	
K-12	Richfield Junior/Senior High School	555 N Tiger Dr	Richfield	207	1988	accredited	Pub	
K-12	Riverstone International School	5493 Warm Springs Ave	Boise	322	2001	accredited	Ind	PNAIS
K-12	Rockland Public School	PO Box 119	Rockland	174	2007	provisional	Pub	
K-12	Summit Academy	PO Box 427	Cottonwood	101	2007	provisional	Ind	
K-12	Taylor's Crossing Public Charter School	1445 N Wood River Dr	Idaho Falls	319	2007	provisional	Pub	
K-12	The Learning Academy of Teton Valley, Inc.	PO Box 451	Driggs	57	2007	provisional	Ind	
K-12	Thomas Jefferson Charter School	1209 Adam Smith Ave	Caldwell	399	2007	provisional	Pub	
K-12	Victory Charter School	1081 E Lewis Lane	Nampa	388	2008	provisional	Pub	
K-12	Xavier Charter School	711 North College Rd	Twin Falls	592	2008	provisional	Pub	
Middle Level	Burley Junior High School	700 West 16th St	Burley	496	1979	accredited	Pub	
Middle Level	Clair E. Gale Junior High School	955 Garfield	Idaho Falls	587	2007	provisional	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Middle Level	Eagle Rock Junior High School	2020 Pancheri Dr	Idaho Falls	897	2007	provisional	Pub	
Middle Level	East Junior High School	415 Warm Springs Ave	Boise	515	2007	provisional	Pub	
Middle Level	Emmett Junior High School	301 East 4th Street	Emmett	573	2007	accredited	Pub	
Middle Level	Fairmont Junior High School	2121 N Cole Rd	Boise	765	2007	provisional	Pub	
Middle Level	Fruitland Middle School	PO Box A	Fruitland	386	1997	accredited	Pub	
Middle Level	Hillside Junior High School	3536 Hill Road	Boise	506	2007	provisional	Pub	
Middle Level	Jenifer Junior High School	1213 16th St	Lewiston	577	1989	accredited	Pub	
Middle Level	Lake City Junior Academy	111 Locust Ave	Coeur d'Alene	102	2002	accredited	Ind	SDA
Middle Level	Les Bois Jr. High	4150 E Grand Forest Dr.	Boise	742	2007	provisional	Pub	
Middle Level	Madison Jr. High School	60 West Main St	Rexburg	677	2008	provisional	Pub	
Middle Level	Marsing Middle School	PO Box 340	Marsing	227	1997	accredited	Pub	
Middle Level	Middleton Middle School	200 S 4th Ave W	Middleton	680	2007	accredited	Pub	
Middle Level	Moscow Junior High School	1410 East "D" St	Moscow	572	1974	accredited	Pub	
Middle Level	New Plymouth Middle School	4400 SW 2nd Ave.	New Plymouth	189	1997	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Middle Level	North Junior High School	1105 North 13th St	Boise	843	2007	provisional	Pub	
Middle Level	Rigby Junior High	125 N 1st W	Rigby	593	2007	accredited	Pub	
Middle Level	Ririe Middle School	P O Box 548	Ririe	206	2004	accredited	Pub	
Middle Level	Riverglen Junior High	6801 N Gary Lane	Boise	640	2007	provisional	Pub	
Middle Level	Rocky Mountain Middle School	3443 N Ammon Rd.	Idaho Falls	669	2003	accredited	Pub	
Middle Level	Sacajawea Junior High School	3610 12th St	Lewiston	567	1989	accredited	Pub	
Middle Level	Sandcreek Middle School	2955 E Owen	Idaho Falls	683	2002	accredited	Pub	
Middle Level	South Junior High School	3101 Cassia St.	Boise	189	2007	provisional	Pub	
Middle Level	Taylorview Junior High School	350 Castlerock Lane	Idaho Falls	799	2007	provisional	Pub	
Middle Level	Teton Middle School	481 N Main	Driggs	370	1997	accredited	Pub	
Middle Level	Upper Carmen Public Charter School	PO Box 33; 508 Carmen Creek Rd	Carmen	55	2009	provisional	Pub	
Middle Level	Wendell Middle School	800 East Main	Wendell	315	2007	provisional	Pub	
Middle Level	West Junior High School	8371 W Salt Creek Ct,	Boise	857	2007	provisional	Pub	
Middle Level	Wood River Middle School	900 2nd Ave. N.	Hailey	628	1974	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Special Purpose	ARTEC Regional Professional Technical Charter School	633 Fremont Ave	Rupert	199	2007	provisional	Pub	
Special Purpose	Black Canyon Alternative High School	315 S Johns	Emmett	62	2005	accredited	Ind	
Special Purpose	Boise State University TRIO Upward Bound	1910 University Drive	Boise	225	2009	provisional	Ind	
Special Purpose	Cassia Alternative High School	1010 W 17th St	Burley	92	2007	provisional	Pub	
Special Purpose	Centerpoint Alternative School	21985 Dixie River Rd	Caldwell	84	2001	accredited	Pub	
Special Purpose	Ekklesia Christian School	2421 W Duck Alley Rd	Eagle	22	2007	provisional	Ind	
Special Purpose	Gooding Accelerated Learning Center	906 Main St	Gooding	28	2003	accredited	Pub	
Special Purpose	Hope Christian Academy	PO Box 550	Marsing	41	1992	accredited	Ind	
Special Purpose	Independence Alternative High School	155 E Francis	Blackfoot	112	2004	accredited	Pub	
Special Purpose	Jefferson High School (Alt)	529 N 3470 East	Menan	69	2003	accredited	Pub	
Special Purpose	Kootenai Academy	2103 N. Ironwood Pl	Coeur d'Alene	27	1999	accredited	Ind	
Special Purpose	Lincoln High School	3175 E Lincoln Rd	Idaho Falls	173	2003	accredited	Pub	
Special Purpose	Meridian Medical Arts Charter High School	1789 E Leighfield Dr	Meridian	189	2005	accredited	Pub	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

Special Purpose	Meridian Technical Charter High School	3800 North Locust Grove	Meridian	198	2000	accredited	Pub	
Special Purpose	Mountain View Alternative High School	7802 W Main St	Rathdrum	109	2007	provisional	Pub	
Special Purpose	Northwest Children's Home Treasure Valley Education Center	420 South Park, PO Box 888	Payette	6	2009	provisional	Ind	
Special Purpose	Robert Janss School	1299 North Orchard, Suite 110	Boise	275	1982	provisional	Pub	
Special Purpose	Sandpoint Junior Academy	2255 W Pine St	Sandpoint	64	2002	accredited	Ind	SDA
Special Purpose	Sheridan Academy	820 South Latah Street	Boise	19	1997	accredited	Ind	
Special Purpose	Silver Valley Alternative School	800 Bunker Ave	Kellogg	11	2008	provisional	Pub	
Special Purpose	St. Joseph Seminary	15283 N Church Rd	Rathdrum	8	2009	provisional	Ind	
Special Purpose	Teen Challenge Christian Academy	1846 North Dawn Place	Boise	6	2005	accredited	Ind	
Special Purpose	The Children's Village School	1350 West Hanley	Coeur d'Alene	11	1998	accredited	Ind	
Supplemental Education	Sylvan Learning Center #2000	5119 N Glenwood	Boise	17	2001	accredited	Ind	
Supplemental Education	Sylvan Learning Center #2001	2685 Channing Way	Idaho Falls	60	1999	accredited	Ind	
Supplemental Education	Sylvan Learning Center #2005	1810 E Schneidermiller Ave, Suite 240	Post Falls	56	2005	accredited	Ind	

STATE DEPARTMENT OF EDUCATION
AUGUST 11-12, 2010

School Type	School Name	Address	City	Enrollment	Year Accredited	Status	Class	3rdParty

Supplemental Education	Sylvan Learning Center #2006	2071 12th Ave. Rd.	Nampa	20	2008	provisional	Ind	
Supplemental Education	The North Fork School	PO Box 1852	McCall	19	2001	accredited	Ind	