

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 15. CURRICULUM AND INSTRUCTION**

SUBCHAPTER 1. GENERAL PROVISIONS

210:15-1-3. Procedures for Review, Revision and Implementation of Academic Content and Process Standards

(a) Review of academic content and process standards. In preparation for review and implementation of subject matter content and process standards required by 70 O.S. §§ 11-103.6 and 11-103.6a, the Superintendent of Public Instruction shall direct the Office of Instruction to recruit a volunteer citizen advisory committee for the purpose of providing the State Department of Education with recommendations pertaining to review and revision of academic content and process standards.

(1) Recruitment of the citizen advisory committee shall be conducted in accordance with the following procedures:

(A) The citizen advisory committee shall consist of at least ten (10) but no more than fifty (60) volunteers representing a diverse range of stakeholders in the State's educational system, including, but not limited to, parents or guardians of public school children; public school instructional and administrative employees; higher education specialists in subject matter content and teacher preparation; museum educators; healthcare professionals; local district, state and tribal government leaders; and community and business leaders.

(B) In the event that more than sixty (60) individuals volunteer for service on the citizen advisory committee, participants in the citizen advisory committee shall be selected from a pool of applicants.

(2) The citizen advisory committee shall be advisory only, and shall neither be supported by state public funds nor be construed as having the power to exercise any actual or de facto act or decision-making power on behalf of the State Department of Education or the State Board of Education.

(3) The State Department of Education shall consider the recommendation of the volunteer citizen advisory committee in preparation of its draft subject matter content and process standards.

(b) Notice of intent to revise academic content and process standards, opportunity for public comment and public hearing on proposed academic content and process standards.

(1) Prior to presenting recommended revisions to subject matter content and process standards to the State Board of Education, the State Department of Education shall provide the public with an opportunity to review and submit written and/or oral comments, data, or opinions relating to the proposed revisions to subject matter content and process standards, in accordance with all the following procedures:

(A) The State Department of Education shall publish and post written notice of its intent to revise academic content and process standards at the offices of the State Department of Education and on the website of the State Department of Education. Copies of the notices shall be mailed to all state public school district superintendents through either regular mail or electronic mail. The notice shall contain, at a minimum:

- (i) A brief description of the academic content and process standards under review;
- (ii) Identification of the period of public comment provided in (b)(1)(B) of this subsection and provide instructions for how the public may submit its comments, including identification of the name, address(es), and phone number of at least one point of contact to which public comments may be submitted for consideration; and

(iii) Identification of the date, time, and location of the public hearing provided in (b)(1)(C) of this subsection.

(B) The State Department of Education shall make a draft copy of the academic content and process standards available for public inspection, review and comment for a minimum of thirty (30) days prior to presentation to the State Board of Education for adoption

(C) The State Department of Education shall hold a public hearing on the proposed academic content and process standards on the date specified in the notice required by (b)(1)(A)(iii) of this subsection.

(c) Adoption of academic content and process standards adopted by the State Board of Education.

(1) After consideration of the recommendation(s) of the volunteer citizen advisory committee and public comments pursuant to subsections (a) and (b) of this rule, the State Department of Education Office of Instruction shall prepare its proposed revised subject matter academic content and process standards for presentation to the State Board of Education for adoption, along with a summary of the public comments received on the proposed academic content and process standards as well as an explanation for the basis to incorporate or not incorporate each comment.

(2) Academic content and process standards shall be considered enforceable upon the date of adoption by the State Board of Education and shall remain in full force and effect until superceded by adoption of subsequent academic content and process standards or revoked by the State Board of Education.

(d) Publication of academic content and process standards adopted by the State Board of Education.

(1) After adoption by the State Board of Education, all academic content and process standards shall be published by the State Board of Education in print and electronic format. A copy in print format shall be made available for public inspection at the office of the State Department of Education. Electronic copies of the standards shall be made accessible to the public on the State Department of Education website.

(2) All publications of academic content and process standards adopted by the State Board of Education and published by the State Department of Education shall be clearly marked on the cover with the date of approval by the State Board of Education, and shall include a copy of a letter bearing the signature of the Superintendent of Public Instruction serving at the date of publication which contains, at a minimum, the following:

(A) An affirmation that the publication is the official version of the academic content and process standards adopted by the State Board of Education currently in effect as of the date of the letter;

(B) Identification of the date of the approval of the academic content and process standards adopted by the State Board of Education;

(C) Identification of the date of approval of the academic content and process standards being superceded by the revised academic content and process standards, if any; and

(D) Identification of the source of constitutional and/or statutory authority for the adoption of academic content and process standards.

SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS [REVOKED]

PART 1. GENERAL [REVOKED]

210:15-3-1. Purpose [REVOKED]

The rules of the Subchapter have been adopted for the purpose of establishing PRIORITY ACADEMIC STUDENT SKILLS (PASS) to meet desired levels of competencies for students in public schools according to 70 O.S. § 11-103.5 and 103.6 and review and revise core curriculum requirements according to provisions of 70 O.S. § 11-103.6(a).

PART 3. PRE-KINDERGARTEN AND KINDERGARTEN [REVOKED]

210:15-3-5. Overview [REVOKED]

(a) Kindergarten programs should be appropriate for the age and developmental level of each child. Teaching is based on the knowledge of how young children develop and learn. The learning environment fosters all areas of development: intellectual, language, physical and social; and provides the challenge for children to learn according to their individual growth patterns. Kindergarten programs should:

(1) Provide an environment designed for the age group served and implemented with attention to the needs and differences of the individual children.

(2) Provide units or themes of interest to children which integrate and teach all areas of the core curriculum (e.g., language arts, mathematics, science, social studies, the arts).

(3) Provide an environment arranged in learning centers or learning areas (e.g., art center, science center, reading center, dramatic play center, block center). Each center will have a variety of activities for the children. This arrangement allows for a wide range of developmental interests and abilities within the same classroom.

(4) Provide a balance of classroom activities that are teacher directed and child initiated. These activities may be active or quiet, performed individually or in large and small groups.

(5) Provide a learning process which is active; one in which children interact with each other and materials while engaging in cooperative hands-on learning with day-to-day life experiences.

(6) Provide curriculum which builds upon what children already know and are able to do to enable them to connect new concepts and skills.

(7) Provide opportunities for exposure to a wide variety of information and literacy experiences and the use of technology through daily activities in the classroom and/or media center.

(b) These PRIORITY ACADEMIC STUDENT SKILLS (PASS) are intended to be a minimum curriculum for children attending kindergarten in Oklahoma. Teachers trained in early childhood curriculum theories will provide an enriched curriculum including the following skills and many others:

210:15-3-5.1. Definitions [REVOKED]

The following words and terms, when used in this Part, shall have the following meaning unless the context clearly indicates otherwise:

— "**Beat**" means the consistent pulse that occurs throughout a rhyme, song, or recorded musical selection;

— "**Biographical data**" means information pertaining to an individual (e.g., name, age, birthdate, address, telephone number).

— "**Body percussion**" means sounds produced by the use of the body (i.e., clap, snap, slap, tap, stamp, stomp, whistle).

— "**Color**" means hue (name of the color), value (how light a color is), and intensity (amount of brightness) produced through the reflection of light to the eye. Primary colors are the three colors from which all other colors may be made: red, yellow, and blue. Secondary colors are the result of mixing any two primary colors: orange, green, and purple.

— "**Consonants**" means the letters of the alphabet (excluding a, e, i, o, u, usually including y and w) and a single sound made by a parted or complete obstruction of air.

— "**Dynamics**" means varying degrees of loud and soft.

— "**Folk music**" means music of a particular people, nation, or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

— "**Form**" means a three-dimensional object with the qualities of length, width and depth. Examples of geometric forms include a cone, cube, sphere, or cylinder.

— "**Harmony**" means two or more tones sounding together.

— "**Inquiry**" means processes of science (observe, sort, classify, describe, communicate).

— "**Language experience**" means an approach to the teaching of reading in which students read about their own experiences recorded in their own words. Experience stories are dictated by the student to a teacher who writes them down. Dictated accounts are reread in unison, in echo-fashion, and independently.

— "**Learning centers**" means areas within the classroom arranged so that children are able to participate in a variety of activities relating to art, science, reading, dramatic play, blocks, etc.

— "**Line**" means the path of a moving point. A line may define the edge of a shape; repeated, it can create texture or value. It may be thick or thin, smooth or rough, short or long, light or dark.

— "**Literature**" means text created for a specific purpose (e.g., poem, story, novel, etc.).

— "**Locomotor**" means movement from one place to another.

— "**Melody**" means a succession or pattern of musical tones or pitches.

— "**Nonlocomotor**" means movement in place.

— "**Nonstandard measurement**" means a measurement determined by the use of nonstandard units (e.g., hands, paper clips, beans, cotton balls, etc.).

— "**Note**" means a musical symbol that denotes both pitch and duration.

— "**Number sense**" means the understanding of numbers and their quantities.

— "**One to one correspondence**" means pairing or matching objects in a one to one relationship.

— "**Onset**" means the sound(s) in a word that come(s) before the first vowel.

— "**Ordinal**" means a number that is used to tell order (e.g., first, fifth).

— "**Phonemes**" means a minimal sound unit of speech that distinguishes one word from another (lae, lake).

— "**Phonological/phonemic awareness**" means the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, rimes) and the auditory ability to divide speech into smaller units of sound (phonemes).

— "**Phonics**" means a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blend them into syllables and words.

— "**Pitch**" means the highness or lowness of a particular note.

— "**Primary colors**" means the basic colors of red, yellow, and blue from which it is possible to mix all other colors on the color wheel.

— "**Print awareness**" means the ability to understand how print works. This includes knowing that the print on the page represents the words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

— "**Prior knowledge**" means knowing that stems from previous experience.

— "**Rhythm**" means beats per measure.

— "**Rime**" means the first vowel in a syllable and all the sounds that follow (e.g., /ook/ in book or brook, /ik/ in strike or bike, /a/ in play or day).

— "**Set**" means a group of objects.

— "**Shape**" means a two-dimensional area defined by an outline or change in color. Examples of types of geometric shapes include circle, square, rectangle, triangle, or oval. Other shapes may be free form such as natural objects (i.e., leaves, flowers, clouds) or invented free form shapes that might be created by doodling.

— "**Shared reading**" means a term used to describe the process in which the teacher and the children read a book together. The book is read and reread many times. On the first several readings the teacher does most of the reading. As children become more familiar, they join in and "share" the reading.

— "**Shared writing**" means teacher and children work together to compose messages and stories; teacher supports process as a scribe.

— "**Space**" means area within, around, between, above or below objects and shapes. Space or distance may be suggested in visual art by using perspective or other strategies such as placement of objects on the picture plane, overlapping of shapes, or objects closer to the viewer

are made to appear to have more vibrant color and detail than objects further away. Variation of size or value and the use of converging lines are also used to suggest space.

— "**Spatial sense**" means involves building and manipulating mental representations of two- and three dimensional objects and ideas.

— "**Standard measurement**" means a measure determined by the use of standard units (e.g., inches, feet, pounds, cups, pints, gallons).

— "**Tempo**" means the speed or pace of music.

— "**Transitional spelling**" means the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

— "**Text**" means any printed material.

— "**Texture**" means the surface quality or feel of an object. Texture may be actual (rough or smooth) or implied visually.

— "**Value**" means the degree of dark or light tones or colors. A value scale shows the gradual changing of a tone from the darkest to the lightest or white. Value may be created by simple shading, hatch marks (small repeated lines in the same direction), or crosshatching.

— "**Vowels**" means a, e, i, o, u and sometimes y and w.

210:15-3-5.2. Creative skills [REVOKED]

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials. The student will be encouraged to participate in activities that foster individual creativity.

— (1) Express thoughts and ideas about work and play.

— (2) Develop and verbalize solutions to simple problems.

— (3) Think of new uses for familiar materials.

210:15-3-5.3. Language arts for pre-kindergarten and kindergarten [REVOKED]

(a) **Pre-Kindergarten.** Young children begin to develop language arts skills through the context of shared reading with quality children's literature, shared writing, language experience, reading and writing centers. For English Language Learners (ELL), educators should gather information and appropriate procedures should be followed to determine which language should be used to understand the impact of second language acquisition on the child's development and performance in the early childhood setting. Teachers need to assist ELL by building upon what children may already know in their native language. Emphasis should be placed on commonalities that exist between English and the native language. Extra time should be allowed for ELL to process information and formulate thoughts. It is important to use concrete objects and pictures to teach ELL children.

(1) **Oral Language/Literacy.** The student will apply a wide range of strategies to listen, speak, comprehend, interpret, evaluate, appreciate, and respond to a wide variety of text and literature for information and pleasure.

— (A) **Standard listening.** The student will listen for information and for pleasure.

— (i) Listens with interest to stories read aloud.

— (ii) Understands and follows oral directions.

— (B) **Standard speaking.** The child will express ideas or opinions in group or individual settings.

— (i) Uses language for a variety of purposes (e.g., expressing needs and interests).

— (ii) Recalls and repeats simple poems, rhymes, and songs.

— (iii) Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.

— (iv) Shares simple personal narrative.

— (v) Participates actively in conversations.

— (C) **Standard print awareness.** The student will understand the characteristics of written language.

— (i) Demonstrates increasing awareness of concepts of print.

— (ii) Identifies the front cover and back cover of a book.

— (iii) Follows book from left to right and from top to bottom on the printed page.

— (iv) Shows increasing awareness of print in classroom, home and community settings.

- (v) Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.
- (vi) Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.
- (vii) Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).
- (viii) Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).
- (ix) Role plays reading.
- (D) **Standard—phonological awareness.** The student will demonstrate the ability to work with rhymes, words, syllables, onsets and rimes.
 - (i) Begins to hear, identify, and make oral rhymes (e.g., "The pig has a wig").
 - (ii) Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., "I can clap the parts in my name: An drew").
- (E) **Standard—phonemic awareness.** The student will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.
 - (i) Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., "The first sound in sun is /s/").
 - (ii) Recognizes which words in a set of words begin with the same sound (e.g., "Bell, bike, and boy all have /b/ at the beginning").
- (F) **Standard—phonics (letter knowledge and early word recognition).** The student will demonstrate the ability to apply sound-symbol relationships.
 - (i) Recognizes own name in print.
 - (ii) Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.
 - (iii) Begins to recognize the sound association for some letters.
 - (iv) Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
- (G) **Standard—vocabulary.** The student will develop and expand knowledge of words and word meanings to increase vocabulary.
 - (i) Shows a steady increase in listening and speaking vocabulary.
 - (ii) Understands and follows oral directions (e.g., use of position words: under, above, through).
 - (iii) Links new learning experiences and vocabulary to what is already known about a topic.
- (H) **Standard—comprehension.** The student will associate meaning and understanding with reading.
 - (i) Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
 - (ii) Demonstrates progress in abilities to retell and dictate stories from books and experiences.
 - (iii) Remembers and articulates some sequences of events.
 - (iv) Connects information and events to real life experiences when being read a story.
 - (v) Demonstrates understanding of literal meaning of story being told through questions and comments.
 - (vi) Tells what is happening in a picture.
- (2) **Writing/grammar/usage and mechanics.** The student will express ideas effectively in written modes for a variety of purposes and audiences. The child will use the "writing process" to express thoughts and feelings.
 - (A) Develops understanding that writing is a way of communicating for a variety of purposes.
 - (B) Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.
 - (C) Participates in writing opportunities.
 - (D) Begins to remember and repeat stories and experiences through drawing and dictation to the teacher.

(b) **Kindergarten.** Young children begin to develop language arts skills through the context of shared reading with quality children literature, shared writing, language experience, reading and writing centers.

(1) **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of text and literature.

(A) **Standard—print awareness.** The student will understand the characteristics of written language.

- (i) Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom, left to right).
- (ii) Identify the front cover, back cover, title page of a book and title and author.
- (iii) Follow words from left to right and from top to bottom on the printed page.
- (iv) Understand that printed materials provide information.
- (v) Recognize that sentences in print are made up of separate words.
- (vi) Distinguish letters from words.
- (vii) Recognize and name all capital and lowercase letters of the alphabet.

(B) **Standard—phonological/phonemic awareness.** The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

- (i) Identify and produce simple rhyming pairs. Example: bat/cat
- (ii) Identify and count syllables in spoken words.
- (iii) Distinguish onset (beginning sound[s]) and rimes in one-syllable words. Example: Onset /b/ in bat. Example: Rime at in ba
- (iv) Recognize ending sounds in spoken words. Example: /t/ in bat
- (v) Recognize the same sounds in different words. Examples: /b/ in ball, big, and bun; /p/ in tap, rip, and mop
- (vi) Begin to blend phonemes to form a word. Example: /b/ /a/ /t/ = bat
- (vii) Begin to segment phonemes of one-syllable words. Example: bat = /b/ /a/ /t/

(C) **Standard—phonics/decoding.** The student will demonstrate the ability to apply sound-symbol relationships. Identify the alphabet by name and sound.

(D) **Standard—vocabulary.** The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

- (i) Increase personal vocabulary by listening to a variety of literature and text.
- (ii) Use new vocabulary and language in own speech and writing.

(E) **Standard—fluency.** The student will demonstrate the ability to identify words in text.

- (i) "Reads" familiar texts emergently, not necessarily verbatim from the print alone.
- (ii) Recognizes some common words by sight; including but not limited to: a, the, I, my, you, is, are.

(F) **Standard—comprehension.** The student will associate meaning and understanding with reading.

- (i) Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
- (ii) Retell, reenact or dramatize a story read to the student or by the student.
- (ii) Make predictions and confirm after reading or listening to text.
- (iv) Tell what is happening in a picture.

(G) **Standard—literature.** The student will read to construct meaning and respond to a wide variety of literary forms.

- (i) Literary Genre to distinguish between fiction and nonfiction. Example: Listen to Tops and Bottoms. This is a fiction book about a hare and a bear's adventure to determine who gets the tops and who gets the bottoms of their vegetables. Read Eating the Alphabet by Lois Ehlert which is a nonfiction book and discuss the differences in books.
- (ii) Literary Elements
 - (I) Place events in sequential order by telling the beginning, middle and ending. Example: Read and retell a story orally or by illustrating the beginning, middle and ending.
 - (II) Summarize main points and events of a simple story.

(III) Recognize cause and effect relationships. Example: Read *The Mitten* by Jan Brett and tell what happened to the mitten because of the animals.

(H) ~~Standard research and information~~. The student will conduct research and organize information. The student will select the best source for a given purpose and begin to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, newspaper, map, resource person)

(2) ~~Writing/grammar/usage and mechanics~~. The student will express ideas effectively in written modes for a variety of purposes and audiences.

(A) ~~Standard writing process~~. The student will use the writing process to write coherently.

(i) Participate in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing.

(ii) Dictate a story about an exciting event or experience.

(iii) Presents his or her own writing which may include pictures, attempts at letters, initial consonants, words, or phrases to the group, teacher and/or parent.

(B) ~~Standard modes and forms of writing~~. The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person.

(i) Introduce modes and forms of stories with a consistent focus of a beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences.

(ii) Construct journal entries using illustrations and beginning writing skills.

(C) ~~Standard grammar/usage and mechanics~~. The student will demonstrate appropriate practices in writing by applying Standard English conventions.

(i) Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives.

(ii) Mechanics: Demonstrate appropriate language mechanics in writing.

(I) Capitalize the first word of a sentence.

(II) Capitalize all proper nouns.

(iii) Punctuation: Begin to use correct terminal (ending) punctuation.

(iv) Sentence Structure: Demonstrate, with teacher assistance, appropriate sentence structure in writing a complete sentence.

(v) Spelling: Demonstrate the process of representing language by means of a writing system.

(I) Understand that letters have different sounds.

(II) Understand and record some beginning and ending sounds in words.

(II) Generates inventive spelling representing initial and ending sounds.

(vi) Handwriting: Demonstrate appropriate handwriting in the writing process.

(I) Print using left to right progression moving from the top to the bottom of the page.

(II) Begin using upper and lower case letters.

(III) Begin printing legibly using correct spacing between letters and words.

(IV) Trace, copy and generate letters although children may still be reversing some letters.

(V) Print his/her first and last name.

(3) ~~Oral language/listening and speaking~~. The student will demonstrate thinking skills in listening and speaking.

(A) ~~Standard listening~~. The student will listen for information and for pleasure.

(i) Hear and repeat sounds in a sequence. Example: Hand rhythms, vocal sounds, numbers in a sequence, letters in a sequence, five sounds in a sequence

(ii) Listen with interest to stories read aloud. Example: Trade books and shared reading.

(iii) Follow one and two step directions.

(B) ~~Standard speaking~~. The student will express ideas or opinions in group or individual settings.

(i) Share information and ideas speaking in clear, complete, coherent sentences.

(ii) Recite short poems, rhymes and songs.

- (C) ~~Standard group interaction.~~ The student will use effective communication strategies in pair and small group context and show respect and consideration for others in verbal and physical communications.
- (4) ~~Visual literacy.~~ The student will interpret, evaluate, and compose visual messages.
 - (A) ~~Standard interpret meaning.~~ The student will interpret and evaluate various ways visual image makers including graphic artists, illustrators, and news photographers represent meaning.
 - (B) Respond to visual messages by distinguishing between reality and fantasy in stories, videos and television programs.

210:15-3-5.4. Mathematics for Pre-Kindergarten and Kindergarten [REVOKED]

- (a) ~~Pre Kindergarten.~~ Young children begin to develop mathematical understanding through experiences with a wide variety of real objects provided in learning centers and practical situations (e.g., blocks, pegs, buttons, cooking).
 - (1) ~~Algebraic Reasoning: Patterns and Relationships—~~The student will sort and classify objects and analyze simple patterns.
 - (A) Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).
 - (B) Recognize patterns, repeat them, and explain them verbally.
 - (2) ~~Number Sense—~~The child will understand the relationship between numbers and quantities.
 - (A) Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
 - (B) Begins to make use of one to one correspondence in counting objects and matching groups of objects.
 - (C) Develops increasing ability to count in sequence to ten.
 - (D) Counts objects in a set one by one from one through ten.
 - (E) Identifies and creates sets of objects one through ten.
 - (F) Identifies numerals one through ten.
 - (G) Recognizes the numerical value of sets of objects through ten.
 - (3) ~~Geometry—~~The child will identify common geometric shapes and explore the relationship of objects in the environment.
 - (A) Recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).
 - (B) Demonstrate an understanding of directionality, order and position of objects, and words (e.g., on, under, above).
 - (4) ~~Measurement—~~The child will explore the concepts of measurement.
 - (A) ~~Linear Measurement.~~
 - (i) Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).
 - (ii) Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).
 - (iii) Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest).
 - (B) ~~Time.~~ Develop an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).
 - (5) ~~Data Analysis—~~The child will collect, organize, and display data in a group setting.
 - (A) Begins to use numbers and counting as a means for solving problems and measuring quantity.
 - (B) Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.
 - (C) Describes similarities and differences between objects.
- (b) ~~Kindergarten.~~ Young children begin to develop mathematical understanding through experiences with a wide variety of real objects provided in learning centers and practical situations (e.g., blocks, pegs, buttons, cooking).

(1) The **Major Concepts** should be taught in depth, using a variety of methods to help young children begin developing mathematical understanding through experiences with real objects in learning centers and practical situations. The major concepts are

- _____ (A) Patterns—Repeating, Sorting
- _____ (B) Number Sense—Counting to 10
- _____ (C) Geometry and Spatial Sense—Shapes
- _____ (D) Measurement—Comparisons
- _____ (E) Data Analysis—Concrete Graphs

(2) **Kindergarten suggested materials kit:** snap cubes, keys, fabric, macaroni, buttons, pattern blocks, children's books, counters, beans, bean sticks, dominoes, straws, containers, balance scales, rulers, coins, clocks, graph mats, painted beans or two color counters

(A) **Standard—algebraic reasoning: patterns and relationships.** The student will sort and classify objects and analyze simple patterns.

- _____ (i) Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).
- _____ (ii) Explain verbally and extend simple patterns (e.g., square, circle, square, circle).
- _____ (iii) Use objects to demonstrate "related facts" such as $3+4=7$; $7-3=4$; $7-4=3$.

(B) **Standard—number sense.** The student will understand the relationship between numbers and quantities.

- _____ (i) Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.
- _____ (ii) Pair and count objects using one to one correspondence (e.g., one napkin for each child at snack time).
- _____ (iii) Count forward to twenty and backward from ten.
- _____ (iv) Count objects in a set one by one from one through twenty.
- _____ (v) Identify and create sets of objects zero through twenty.
- _____ (vi) Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.
- _____ (vii) Identify and use ordinal numbers to order objects first through tenth.
- _____ (viii) Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).

(C) **Standard—geometry.** The student will identify common geometric shapes and explore the relationship of objects in their environment.

- _____ (i) Identify, name, and describe a variety of basic two dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids, presented in a variety of ways (e.g., with different sizes or orientation).
- _____ (ii) Identify, name, and describe a variety of three dimensional geometric shapes such as spheres, cubes, and cylinders.
- _____ (iii) Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).

(D) **Standard—measurement.** The student will explore the concepts of nonstandard and standard measurement.

- _____ (i) Linear measurement.
 - _____ (I) Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block, etc.).
 - _____ (II) Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).
 - _____ (III) Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).
 - _____ (IV) Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).
- _____ (ii) Time.
 - _____ (I) Tell time on digital and analog clocks to the hour.

- ~~—————(II) Identify the days of the week and months of the year.~~
- ~~—————(iii) Money. Identify penny, nickel, dime and quarter.~~
- ~~(E) **Standard data analysis.** The student will collect and display data in a group setting.~~
- ~~—————(i) Data analysis.~~
 - ~~(I) Use numbers and counting as a means for solving problems and measuring quantity.~~
 - ~~(II) Develops abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, charts, and graphs.~~
 - ~~(III) Describes similarities and differences between objects.~~
 - ~~(IV) Collect and analyze information about objects and events in the environment.~~
- ~~(ii) Create and verbally explain a data display or graph (e.g., real object graph, pictorial graphs).~~

210:15-3-5.5. Motor skill and lifetime activity development [REVOKED]

~~—Young children need the opportunity to develop large and small motor skills through indoor and outdoor activities and games for the benefit of personal fitness and well being.~~

- ~~—(1) **Standard.** The student will participate in activities that involve large motor skills.~~
 - ~~(A) Demonstrate basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).~~
 - ~~(B) Demonstrate nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).~~
 - ~~(C) Combine various movement patterns to music, but not necessarily in time.~~
 - ~~(D) Kick a slowly rolling ball.~~
 - ~~(E) Balance on one foot for approximately five seconds.~~
 - ~~(F) Walk and balance on a four inch line or balance beam.~~
 - ~~(G) Coordinate large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).~~
- ~~—(2) **Standard.** The student will participate in activities that involve small motor skills.~~
 - ~~(A) Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, fingerpaint, scissors, glue, and a variety of puzzles.~~
 - ~~(B) Hold and use pencils, crayons, and markers using thumb and two fingers.~~
- ~~(3) **Standard.** The student will participate in health enhancing activities for the development of lifetime health and fitness.~~
 - ~~(A) Associate physical activity with the benefit of maintaining fitness and personal well being.~~
 - ~~(B) Experience sustained moderate physical activity for short periods of time.~~
 - ~~(C) Discuss basic health needs of human beings (e.g., dental, hearing and vision care, exercise, nutrition).~~

210:15-3-5.6. Science [REVOKED]

~~(a) **Pre Kindergarten.** Science knowledge is developed through experiences with real animals, plants and objects in the classroom and the environment.~~

- ~~(1) **Science Processes and Inquiry.** The child will investigate and experiment with objects to discover information.~~
 - ~~(A) Develops increasing abilities to classify, compare, and contrast objects, events and experiences.~~
 - ~~(B) Explores and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).~~
 - ~~(C) Participate in simple experiments to discover information (e.g., bottles of water or homemade telephone to explore vibration and sound, simple scale to determine heavy and light).~~
 - ~~(D) Ask questions, make predictions, and communicates observations orally and/or in drawings.~~

- (E) Explores cause and effect (e.g., temperature determines clothing choices).
- (2) **Physical Science Standard.** The child will investigate and describe objects that can be sorted in terms of their physical properties.
- (A) Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.
 - (B) Develops an awareness of the properties of some objects (e.g., float sink, heavy light, rough smooth, hard soft, magnetic nonmagnetic, solid liquid, wet dry).
 - (C) Observes and describes how objects move (e.g., slide, turn, twirl, roll).
- (3) **Life Science Standard.** The child will observe and investigate plants and animals.
- (A) Develops an awareness of what various plants and animals need for growth.
 - (B) Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).
 - (C) Demonstrates a beginning awareness for the care of the plant and animal life around them.
- (4) **Earth Science Standard.** The child will investigate and observe the basic concepts of the Earth.
- (A) Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).
 - (B) Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).
 - (C) Develops an awareness of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).
 - (D) Observes and participates in a variety of activities related to preserving the environment.
- (b) **Kindergarten.** Science knowledge is developed through experiences with real animals, plants, and objects in the classroom and the environment.
- (1) **Process Standards.** The student will investigate and experiment with objects to discover information.
- (A) Observes, describes, sorts, and classifies objects according to their common properties (e.g., animals, plants, shells, rocks, buttons).
 - (B) Participate in simple experiments to discover information (e.g., bottles of water or homemade telephone to explore vibration and sound, simple scale to determine heavy light).
 - (C) Asks questions, makes predictions, and communicates observations orally and/or in drawings.
 - (D) Selects and describes simple science tools (e.g., simple magnet, magnifying glass, thermometer).
 - (E) Explores cause and effect (e.g., temperature determines clothing choices).
- (2) **Physical Science Standard.** The student will investigate and describe objects that can be sorted in terms of physical properties.
- (A) Observes, describes, sorts, and classifies the sensory attributes of objects according to taste, smell, hearing, touch, and light.
 - (B) Describes and compares the properties of some objects (e.g., magnetic nonmagnetic, float sink, heavy light, rough smooth, hard soft, solid liquid, wet dry).
 - (C) Observes and describes how objects move (e.g., slide, turn, twirl, roll).
- (3) **Life Science Standard.** The student will observe and investigate plants and animals.
- (A) Observes and describes what various plants and animals need for growth.
 - (B) Observes and describes the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).
- (4) **Earth Science Standard.** The student will investigate and observe the basic concepts of the Earth and sky.
- (A) Explores and describes the properties of common earth materials (e.g., soil, rocks, water).
 - (B) Observes and describes daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).
 - (C) Observes and describes characteristics of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).

~~(D) Describes simple conservation measures used to protect the environment (e.g., recycling, careful use of water).~~

~~(E) Observes and describes characteristics of shadows (e.g., shadow at different times of day).~~

210:15-3-5.7. Social and personal skills [REVOKED]

~~—Social skills include interacting with others, work habits and self-help skills. To develop these skills, children need daily opportunities to choose activities and materials.~~

~~(1) **Standard.** The student will participate in activities to develop the skills necessary for work and interacting with others.~~

~~(A) Work independently and/or cooperatively to solve problems.~~

~~(B) Choose a variety of materials and activities from learning centers.~~

~~(C) Select and complete a task while working at a learning center.~~

~~(D) Stay involved in a self-selected activity for approximately 15 to 20 minutes.~~

~~(2) **Standard.** The student will participate in activities to develop the skills necessary for caring for oneself.~~

~~(A) Recognize potential safety hazards and take action to protect self (e.g., bicycle, water, fire, vehicle, firearm, bus, playground, pedestrian).~~

~~(B) Attend to personal tasks (e.g., dressing self, washing hands, etc.).~~

~~(C) State his/her full name, age, birthdate, address, telephone number, and name of parent or guardian.~~

210:15-3-5.9. The arts [REVOKED]

~~—The Arts provide children with many opportunities for self-expression. Art, music, and dramatic play centers expose children to dance, music (singing, use of instruments), visual art (drawing, sculpting, painting), and drama and help them develop an appreciation of both individual and group expression.~~

~~(1) **Standard—language of visual art.** The student will identify visual art terms.~~

~~(A) Name and describe elements of art: line, color, form, shape, texture, value and space.~~

~~(B) Explore different art methods such as drawing, painting, weaving, and sculpting.~~

~~(2) **Standard—visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.~~

~~(A) Identify other art forms such as music, dance, and drama.~~

~~(B) Discuss and identify art used everyday in the home, community or school (e.g. signs, posters, cartoons, labels, menus, etc.)~~

~~(3) **Standard—visual art expression.** The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.~~

~~(A) Manipulate a variety of materials (media).~~

~~(i) Drawing Media: markers, chalks, crayons~~

~~(ii) Painting Media: finger paint~~

~~(iii) Sculpture Media: clay, string, paper, foil, cardboard, found objects~~

~~(iv) Mixed Media: tissue, photos, found objects, foil, fiber, paint, paper~~

~~(B) Use objects to express creative ideas.~~

~~(C) Use art media and tools in a safe and responsible manner.~~

~~(4) **Standard—visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.~~

~~(A) Demonstrate appropriate behavior while viewing art.~~

~~(B) Demonstrate respect for student work and the work of others.~~

~~(C) Demonstrate thoughtfulness and care in completion of artworks.~~

~~(5) **Standard—language of music.** The student will read, notate and interpret music.~~

~~(A) Identify the elements of music:~~

~~(i) Melody (up and down)~~

~~(ii) Harmony (sing with instruments, without instruments)~~

~~(iii) Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)~~

~~(iv) Rhythm (strong and weak beats, steady beat, long and short sounds)~~

- (v) ~~Form (same or different and solo/chorus)~~
- (vi) ~~Pitch (high or low)~~
- (vii) ~~Tempo (fast or slow)~~
- (viii) ~~Dynamics (loud or soft)~~
- (B) ~~Recognize basic features of familiar and unfamiliar songs:~~
 - (i) ~~Dynamic—loud and soft~~
 - (ii) ~~Tempo—fast and slow~~
 - (iii) ~~Styles—action songs, chants, rhymes, finger plays~~
- (6) ~~**Standard—music history and culture.** The student will recognize the development of music from an historical and cultural perspective.~~
 - (A) ~~Recognize music from our country, work songs, holiday songs and music from different countries.~~
 - (B) ~~Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.~~
- (7) ~~**Standard—music expression.** The student will perform, imitate, compose a variety of music within specific guidelines.~~
 - (A) ~~Participate in music through singing and/or playing instruments.~~
 - (B) ~~Match pitches, sing in tune and use appropriate tone and expression.~~
 - (C) ~~Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.~~
 - (D) ~~Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.~~
- (8) ~~**Standard—music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.~~
 - (A) ~~Recognize and practice audience or performer behavior appropriate for the context and style of music performed.~~
 - (B) ~~Demonstrate respect for music performed by the student and by other students and professional performers.~~
 - (C) ~~Discuss likes and dislikes of music of different styles.~~

PART 5. LANGUAGE ARTS [REVOKED]

210:15-3-11. Overview [REVOKED]

- (a) ~~English language arts education incorporates the teaching and learning of reading, writing, speaking, listening, and viewing. Integration of language arts occurs in multiple ways. First, curriculum, instruction, and assessment reflect the integration of listening, speaking, viewing, reading, and writing. The language arts are not perceived as individual content areas, but as one unified subject in which each of the five areas supports the others and enhances thinking and learning. Secondly, there is integration of the teaching and learning of content and process within the curriculum. The common human experiences and the ideas, conflicts, and themes embodied in literature and all oral, written, and visual texts provide a context for the teaching of the processes, skills, and strategies of listening, speaking, viewing, reading, and writing. Finally, literacy educators believe the knowledge, skills, and strategies of language arts are integrated throughout the curriculum, enabling students to solve problems and think critically and creatively in all subject areas.~~
- (b) ~~Language arts is the vehicle of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.~~
- (c) ~~An effective language arts program should encompass process and content—how people communicate as well as what they communicate. Process includes skills and strategies used in listening, speaking, reading, writing, and viewing. Content includes the ideas, themes, issues, problems, and conflicts found in classical and contemporary literature and other texts, such as technical manuals, periodicals, speeches, and videos. Ideas, experiences, and cultural perspectives we discover in texts help us shape our visions of the world. The insight we gain enables us to understand our cultural, linguistic, and literary heritages.~~

(d) In Grades K–12, a locally developed language arts curriculum, embodying these content standards, will ensure all students are literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic, and visual texts which reflect multiple perspectives and diverse communities and make connections within language arts and between language arts and other fields.

210:15-3-11.1. Reading/literature [REVOKED]

(a) **Reading standards.** The revised reading standards in the Priority Academic Student Skills (PASS) reflect scientifically based reading research and are organized in the following related strands: Print Awareness, Phonological/Phonemic Awareness, Phonics/Decoding, Vocabulary, Fluency, and Comprehension/Critical Literacy. The National Reading Panel has revealed that the most reliably effective approach is systematic and explicit instruction. Skills are taught in a logical sequence and teachers clearly state what is being taught. These reading skills are interrelated and need to be developed in the context of a core curriculum that applies effective reading strategies to achieve success in all academic areas.

(1) **Print awareness**—is the ability to understand how print works. This includes knowing that the print on the page represents the words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

(2) **Phonological/phonemic awareness**—is an oral prerequisite to phonics and one of the best predictors of later reading success. It is the understanding that words and syllables can be broken down into smaller units or phonemes. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty. A student's progress should be monitored throughout the kindergarten year by administering informal phonemic awareness assessments.

(3) **Phonics/decoding**—instruction provides students with a consistent strategy to apply sound-symbol relationships to assist in the identification of unfamiliar words. The goal of teaching children phonics is to teach children to decode unfamiliar words easily and automatically as they read. Children must be encouraged to use this strategy on their own.

(4) **Vocabulary**—knowledge is essential to reading because a reader's understanding comes chiefly from his or her vocabulary base. Vocabulary development can be achieved through reading, direct instruction, and student-centered activities. A balanced vocabulary program contains all three of these strategies.

(5) **Reading fluency**—research refers to two stages of reading development. The first is the "decoding stage" where the student learns how to change printed symbols into sounds. During the next stage called the "fluency stage," the student continues to work on decoding skills to the point where the child becomes "unglued" from the print. Word recognition becomes easy, and fluent reading is characterized by a lack of trouble with word identification. Easy word recognition frees a student's attention to comprehend the text. Achieving speed and accuracy in recognizing words is reading fluency.

(6) **Comprehension/critical literacy**—is understanding the meaning or point of the text; it is the essence of reading. Comprehension is a complex process. As readers mature they become more strategic in their process to construct meaning from text. Comprehension involves understanding what is read, what is meant, and what is implied. Student's read for a variety of purposes, to locate information, to be informed, entertained, persuaded, and so on. Student's use a wide range of strategies to help them meet their purpose. These strategies include making predictions, activating prior knowledge, skimming text for literal information, drawing inferences and conclusions, interpreting meaning, summarizing information, analyzing and evaluating text, monitoring reading, and using correction strategies.

(A) Reading requires the coordination of cues as sources of information: sound/symbol relationships, syntax, semantics, and context. When reading, readers use three cueing systems. They derive semantic cues from the text's meaning, syntactic cues from the text's grammatical structure, and graphophonic cues from sound-letter relationships and patterns. Cueing systems are important and are constantly in motion to enable readers to construct meaning. They help readers answer questions such as: Does this make sense? Does this sound right? Does this look right?

(B) Readers use a variety of strategies to ensure comprehension. They predict what they think the text is about to convey and confirm their prediction by checking to see if meaning is maintained. Readers monitor understanding and take action when meaning breaks down by choosing to self-correct or continue to read ahead only to return later to reconstruct meaning from previously read text.

(C) As a result of the work of State Superintendent Sandy Garrett's Reader Leader initiative and the work of the Phonics Task force, Oklahoma's core curriculum in reading has been revised to add more detail to reading instruction requirements for Grades 1-3. Local districts will select assessments, materials, and instructional strategies and activities to meet each student's individual reading needs. Districts should also provide current, research-based reading training for all Grade 1-3 teachers.

(D) Research supports ensuring that all students have a minimum of ninety minutes of uninterrupted language arts instruction. In addition, students should have other opportunities to self-select reading material and read independently every day.

(b) Literature.

(1) Literature is the heart of the English language arts and the touchstone for all language learning. It represents the unique human gift of composing and communicating ideas through language. All students should read a rich variety of fiction, poetry, drama, and nonfiction from different time periods and cultures, relating them to human aspirations and life experiences. Particularly, all students should engage in study of the British, American and world literary traditions that define our common culture.

(2) An effective English language arts program teaches students to respond to a rich variety of literature with increasing sophistication and to communicate their interpretation of what they have read, heard, and seen through various means of expression. Literature should reflect the diversity of our nation and the world, as well as the interest and abilities within each classroom. It is important to remember that no single author or piece of literature can represent an entire culture; no one situation represents all situations of a given culture. Therefore, relying solely on textbooks is limiting to both teachers and students. Many types of literature and instructional materials should be used to enable individual students to meet high standards and expectations.

(3) In a comprehensive literature curriculum, students learn that there are many approaches to the interpretation of literature and that no one approach is "privileged." Throughout their academic experiences, students should have opportunities to test out different theories of literary criticism and learn that a text and its influence can be viewed from more than one perspective.

(c) Research and information. Research and information skills are important to be able to gather, organize, and interpret information. Students should be able to locate appropriate print and nonprint information using text and technical information.

(d) Writing.

(1) Writing, as defined by the National Council of Teachers of English (NCTE), is "the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and often, longer units of discourse." Writing requires coping with a number of variables: mode, tone, form, purpose, and audience. Mode (method of development) includes narrative, descriptive, argumentative, and expository writing. Tone (the voice of the writer) may range from very personal to quite formal. Form (the shape of the work) may include essays, poetry, letters, and research papers. Purpose (the reason for writing) indicates the writer's intention to discover and express personal feelings and values, to conduct the business of everyday life, to acquire, retain, and communicate information, and to describe, entertain, and persuade. Audience (the intended public) consists of oneself, peers, colleagues, teachers, relatives, and others. During the process, writers must select from and combine these variables as appropriate to the writing tasks.

(2) Writing is also a means of learning. This process is "a valuable tool for learning for all students in all subject areas at all ages." While writing to learn, students discover connections, describe processes, express emerging understandings, raise questions, and find answers. For example, students learn content in science or social studies through keeping a response or process journal, or a learning log.

(e) The writing process.

(1) Writing should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

(2) Prewriting is the process that helps the writer get ready to write. Students gather ideas and organize them. During this stage, the topic is generated and purpose, audience, and form are clarified. It is conceivable that the prewriting stage will take more time than any other stage in the process. Activities may include class discussion, reading, predicting, remembering, word banks, observing, thinking, student notebooks, drawing, free writing, modeling, clustering/webbing, cubing, and brainstorming.

(3) Drafting is putting ideas down on paper with a focus on content, and begins with notes or ideas generated during prewriting. The first draft may be kept in a journal, writer's notebook, writing center, or on a computer disk. Students are also encouraged to explore a topic without grammatical inhibitions or over concern about spelling or punctuation. The teacher's role is to encourage students to "get it down."

(4) Revising is refining of content, not mechanics. Revision ("to see again") begins during the prewriting activity and continues through the final draft. It is best achieved in an interactive setting with the teacher or a group of peers. Writers should think again about the choices made for content and add, delete, or rearrange the material. Thus, writing becomes thinking made visible. Writers critically read their own writing and become their own reader. Since revising can be internal and unobservable, revising skills can be taught by modeling the questions asked by critical readers.

(5) Editing is the stage in which the writing is made suitable for publication. Positive reinforcement is more effective than corrective comments to improve the quality of writing. Peer editing in writing groups helps teach and reinforce proofreading skills. Students are to locate and correct errors in punctuation, capitalization, spelling, usage, and sentence structure so that errors in conventions do not interfere with a reader's ability to understand the message.

(6) Publishing the student's work is essential to the composing process. Publication provides an opportunity for the writer's product to be shared with and/or evaluated by the intended audience or reader in general. An authentic audience, one with whom the students want to communicate, is necessary for effective writing. Without some type of publication, students may forget or never realize that their writing is meaningful communication. It is important to note that not every piece that a writer begins will be carried through the entire writing process and polished for publication. However, each student should be encouraged to develop some pieces of writing thoroughly enough to be published. Publishing is an important motivator in working through the stages of the composing process. The purpose of publishing is to reinforce the idea that writing is an act of communication.

(f) Spelling:

(1) Spelling, writing, and reading are interrelated and coherent. Writing leads to mastery in reading; reading leads to mastery in writing. Combined instruction leads to improvement in both reading and writing.

(2) Research indicates that as children use temporary or phonetic spelling, it develops and reinforces knowledge of phonics. It is important to understand that temporary spelling is not in conflict with correct spelling. When children use temporary spelling, they are practicing their growing knowledge of phonemes. First grade children should be expected to correctly spell previously studied words and spelling patterns. Temporary spelling of common spelling patterns should progress toward more conventional spelling by the end of second grade with the students mastering the conventional spelling of increasing numbers of words.

(3) Spelling instruction should help students understand how words are put together (word patterns). Therefore, extensive reading and writing help students become good spellers.

(g) Handwriting/penmanship. Handwriting/penmanship, is that method for forming letters that comprise a writing system, as well as, how to express thoughts in the written word. Through writing, children form a muscular and visual memory of the letters and words; and, therefore, can recognize them. Students must be aware of the importance of legibility to facilitate

communication of the intended message. Elements of legible handwriting include letter formation, size and proportion of letters, spacing, slant, alignment of letters on the baseline, and uniform steadiness and thickness of line. Writing should reinforce the fact that language has meaning. It gives students an opportunity to develop personal voice and style upon which they can reflect.

(h) Oral language/listening/speaking.

(1) There is clearly a need for schools to spend more time teaching speaking and listening. More than 75 percent of all communication is devoted to the oral communication process. People in the workplace devote one third of all working time carrying on face to face talk, and corporate managers spend about 60 percent of their time in communicating orally in meetings or on the telephone. Moreover, even with sophisticated electronic communication devices, oral language is still the main way of passing culture from one generation to another. Even with this demonstrated need for effective oral communication, almost two thirds of young people have difficulty explaining how to get to a local grocery store in directions that can be understood.

(2) Although the "school" emphasis on reading and writing may create the impression that oral language skills are not as important, this is not the case. Oral language is now, and is even more likely to be in the future, the primary means of acquiring and transmitting information.

(3) Fortunately, students begin to learn oral language skills naturally. They listen to the sounds of adults and other children and internalize language patterns quite early in order to communicate orally themselves. However, not all children come to school with equal opportunities to develop language skills. Children who have experienced positive feedback to their efforts to use language, and have had opportunities to hear language used in a variety of social contexts, are better prepared to use oral language as a foundation for their reading and writing development.

(4) Since some children have limited opportunities for oral language in their home environments and since oral language development continues through at least age twelve, all children can improve their oral language ability with instruction and guidance. It is essential that oral language instruction begin in kindergarten and continue throughout school.

(i) Visual literacy.

(1) Visual literacy (both viewing and representing) refers to the ability to comprehend, evaluate, and compose visual messages. Visually literate persons are able to read visual messages, compose visual language statements, and translate from visual to verbal and vice versa. Students learn attitudes, behaviors, and questions to ask which enable them to think abstractly and analytically.

(2) Viewing is an ongoing lifetime activity that extends knowledge and experiences and provides enjoyment and pleasure. Therefore, learners will need to become engaged in a variety of viewing experiences, both in comprehending and composing. The media for visual communication may include: field trips, graphic displays, models, photographs, pictures, transparencies, picture books, newspapers, filmstrips, videotapes, labels, posters, advertisements, cartoons, carvings, paintings, memos, plays, dances, television, charts, maps, diagrams, graphic aids in oral presentations, signs, logos, creative movement, and computers.

(3) It is an important goal of education for learners to be able to critique and use the dominant media of today. Visual literacy is essential for survival as consumers and citizens in our technologically intensive world.

210:15-3-11.2. Definitions [REVOKED]

—The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

—"**Affix**" means an element added to the base, stem, or root of a word to form a fresh word or stem. Principal kinds of affix are prefixes and suffixes. The prefix un is an affix which added to balanced, makes unbalanced. The suffix ed is an affix which, added to wish makes wished.

—"**Alliteration**" means a device commonly used in poetry and occasionally in prose: the repetition of an initial sound in two or more words of a phrase, line of poetry, or sentence (e.g., "Our souls have sight of that immortal sea.").

- "**Antonym**" means words which have opposite meanings (e.g., hot and cold).
- "**Archetype**" means a descriptive detail, plot pattern, character type, or theme that recurs in many different cultures. One such archetype that appears in Shakespeare's Macbeth is the battle between the forces of good and the forces of evil.
- "**Autobiography**" means the biography of a person written by oneself.
- "**Balanced reading program**" means dual emphasis, stress on both skill and application of skills. A balanced reading program includes instruction in word identification skills as well as instruction in reading comprehension strategies. A balanced reading program includes reading to whole groups of students, guided reading activities with groups of students, shared reading, and independent reading by individual students.
- "**Base word**" means a word to which a prefix or suffix may be added to form a new word (e.g., go + ing = going).
- "**Biography**" means a story about the achievements of others; helps students see history as the lives and events of real people and to appreciate the contribution of all cultures; subjects include explorers; political heroes and heroines; and achievers in literature, science, sports, the arts, and other disciplines; effectiveness depends on accuracy, authenticity, and an appealing narrative style.
- "**CVC**" means consonant/vowel/consonant
- "**Choral reading**" means a group reading aloud (e.g., choral reading may be used with a group to develop oral fluency or to make a presentation to an audience).
- "**Cinquain**" means poetic form; structure may follow a 2 4 6 8 2 syllable pattern or may follow a simpler form using words per line in a 1 2 3 4 1 pattern.
- "**Compound word**" means a word made by putting two or more words together (e.g., cowboy).
- "**Consonant blend**" means the joining of the sounds represented by two or more letters with minimal change in those sounds; consists of two or more consonants sounded together in such a way that each is heard (e.g., bl, gr, sp, etc.)
- "**Consonant digraph**" means consists of two consonants that together represent one sound (e.g., sh, ch, th, wh).
- "**Consonants**" means the letters of the alphabet (excluding a, e, i, o, u, usually including y and w) and a single sound made by a parted or complete obstruction of air.
- "**Context clue**" means the information from the immediate textual setting that helps identify a word or word group.
- "**Contraction**" means a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters by an apostrophe (e.g., cannot = can't).
- "**Convention**" means accepted practice in written language.
- "**Cooperative learning**" means activities in which students work together in groups to achieve a common goal.
- "**Critical thinking**" logical, reflective thinking that is focused on deciding what to believe or do. It may include analyzing arguments, seeing other points of view, and/or reaching conclusions.
- "**Cubing**" means a method for discovering ideas about a topic by using six strategies (in any order) to investigate it: describe it, compare it, associate it, analyze it, apply it, and argue for or against it.
- "**Cues/cueing system**" means sources of information used by readers to construct meaning. The language cueing system includes the graphophonemic system—the relationship between oral and written language (phonics); the syntactic system—the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and the semantic system—the meaning system of language.
- "**Decode**" means to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.
- "**Descriptive writing**" means one of four chief composition modes. Writing which paints a picture of a person, place, thing, or idea using vivid details.
- "**Dialect**" means a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

— "**Diamante**" means poetic form; structure follows a diamond shape of seven lines as follows: one noun, two adjectives, three participles, four related nouns, or a phrase of four words, three participles, two adjectives, and one noun.

— "**Diphthong**" means a vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable; two vowel sounds that come together so fast they are considered one syllable (e.g., ou, ow, oi/oy).

— "**Directionality**" means the ability to perceive spatial orientation accurately (left to right).

— "**Epic literature**" means long narratives detail the adventures of a single heroic figure; the center of action revolves around the relationship between the heroic figure and the gods; the main character symbolizes the ideal characteristics of greatness; many were originally written as poetry or songs; language is lyrical, stately, and rich with images.

— "**Essays**" means documentary records on diverse topics such as slavery, life in the 12th century England, or songs of the American Revolution; content is based upon or adapted from an original document in diary, letter, or essay form.

— "**Etymology**" means the study of the origins of words; an account of the history of a particular word.

— "**Evaluative**" means questioning that requires the reader to use experiential background knowledge in conjunction with information explicitly stated in the text (e.g., reading beyond the line).

— "**Expository**" means a reading or writing selection which explains, defines, and interprets. It covers all compositions which do not primarily describe an object, tell a story, or maintain a position (e.g., content area textbooks, magazine articles, editorials, essays).

— "**Fables**" means tales concerning human conduct with moralistic overtones; animals exhibit human qualities and behaviors.

— "**Fairy tale**" means a folktale about real life problems usually with imaginary characters and magical events.

— "**Fantasy**" means characters or settings depart from what is realistic; the author makes the impossible believable; characters include humanized animals, good and evil stereotypes, heroes and heroines with magical powers.

— "**Fiction**" means plots are simple, fast paced and predictable; characters and their actions appeal to young children; illustrations contribute to story line; rhyme and repetition refrain encourage reading aloud; story and language appeal to sense of humor through word play, nonsense, surprise, and exaggeration; illustrations encourage participation through naming, pointing, and seeking.

— "**Figurative language**" means writing or speech not meant to be taken literally. Writers use figurative language to express ideas in vivid or imaginative ways (e.g., "the apple of my eye," "forever chasing rainbows").

— "**Flashback**" means the technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information.

— "**Fluency**" means freedom from word identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity, the ability to produce words or larger language units in a limited time interval.

— "**Folktales**" means time and place are generic (e.g., "Once upon a time in a faraway castle..."); stories are not intended to be accepted as true; plots use predictable motifs (e.g., ogres, magic, supernatural helpers, quests); story line is frequently a series of recurring actions; characters are one dimensional.

— "**Foreshadowing**" means the technique of giving clues to coming events in a narrative.

— "**Genre**" means a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all genres.

— "**Grapheme**" means a written or printed representation of a phoneme (e.g., b for /b/ and oy for /oi/ in boy)

— "**Graphophonic cues**" means the relationship between graphemes and the phonemes they represent. These symbol-sound-association skills can be used as an aid in recognizing a word that is not firmly fixed in sight vocabulary, especially if used in conjunction with other cues (e.g., determining the sound of the initial letter or two and the use of context may be all that is needed to recognize a word).

— "**High frequency words**" means a word that appears many more times than most other words in spoken or written language (e.g., the, of, said, for).

— "**Historical fiction**" means stories are grounded in history but not restricted by it; the historical setting is an authentic and integral part of the story; characters' actions, dialogue, beliefs, and values are true to the historical period.

— "**Homographs**" means words which are spelled alike but have different sounds and meanings (e.g., bow and arrow vs. bow of a ship).

— "**Homonyms**" means words which sound the same but have different spellings and meanings (e.g., bear, bare).

— "**Homophone**" means words with the same pronunciation but different meanings (e.g., hare and hair, seal [of a fish] and seal [a ladder]).

— "**Hyperbole**" means obvious and deliberate exaggeration; an extravagant statement; a figure of speech not intended to be taken literally. Hyperboles are often used for dramatic or comic effect. (e.g., "He died a thousand deaths." "The discussion lasted an eternity.")

— "**Idiom**" means an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

— "**Independent reading level**" means the readability or grade level of material that is easy for a student to read with few word identification problems and high comprehension.

— "**Inferential**" means a reasoned assumption about meaning that is not explicitly stated (e.g., reading between the lines).

— "**Instructional reading level**" means the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

— "**Irony**" means a figure of speech of which the literal meaning of the word is the opposite of their intended meaning (e.g., I could care less); a literary technique for implying, through plot or character, that the actual situation is quite different from that presented.

— "**Journal**" means a less private form of diary. It is more readily shared, allows more flexibility, and is more adaptable as a teaching tool. It is especially useful when used to elicit responses to reading, issues, and events under study.

— "**Legends**" means plots record deeds of past heroes; stories are presented as true; stories are usually secular and associated with wars and victories.

— "**Literal**" means information directly from the text (e.g., on the line).

— "**Literature**" means text created for a specific purpose (e.g., poem, story, novel, etc.)

— "**Main idea**" means the gist of a passage; central thought.

— "**Medial**" means coming in the middle of a word.

— "**Metaphor**" means a figure of speech in which a comparison is implied by analogy but is not stated.

— "**Mode of writing**" means any of the major types of writing (e.g., argumentation, description, exposition, narration).

— "**Mood**" means the emotional state of mind expressed by an author or artist in his or her work; the emotional atmosphere produced by an artistic work.

— "**Mystery**" means tightly woven plots that have elements of suspense, danger, or intrigue; plots are fast paced and frequently involve foreshadowing or flashback.

— "**Myths**" means stories are seen as true in the represented society; plots are usually associated with theology or ritual; accounts frequently explain natural phenomena.

— "**Narrative**" means a reading or writing selection which tells a story (e.g., fables, fairy tales, legends, tall tales, short stories, novels).

— "**Neologism**" means a new word or phrase, or a new meaning of, for an established word. Neologism also applies to new doctrines, such as a fresh new interpretation of the Bible or of some other work of literature.

— "**Nonfiction**" means information is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

— "**Onomatopoeia**" means the formation and use of words that suggest by their sounds the object or idea being named: bow-wow, bang, buzz, crackle, clatter, hiss, murmur, sizzle, twitter, zoom.

— "**Onset**" means all of the sounds in a word that come before the first vowel.

— "**Pacing**" means setting one's own reading rate by using a pattern appropriate for the reading task.

— "**Personification**" means metaphorical figure of speech in which animals, ideas, and things are represented as having human qualities.

— "**Phoneme**" means a minimal sound unit of speech that distinguishes one word from another (lace, lake).

— "**Phonemic awareness**" means ability to manipulate, detect, and change sounds in spoken language (precedes phonics instruction).

— "**Phonics**" means a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blending them into syllables and words.

— "**Point of view**" means the way in which an author reveals a perspective/viewpoint, as in characters, events, and ideas in telling a story.

— "**Predictable text**" means books with dramatic cumulative repetitions and dependable schemes of rhyme and language that help children anticipate and thereby decode the printed page (e.g., Brown Bear, Brown Bear).

— "**Prediction strategy**" means a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech.

— "**Prefix**" means a syllable or group of syllables attached to the beginning of a word, or root, to change its meaning (e.g., reprint, unpack, dislike).

— "**Prior knowledge**" means knowing that stems from previous experience. Note: prior knowledge is a key component of schema theories of reading and comprehension.

— "**Propaganda**" means an extreme form of written or spoken persuasion intended to influence the reader, though sometimes subtly, and usually by one-sided rather than objective argument (e.g., advertising propaganda to sell a product).

— "**Readers Theatre**" means a performance of literature, as a story, play, poetry read aloud expressively by one or more persons, rather than acted.

— "**R-controlled vowels**" means the modified sound of a vowel immediately preceding /r/ in the same syllable as in care, never, sir, or.

— "**Recursive process**" means moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

— "**Representing**" means the presentation aspect of viewing. It is nonverbal depiction of communication.

— "**Rime**" means the first vowel in a word and all the sounds that follow (e.g., ed in bed, red, Ted, and sled).

— "**Root word**" means a word with no prefix or suffix added; may also be referred to as a base word.

— "**Rule of Thumb**" means a method students can use to make their reading selections. Students select a book, open it to any page, and read. One finger is raised for each unknown word. If they encounter more than five words that they cannot pronounce, probably it is a good idea to select another book.

— "**Schwa**" means the vowel sound heard at the beginning of the word about and represented by the symbol /ə/ and any of the vowel letters (e.g., carrot, alone).

— "**Science fiction**" means relies on hypothesized scientific advancements and raises questions about the future of humanity; can be a useful vehicle for examining issues related to human survival in an uncertain future.

— "**Semantic cues**" means semantic cues involving word meaning knowledge and a general sense of the text's meaning.

— "**Sight word**" means any word recognized by memory only.

— "**Silent e**" means an e that makes no sound that is usually found in the final position of an English root word.

- "**Simile**" means a combination of two things that are unlike, usually using the words like or as (e.g., soft as a kitten).
- "**Soft c and g rule**" means when c or g is followed by e, i, or y, it is usually soft.
- "**Structural analysis**" means the process of using knowledge of root words, endings, and affixes to decode words.
- "**Subvocalize**" means reading to oneself.
- "**Suffix**" means a syllable or group of syllables attached to the end of a word, or root, to change its meaning (e.g., s, ed, ing).
- "**Sustained silent reading/drop everything and read**" means child reads self-selected literature 10-30 minutes daily. A brief pair discussion, approximately 2 minutes, follows SSR/DEAR.
- "**Syllabication**" means the division of words into syllables.
- "**Syllable**" means a minimal unit of sequential speech sounds made up of a vowel sound or a vowel-consonant combination and always contains a vowel sound.
- "**Symbolism**" means use of one thing to suggest something else, specifically the use of symbols to represent ideas in concrete ways; the implied meaning of a literary work.
- "**Synonyms**" means words which have the same meaning.
- "**Syntactic cues**" means syntactic cues involve implicit knowledge of word order and the functions of words. Only certain word sequences are allowable in English, and only certain kinds of words fit into particular slots in our sentence patterns (e.g., the baseball player the ball. The missing word must be a verb).
- "**Tall tales**" means a story about an impossible or exaggerated happening related in a realistic, matter-of-fact, and often humorous way (e.g., Paul Bunyon).
- "**Text**" means any printed material.
- "**Theme**" means a topic of discussion in writing. A major idea broad enough to cover the entire scope of a literary work of art. A theme can be a noun or phrase (e.g., friendship, justice).
- "**Transitional spelling**" means the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.
- "**VC**" means vowel/consonant.
- "**Vowel digraph**" means two vowels pronounced in such a way that the letters together stand for one sound (e.g. /a/ in sleigh).
- "**Vowels**" means a, e, i, o, u and sometimes y; made without any air obstruction.
- "**Webbing**" means instructional activities, particularly graphic ones, that are designed to show the relationship among ideas or topics in text or to plan for writing: cognitive mapping.
- "**Writer's workshop**" means instructional time that includes mini-lessons, peer/teacher conferences, process writing, sharing time, author's chair, sustained silent reading, and small teaching groups.
- "**Writing folders**" means a folder or notebook that contains writing generated during the various stages of the writing process.
- "**Y as a vowel rule**" means if y is the only vowel sound at the end of a one-syllable word, y has the sound of long i; if y is the only vowel at the end of a word of more than one syllable, y has a sound almost like long e.

210:15-3-12. Language arts for grade 1 [REVOKED]

(a) — **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

(1) — **Standard print awareness.** The student will develop and demonstrate knowledge of print awareness.

(A) — Read from left to right, top to bottom.

(B) — Track print as text is being read.

(C) — Recognize the difference among letters, words, and sentences.

(2) — **Standard phonological/phonemic awareness.** The student will develop and demonstrate knowledge of phonological/phonemic awareness.

(A) — Create and state groups of rhyming words (e.g., bat/cat/sat/mat).

(B) — Count syllables in a word.

(C) — Distinguish onset (beginning sounds) and rimes in one-syllable words. Examples: Onset /b/ in bat; Rime at in bat.

- (D) Segment and blend the phonemes of one syllable words (e.g., bat = /b/ /a/ /t/).
- (E) Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one syllable words (e.g., the beginning sound of dog is /d/, the middle sound in can is /a/).
- (F) Add or delete a phoneme to a word (e.g., /b/ + at = bat, cat - /k/ = at).
- (3) **Standard phonics/decoding.** The student will apply sound-symbol relationships to decode unknown words.
- (A) **Phonetic analysis.** Apply phonics knowledge to decode one syllable words.
- (i) Use short and long vowel patterns (e.g., CVC = mad, hid, cut; CVCV (final e) = made, hide, cute; CV1 = he, me, so).
- (ii) Use r-controlled vowel patterns (e.g., er = "r" in fern, ir = "r" in bird, and ur = "r" in turn).
- (iii) Use blends, digraphs, and diphthongs (e.g., blends = fl, tr, sl, sm, sn, bl, gr, and str; Digraphs = sh, th, wh; Diphthongs = oi, oy, ou, ow).
- (B) **Structural analysis.** Apply knowledge of structural analysis to decode words using strategies such as inflectional endings (e.g., s, es, ing, or ed), contractions (e.g., can + not = can't), and compound words (e.g., cup + cake = cupcake), and possessives.
- (4) **Standard vocabulary.** The student will develop and expand knowledge of words and word meanings to increase their vocabulary.
- (A) Increase personal vocabulary by listening to and reading a variety of text and literature.
- (B) Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.
- (C) Use new vocabulary and language in own speech and writing.
- (D) Classify categories of words (e.g., tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas).
- (5) **Standard fluency.** The student will identify words rapidly so that attention is directed at the meaning of the text.
- (A) Read regularly in independent level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly, and with expression.
- (B) Read regularly in instructional level text (text in which no more than 1 in 10 words is difficult for the reader).
- (C) Students will engage in repeated readings of the same text to increase fluency.
- (D) Recognize 100-200 high frequency and/or common irregularly spelled words in text (e.g., have, to, was, where, said).
- (E) Use punctuation cues (e.g., periods, commas, question marks) in text as a guide to understand meaning.
- (6) **Standard comprehension/critical literacy.** The student will interact with the words and concepts in a text to construct an appropriate meaning.
- (A) **Literal Understanding**
- (i) Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.
- (ii) Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading. Example: Prior to reading the book *Verdi* by Janell Cannon, have students preview the book by looking at the cover, identifying the main character and telling what they know about snakes (what they do, where they live, . . .). Make predictions by doing a picture walk to discuss some of the early actions in the story.
- (iii) Respond to questions designed to aid general comprehension.
- (B) **Inferences and Interpretations**—Make simple inferences based on what is stated in text.
- (C) **Summary and Generalization**
- (i) Retell or act out stories and events using beginning, middle, and ending.
- (ii) Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.
- (iii) Draw and discuss visual images based on text information.
- (D) **Analysis and Evaluation**
- (i) Identify simple cause and effect relationships.

- (ii) Identify favorite passages.
- (E) Monitoring and Correction Strategies—Apply a basic use of semantics, syntax, and graphophonic cues. Example:
 - (i) Semantic—does it make sense?
 - (ii) Syntax—does it sound right?
 - (iii) Graphophic—does it look right?
- (7) **Standard literature.** The student will read to construct meaning and respond to a wide variety of literary forms.
 - (A) Literary Genres—The student will demonstrate knowledge of and appreciation of the various forms (genres) of literature.
 - (i) Discriminate between fiction and nonfiction.
 - (ii) Recognize elements of cultures different from their own in multicultural tales.
 - (B) Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - (i) Describe the roles of authors and illustrators in telling a story or presenting information.
 - (ii) Identify and describe the plot, setting, and character(s) in a story.
- (8) **Standard research and information.** The student will conduct research and organize information.
 - (A) Accessing Information: Select the best source for a given purpose.
 - (i) Alphabetize words to the first letter.
 - (ii) Read and follow simple written directions.
 - (iii) Recognize author, illustrator, title page, and table of contents (when applicable) as identifying items of information about a book.
 - (iv) Access information from simple charts, maps, graphs, and calendars.
 - (B) Interpreting Information: Analyze and evaluate information from a variety of sources. Generate questions about topics of personal interest and find books to gather information.
- (b) **Writing/grammar/usage and mechanics.** The student will express ideas effectively in written modes for a variety of purposes and audiences.
 - (1) **Standard writing process.** The student will use the writing process to write coherently.
 - (A) Participate in prewriting activities such as brainstorming, discussion, webbing, illustrating or story starters.
 - (B) Introduce a process approach to create first draft with teacher assistance, applying developmentally appropriate steps of prewriting and first draft composition.
 - (C) Begin understanding of the revision process with teacher assistance.
 - (i) Create a main idea.
 - (ii) Apply details to support the main idea.
 - (iii) Create a logical sequence of events.
 - (D) Introduce, with teacher assistance, editing/proofreading of the first draft for simple usage, mechanics, and spelling.
 - (E) Introduce and apply, with teacher assistance, standard editing marks for capitalization, deletion, and sentence termination.
 - (F) Publish and present the final writing product to various audiences, such as peers or adults.
 - (2) **Standard modes and forms of writing.** The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person.
 - (A) Recognize modes and forms of language such as informing, persuading, and entertaining.
 - (B) Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events.
 - (C) Develop, with teacher assistance, "thank you" notes, friendly letters, and invitations to a specific audience or person.
 - (D) Make journal entries.

- (E) — Introduce and compose, with teacher assistance, different modes of simple rhymes and poems.
- (F) — Write brief descriptions of a real object, person, place, or event using some details.
- (3) — **Standard grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.
- (A) — Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing.
- (i) — Subject (naming part) and predicate (action part)
 - (ii) — Singular and plural nouns
 - (iii) — Common and proper nouns
 - (iv) — Singular, personal, and gender pronouns
 - (v) — Nominative and possessive pronouns
 - (vi) — Present and past tense verbs
 - (vii) — Contractions
 - (viii) — Adjectives
- (B) — Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
- (i) — Capitalize the first word of a sentence and the pronoun "I."
 - (ii) — Capitalize all proper nouns (John, Sally).
 - (iii) — Capitalize greetings (Dear Joe).
 - (iv) — Capitalize months and days of the weeks (December, Monday).
 - (v) — Capitalize titles (Dr., Mr., and Mrs.).
 - (vi) — Capitalize initials of people (A.J. Smith).
- (C) — Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
- (i) — Correctly use terminal (end) punctuation.
 - (ii) — Use commas correctly in dates.
 - (iii) — Use apostrophes correctly in contractions.
 - (iv) — Use quotation marks to show that someone is speaking.
 - (v) — Use a period in common abbreviations.
- (D) — Sentence Structure: The student will demonstrate appropriate sentence structure in writing a complete sentence (simple subject and simple predicate).
- (E) — Sentence Variety: The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.
- (F) — Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
- (i) — Spell correctly frequently used grade level appropriate sight words.
 - (ii) — Spell short vowel words using the evc pattern (Example: it hit, an man).
 - (iii) — Spell long vowel words using the evcee pattern (Example: lake, bone, time).
- (G) — Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
- (i) — Print legibly and space letters, words, and sentences appropriately.
 - (ii) — Print using left to right progression moving from the top to the bottom of the page.
- (e) — **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking.
- (1) — **Standard listening.** The student will listen for information and for pleasure.
- (A) — Listen attentively and ask questions for clarification and understanding.
 - (B) — Give, restate, and follow simple two-step directions.
- (2) — **Standard speaking.** The student will express ideas and opinions in a group or individual situations.
- (A) — Stay on topic when speaking.
 - (B) — Use descriptive words when speaking about people, places, things and events.
 - (C) — Recite poems, rhymes, songs and stories.
 - (D) — Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

- (F) — Relate an important life event or personal experience in a simple sequence.
- (G) — Provide descriptions with careful attention to sensory detail.
- (H) — Use visual aids such as pictures and objects to present oral information.
- (3) — **Standard — group interaction.** The student will use effective communication strategies in pair and small group context.
 - (A) — Show respect and consideration for others in verbal and physical communications.
 - (B) — Make contributions in group discussions.
- (d) — **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
 - (1) — **Standard — interpret meaning.** The student will interpret and evaluate the various ways visual image makers including graphic artists, illustrators, and news photographers represent meaning.
 - (A) — Respond to visual messages by distinguishing between fiction and nonfiction in stories, videos, and television programs.
 - (B) — Respond through talk, movement, music, art, drama and writing in ways that reflect understanding of a variety of stories and poems.
 - (2) — **Standard — evaluate media.** The student will evaluate visual and electronic media such as film as they compare print messages. Make connections between illustrations and print.

210:15-3-13. Language arts for grade 2 [REVOKED]

- (a) — **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.
 - (1) — **Standard — phonological/phonemic awareness.** The student will demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds (phonemes) in spoken words. Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words, rhyming words, and clearly pronouncing blends and vowel sounds.
 - (A) — Segment and blend the phonemes of one and two syllable words (e.g., salad = /s/ /a/ /l/ /a/ /d/, /s/ /a/ /l/ /a/ /d/ = salad).
 - (B) — Substitute a phoneme change to a word (e.g., slap, change the /p/ to /m/ = slam).
 - (2) — **Standard — phonics/decoding.** The student will apply sound-symbol relationships to decode unknown words.
 - (A) — Phonetic Analysis
 - (i) — Use consonant sounds in beginning, medial, and final positions.
 - (ii) — Use short (e.g., CVC pattern — rob), long (e.g., VC final e — robe), and r-controlled vowel sounds (e.g., "er" in her, "ir" in bird, "ur" in turn, "ar" in car and "or" in port).
 - (iii) — Use blends ((e.g., er, sk, st, sw, squ, thr), digraphs, (e.g., ch, wh, sh, th, ph), and diphthongs (e.g., oi, oy, ou, ow).
 - (B) — Analysis
 - (i) — Build and understand compound words (e.g., straw + berry = strawberry), contractions e.g., I am = I'm), and base words using prefixes and suffixes (e.g., un + happy = unhappy, care + ful = careful, care is the base word of careful; happy is the baseword of unhappy).
 - (ii) — Apply knowledge of basic syllabication rules to decode words in text (e.g. VC-CV — rab bit = rabbit, V-CV — pi lot = pilot, VC-V — cab in = cabin).
 - (3) — **Standard — vocabulary.** The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.
 - (A) — Words in Context: Expand vocabulary in language and writing by reading and listening to a variety of text and literature.
 - (B) — Synonyms, Antonyms, and Homonyms/Homophones: Understand and explain common antonyms (words with opposite meanings), synonyms (words with the same meanings), and homonyms/homophones (words which sound the same but have different spellings and means (e.g., bear and bare).
 - (C) — Affixes: Know the meaning of simple prefixes and suffixes. Example: In unhappy, the "un" means not, in played, the suffix "ed" changes play to past tense.
 - (4) — **Standard — fluency.** The student will identify words rapidly so that attention is directed at the meaning of the text.

- (A) — Read regularly in independent level text (text in which no more than 1 in 20 words is difficult for the reader) effortlessly and with expression.
 - (B) — Read regularly in instructional level text that is challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
 - (C) — Engage in repeated readings of same text to increase fluency.
 - (D) — Accurately and fluently read 200–300 high frequency and/or irregularly spelled words in meaningful text.
 - (E) — Use punctuation cues in text (i.e., commas, periods, question marks, and exclamation points) as a guide to understanding meaning.
- (5) — **Standard — comprehension/critical literacy.** The student will interact with the words and concepts in a text to construct an appropriate meaning.
- (A) — Literal Understanding
 - (i) — Read and comprehend both fiction and nonfiction that is appropriately designed for second grade.
 - (ii) — Use prereading strategies to preview, activate prior knowledge, make predictions, use picture clues, and establish the purpose for reading (i.e., graphic organizers).
 - (ii) — Ask and respond to questions to aid comprehension about important elements of fiction and nonfiction.
 - (B) — Inferences and Interpretation
 - (i) — Make inferences about events, characters, and ideas in fictional texts by connecting their own knowledge and experience to the story.
 - (ii) — Support interpretations or conclusions with examples taken from the text.
 - (C) — Summary and Generalization
 - (i) — Retell or act out narrative text by identifying story elements and sequencing the events.
 - (ii) — Produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text.
 - (D) — Analysis and Evaluation
 - (i) — Identify cause and effect relationships in a text.
 - (ii) — Make comparisons and draw conclusions based on what is read.
 - (iii) — Describe character traits, changes, and relationships.
 - (E) — Monitoring and Correction Strategies: Integrate the use of semantics (e.g., Does it make sense?), syntax (e.g., Does it sound right?), and graphophonic cues to gain meaning from the text (e.g., Does it look right?).
- (6) — **Standard — literature.** The student will read to construct meaning and respond to a wide variety of literary forms.
- (A) — Literary Genres: Demonstrate knowledge of and appreciation for various forms (genres) of literature. Recognize defining characteristics of a variety of texts (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, and fairytales).
 - (B) — Literary Elements: Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - (i) — Compare different endings to stories and identify the reasons and the impact of the different ending.
 - (ii) — Compare plots, settings, and characters presented in several texts by the same author (i.e., author studies).
 - (iii) — Infer the lesson or moral in a variety of texts (e.g., multicultural tales, fables, legends, and myths).
 - (C) — Figurative Language and Sound Devices: The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds, (e.g., "Silly Sally went to town.") in poetry.
- (7) — **Standard — research and information.** The student will conduct research and organize information.
- (A) — Accessing Information: Select the best source for a given purpose.

- (i) Identify the purposes of various reference materials such as a dictionary, a thesaurus, and an atlas.
 - (ii) Alphabetize to the second letter.
 - (iii) Use guide words to locate words in dictionaries and topics in encyclopedias.
 - (iv) Use title page, table of contents, glossary, and index to locate information.
 - (v) Use and interpret charts, maps, graphs, schedules, and directions.
 - (B) Interpreting Information: Analyze and evaluate information from a variety of sources. Use graphic organizers, such as webbing and mapping, to organize and summarize information.
- (b) **Writing/grammar/usage and mechanics.** The student will express ideas effectively in written modes for a variety of purposes and audiences.
- (1) **Standard writing process.** The student will use the writing process to write coherently.
 - (A) Introduce a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.
 - (B) Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.
 - (C) Begin writing an independent first draft with a clear beginning, middle, and ending.
 - (D) Use the revision process and continue to use the standard editing marks and proofreading skills introduced in the first grade.
 - (E) Publish and present final writing products with various audiences such as peers or adults.
 - (2) **Standard modes and forms of writing.** Communicate through a variety of written forms, for various purposes, and to a specific audience or person.
 - (A) Develop modes and forms of language such as informing, persuading, and entertaining.
 - (B) Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that:
 - (i) Present a logical sequence of events.
 - (ii) Develop a main idea.
 - (iii) Use details to support the main idea.
 - (C) Write "thank you" notes, friendly letters (identifying the five parts), and invitations.
 - (D) Make journal entries.
 - (E) Create different modes of simple rhymes and poems.
 - (3) **Standard grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.
 - (A) Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing.
 - (i) Subject (naming part) and predicate (action part)
 - (ii) Singular and plural nouns
 - (iii) Common and proper nouns
 - (iv) Singular, plural, and personal pronouns
 - (v) Nominative and possessive pronouns
 - (vi) Present and past tense verbs
 - (vii) Helping verbs
 - (viii) Adjectives
 - (ix) Contractions (e.g., I'm, You're)
 - (B) Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
 - (i) Capitalize correctly the first word in a sentence and the pronoun "I."
 - (ii) Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).
 - (iii) Capitalize greetings (Dear Sir).
 - (iv) Capitalize the months and days of the week (January, Monday).

- (v) — Capitalize titles (Dr., Mr., and Mrs.).
- (vi) — Capitalize initials of people (A.J. Smith).
- (C) — Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
 - (i) — Correctly use terminal (end) punctuation.
 - (ii) — Use commas correctly in dates.
 - (iii) — Use apostrophes correctly in contractions.
 - (iv) — Use quotation marks to show that someone is speaking.
 - (v) — Use period in common abbreviations.
- (D) — Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing.
 - (i) — Write in complete sentences.
 - (ii) — Write sentences using a noun, verb, and details.
- (E) — Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
 - (i) — Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.
 - (ii) — Spell frequently used words with irregular spelling patterns.
 - (iii) — Spell prefixes and suffixes correctly.
 - (iv) — Recognize the use of homophones/homonyms in spelling.
- (F) — Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
 - (i) — Print legibly and space letters, words and sentences appropriately.
 - (ii) — Print using left to right progression moving from the top to the bottom of the page.
- (e) — **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking.
 - (1) — **Standard listening.** The student will listen for information and for pleasure.
 - (A) — Listen attentively and ask questions for clarification and understanding.
 - (B) — Give, restate, and follow simple two and three step directions.
 - (2) — **Standard speaking.** The student will express ideas and opinions in group or individual situations.
 - (A) — Speak articulately and audibly using appropriate language, correct usage, enunciation and volume.
 - (B) — Provide descriptions using correct sequence of events and details.
 - (C) — Use verbal and nonverbal communication in effective ways, such as making announcements, giving directions, or making instructions.
 - (3) — **Standard group interaction.** The student will use effective communication strategies in pairs and small group context.
 - (A) — Show respect and consideration for others in verbal or physical communication.
 - (B) — Ask and answer questions related to the topic and make contributions in small or large group discussions.
- (d) — **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
 - (1) — **Standard interpret meaning.** The student will interpret and evaluate the various ways visual image makers, including graphic artists, illustrators, and news photographers, represent meaning.
 - (A) — Distinguish between telling and selling messages in such things as commercials, advertisements, and safety and drug public service announcements.
 - (B) — Identify the differences in facts and opinions in print and nonprint media.
 - (2) — **Standard evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print media.
 - (A) — Make connections between illustrations and print.
 - (B) — Identify differences in the presentation or depiction of characters and plot that tells of characters in American and other cultures through listening, viewing, or reading (e.g., read Cinderella and watch film). Compare and contrast the two.

210:15-3-14. Language arts for grade 3 [REVOKED]

(a) **Reading/literature.** Students will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts:

(1) **Standard—phonics/decoding.** The student will apply sound-symbol relationships to decode words:

(A) **Phonetic Analysis:** Apply knowledge of phonetic analysis to decode unknown words (e.g. common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).

(B) **Structural Analysis:** Apply knowledge of structural analysis to decode unknown words (e.g. syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).

(C) Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.

(2) **Standard—vocabulary.** The student will develop and expand their knowledge of words and word meanings to increase their vocabulary:

(A) **Words in Context:** Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.

(B) **Affixes:** Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.

(C) **Synonyms, Antonyms, and Homonyms/Homophones:** Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.

(D) **Using Resource Materials:** Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

(3) **Standard—fluency.** The student will identify words rapidly so that attention is directed at the meaning of the text:

(A) Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.

(B) Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).

(C) Engage in repeated readings of the same text to increase fluency.

(D) Accurately and fluently read 300-400 high-frequency and/or irregularly spelled words in meaningful texts.

(E) Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.

(4) **Standard—comprehension/critical literacy.** The student will interact with the words and concepts in a text to construct an appropriate meaning:

(A) **Literal Understanding**

(i) Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.

(ii) Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.

(iii) Recall major points in a text and revise predictions about what is read.

(iv) Show understanding by asking questions and supporting answers with literal information from the text.

(B) **Inferences and Interpretation**

(i) Make inferences by connecting prior knowledge and experience with information from the text.

(ii) Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.

(iii) Participate in creative response to text (e.g., art, drama, and oral presentations).

(C) **Summary and Generalization**

(i) Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.

- (ii) Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
- (iii) Produce summaries of fiction and non-fiction text, highlighting major points.
- (D) Analysis and Evaluation
 - (i) Analyze characters including their traits, relationships, feelings, and changes in text.
 - (ii) Distinguish between fact and opinion in nonfiction text.
 - (iii) Analyze the causes, motivations, sequences, and results of events from a text.
- (E) Monitoring and Correction Strategies
 - (i) Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, etc.).
 - (ii) Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
 - (iii) Clarify meaning by rereading, questioning, and modifying predictions.
- (5) **Standard—literature.** The student will read to construct meaning and respond to a wide variety of literary forms.
 - (A) Literary Genres—Demonstrate knowledge of and appreciation for various forms (genres) of literature.
 - (i) Recognize characteristics of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).
 - (ii) Read, understand, and discuss a variety of genres.
 - (B) Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - (i) Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
 - (ii) Recognize themes that occur across literary works. Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of "everyone is unique" that occurs in both stories.
 - (C) Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work by identifying and discussing how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).
- (6) **Standard—research and information.** The student will conduct research and organize information.
 - (A) Accessing Information—The student will select the best source for a given purpose.
 - (i) Alphabetize to the third letter.
 - (ii) Use guide words to locate words in dictionaries and topics in encyclopedias.
 - (iii) Access information from charts, maps, graphs, schedules, directions, and diagrams.
 - (iv) Use the title page, table of contents, glossary, chapter headings, and index to locate information.
 - (v) Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
 - (B) Interpreting Information—The student will analyze and evaluate information from a variety of sources.
 - (i) Begin the research process by selecting a topic, formulating questions, and identifying key words.
 - (ii) Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational text, thesaurus, and technology/Internet).
 - (iii) Compile information into summaries of information.
 - (iv) Use test taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer.
- (b) **Writing/grammar/usage and mechanics.** The student will express ideas effectively in written modes for a variety of purposes and audiences.

(1) **Standard—writing process.** The student will use the writing process to write coherently.

- (A) Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.
- (B) Understand and demonstrate familiarity with the writing process and format of main idea.
- (C) Compose coherent first drafts with clear focus of beginning, middle, and ending.
- (D) Revise drafts, changing or adding details and vivid, descriptive words.
- (E) Proofread/edit writing, using standard editing marks, with peers or teacher.
- (F) Publish and present writing to peers or adults.

(2) **Standard—modes and forms of writing.** Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.

- (A) Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.
- (B) Write simple narrative, descriptive, persuasive, and creative paragraphs.
- (C) Write descriptive and creative stories and poems about people, places, things, or experiences that:
 - (i) develop a main idea.
 - (ii) use details to support the main idea.
 - (iii) have a clear beginning, middle, and ending.
- (D) Write informational pieces using one reference source and citing the title and author of the source.
- (E) Write personal and formal letters, thank you notes, and invitations including the date, greeting, body, closing, and signature.
- (F) Write various modes of simple poems.
- (G) Write narratives that:
 - (i) provide a context within which an action occurs.
 - (ii) include details that develop the plot.
 - (iii) provide a clear beginning, middle, and end that includes details that develop around a central idea.
- (H) Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.

(3) **Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying standard English conventions to the revising and editing stages of writing.

(A) Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing.

- (i) Singular, plural, and possessive forms of nouns
- (ii) Common and proper nouns
- (iii) Subjective (Nominative), objective, and possessive pronouns
- (iv) Present, past, and future tense verbs
- (v) Regular, irregular, and helping (auxiliary) verbs
- (vi) Past participle of verbs
- (vii) Subject-verb agreement
- (viii) Positive, comparative, and superlative adjectives
- (ix) Time, place, and manner adverbs
- (x) Coordinating conjunctions

(B) Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.

- (i) Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
- (ii) Correctly indent at the beginning of each paragraph.
- (iii) Observe left and right hand margins.

(C) Punctuation: Students are expected to demonstrate appropriate punctuation in writing.

- (i) Periods in abbreviations and sentence endings (terminal punctuation).
- (ii) Question and exclamation marks.
- (iii) Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter.

- (iv) Apostrophes in contractions and possessives.
- (v) Colon in notation of time, formal letter writing, and the introduction of words or concepts in a series, (e.g., bring the following supplies: glue, paper, scissors, etc.)
- (vi) Quotation marks around direct quotations, the titles of individual poems, and short stories.

(D) **Sentence Structure:** The student will demonstrate appropriate sentence structure in writing.

- (i) Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.
- (ii) Begin to use simple, compound, and complex sentences appropriately in writing.

(E) **Spelling:** Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.

- (i) Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).
- (ii) Spell phonetically regular multisyllabic words, contractions, and compounds.
- (iii) Increase the number of high frequency words spelled correctly.
- (iv) Spell words ending in -tion and -sion correctly.
- (v) Use various sources of materials to check and correct spelling.

(F) **Handwriting:** Students are expected to demonstrate appropriate handwriting in the writing process.

- (i) use handwriting/penmanship to copy and/or compose text using correct formation of letters.
- (ii) use correct spacing of letters and words in manuscript and cursive writing.

(e) Oral language/listening and speaking: The student will demonstrate thinking skills in listening and speaking.

(1) **Standard—listening.** The student will listen for information and for pleasure.

- (A) Listen critically for information and incorporate the information into other activities.
- (B) Listen actively for pleasure and respond appropriately.

(2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.

- (A) Speak articulately and audibly using appropriate grammar, enunciation, and volume.
- (B) Make brief narrative (story) presentations that:
 - (i) provide a context for an event that is the subject of the presentation.
 - (ii) provide insight into why the selected event should be of interest to the audience.
 - (iii) include well-chosen details to develop characters, setting, and plot.
- (C) Plan and present dramatic interpretations of experiences, stories, poems, or plays.
- (D) Organize ideas chronologically (in the order they happened) or around major points of information.
- (E) Use clear and specific vocabulary to communicate ideas and establish the tone of the message.
- (F) Provide a clear beginning, middle, and end when making oral presentations that include details that develop a central idea.

(3) **Standard—group interaction.** The student will use effective communication strategies in pairs and small-group context.

- (A) Show respect and consideration for others in verbal and physical communication.
- (B) Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.

(d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.

(1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers, including graphic artists, illustrators, and news photographers, represent meaning.

- (A) Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.
- (B) Interpret and describe important events and ideas gathered from maps, charts, and graphics.

(2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.

(A) Make connections between illustrations and print.

(B) Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.

(C) Listen to, view, or read stories which tell of characters in American and other cultures.

(3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea. Create visual messages to communicate ideas (e.g., developing a product advertisement, creating cartoons to share information, or designing book posters).

210:15-3-15. Language arts for grade 4 [REVOKED]

(a) **Reading/literature.** Students will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

(1) **Standard—vocabulary.** The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

(A) Words in Context: Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.

(B) Affixes, Roots, and Derivatives

(i) Interpret new words by analyzing the meaning of prefixes and suffixes.

(ii) Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).

(C) Synonyms, Antonyms, and Homonyms/Homophones: Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.

(D) Using Resource Materials

(i) Use a thesaurus to determine related words and concepts.

(ii) Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.

(2) **Standard—fluency.** The student will identify words rapidly so that attention is directed at the meaning of the text.

(A) Read aloud regularly in independent level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.

(B) Read aloud regularly in instructional level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).

(C) Increase reading through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

(3) **Standard—comprehension/critical literacy.** The student will interact with the words and concepts in a text to construct an appropriate meaning.

(A) Literal Understanding

(i) Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).

(ii) Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.

(iii) Identify and explain the differences in fiction and nonfiction text.

(B) Inferences and Interpretation

(i) Use prior knowledge and experience to make inferences and support them with information presented in text.

(ii) Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.

- (iii) Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
 - (iv) Participate in creative responses to text (i.e., art, drama, and oral presentation).
- (C) Summary and Generalization
- (i) Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
 - (ii) Support ideas, arguments, and generalizations by reference to evidence in the text.
 - (iii) Represent text information in different ways such as in outline, timeline, or graphic organizer.
- (D) Analysis and Evaluation
- (i) Evaluate new information and hypotheses by testing them against known information and ideas.
 - (ii) Compare and contrast information on the same topic after reading several passages or articles.
 - (iii) Identify fact/opinion and cause and effect in various texts.
 - (iv) Analyze and explain the causes, motivations, sequences, and results of events from a text.
- (E) Monitoring and Correction Strategies
- (i) Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading, etc.)
 - (ii) Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
- (4) **Standard—literature.** The student will read to construct meaning and respond to a wide variety of literary forms.
- (A) **Literary Genres—**Demonstrate knowledge of and appreciation for various forms (genres) of literature.
- (i) Identify the defining characteristics of a variety of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).
 - (ii) Read and construct meaning from a variety of genres.
- (B) **Literary Elements—**Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- (i) Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.
 - (ii) Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).
 - (iii) Identify themes that occur across literary works.
 - (iv) Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.
- (C) **Figurative Language and Sound Devices—**The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.
- (i) Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
 - (ii) Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.
 - (I) Simile: a comparison that uses like or as
 - (II) Metaphor: an implied comparison
 - (III) Hyperbole: an exaggeration for effect
 - (IV) Personification: a description that represents a thing as a person
- (D) **Literary Works—**The student will read and respond to historically and culturally significant works of literature. Compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme, etc.).

(5) Standard—research and information. The student will conduct research and organize information.

(A) Accessing Information—Select the best source for a given purpose.

(i) Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.

(ii) Identify key words to be used in searching for resources and information.

(iii) Cite information sources appropriately.

(iv) Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

(v) Locate information in reference texts by using organizational features, such as prefaces and appendixes.

(vi) Continue to use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple-choice, true/false, and short-answer.

(B) Interpreting Information—Analyze and evaluate information from a variety of sources.

(i) Identify a research question and appropriate sources to answer that question.

(ii) Take notes to paraphrase or summarize information.

(iii) Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).

(iv) Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.

(b) Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.

(1) Standard—writing process. The student will use the writing process to write coherently.

(A) Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.

(B) Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.

(C) Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.

(D) Select a focus and organizational structure based upon purpose, audience, and required format.

(E) Write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into longer text.

(F) Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.

(G) Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure.

(H) Publish and present writing to peers and adults.

(2) Standard—modes and forms of writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.

(A) Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.

(B) Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that:

(i) have topic sentences.

(ii) use concrete sensory supporting details.

(iii) provide a context to allow the reader to imagine the event.

(iv) support a logical conclusion.

(C) Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.

- (D) Write personal and formal letters, thank you notes, and invitations including, the date, greeting, body, closing, and signature.
- (E) Write informational pieces with multiple paragraphs that:
 - (i) provide an introductory paragraph that asks a central question about an idea or issue.
 - (ii) establish and support a central theme or idea with a topic sentence.
 - (iii) include supporting paragraphs with simple facts, details, and explanations for focus.
 - (iv) present important ideas and events in sequence, chronological order or order of importance.
 - (v) provide details and transitions to link paragraphs.
 - (vi) conclude with a paragraph that summarizes the points.
 - (vii) use correct indentation at the beginning of paragraphs and to indicate dialogue.
 - (viii) use more than one source of information, including speakers, books, newspapers, media sources, and online information Citing source, title, author, and page numbers, if applicable.
- (F) Write responses to literature that:
 - (i) demonstrate an understanding of a literary work.
 - (ii) support judgments by referring to both the text and prior knowledge.
- (G) Write summaries based upon the main idea of a reading selection and its most significant details.

(3) Standard—grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

(A) Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing.

- (i) Singular, plural, and possessive forms of nouns
- (ii) Common and proper nouns
- (iii) Nominative (subjective), objective, reflexive, intensive, and possessive pronouns.
- (iv) Subject, direct object, and object of prepositions
- (v) Present, past, future, past participle, and present perfect verbs tense
- (vi) Regular, irregular, and auxiliary (helping) verbs
- (vii) Simple and complete predicate
- (viii) Positive, comparative, and superlative adjectives
- (ix) Time, place, manner, and degree adverbs
- (x) Comparative forms of adverbs
- (xi) Coordinating and correlating conjunctions
- (xii) Restrictive (essential) and nonrestrictive (nonessential) clauses
- (xiii) prepositional and participial phrases
- (xiv) Subject verb agreement

(B) Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.

- (i) Correctly capitalize the first word of a sentence, the pronoun "I," geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
- (ii) Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.
- (iii) Indent correctly at the beginning of each paragraph.
- (iv) Observe left and right hand margins.

(C) Punctuation: Students are expected to demonstrate appropriate punctuation in writing.

- (i) Parentheses
- (ii) Quotation marks
- (iii) Terminal punctuation
- (iv) Punctuation in common abbreviations and after an initial
- (v) Apostrophes in contractions and possessives
- (vi) Commas
- (vii) Colons and semi-colons
- (viii) Hyphens and dashes

(D) **Sentence Structure:** The student will demonstrate appropriate sentence structure in writing.

- (i) Use simple, compound, and complex sentences appropriately in writing.
- (ii) Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.
- (iii) Correct sentence fragments and run-ons.
- (iv) Create sentences with understood subject.

(E) **Spelling:** Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.

- (i) Spell correctly roots, inflections (e.g., *s/es*, *ing*, *ly*, *er*), suffixes (e.g., *ment*, *ness*, *able*, *sion*, *tion*), and prefixes (e.g., *dis*, *in*, *un*, *re*, *mis*, *pre*).
- (ii) Spell homophones correctly according to usage (e.g., *to*, *too*, *two*; *there*, *their*, *they're*).
- (iii) Use more complex patterns in producing conventional spellings (e.g., *ought* = *brought*, *fought*; *urse* = *nurse*, *purse*).
- (iv) Use word reference materials including glossary, dictionary, and technology to check correct spelling.

(F) **Handwriting:** Students are expected to demonstrate appropriate, legible cursive handwriting in the writing process.

(e) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking.

(1) **Standard—listening.** The student will listen for information and for pleasure.

- (A) Listen to directions and questions and respond appropriately.
- (B) Listen critically and respond appropriately to oral communication.
- (C) Listen and respond to teacher read stories.

(2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.

- (A) Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).
- (B) Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
- (C) Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- (D) Emphasize points in ways that help the listener or viewer to follow important ideas and concepts (e.g., pausing, hand gestures, inflection volume, body language)
- (E) Engage the audience with appropriate words, facial expressions, gestures, and eye contact.

(3) **Standard—group interaction.** The student will use effective communication strategies in pairs and small group context.

- (A) Show respect and consideration for others in verbal and physical communication.
- (B) Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
- (C) Participate in story telling, give oral book reports, and present poems, stories, plays, and pantomime.

(d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.

(1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers, including graphic artists, illustrators, and news photographers, represent meaning. Distinguish fact, opinion, and fiction in print and nonprint media.

(2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.

- (A) Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.

(B) Compare and contrast print, visual, and electronic media, such as film, with a written story.

(C) Listen to, view, or read literature which tells of characters in American and other cultures.

(D) Make connections between illustrations and print.

(3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea. Select, organize, or produce visuals to complement and extend ideas (e.g., book posters, multimedia projects, books, or advertisements).

210:15-3-16. Language arts for grade 5 [REVOKED]

(a) **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

(1) **Standard—vocabulary.** The student will develop and expand knowledge of words and word meanings to increase their vocabulary.

(A) Words in Context

(i) Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

(ii) Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats.) and metaphors (implied comparisons: The giant's steps were thunderous.).

(B) Affixes, Roots, and Stems

(i) Interpret new words by analyzing the meaning of prefixes and suffixes.

(ii) Apply knowledge of root words to determine the meaning of unknown words within a passage.

(iii) Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).

(C) Synonyms, Antonyms, and Homonyms/Homophones: Apply knowledge of fifth grade-level synonyms, antonyms, homonyms/homophones, and multiple-meaning words to determine the meaning of words and phrases.

(D) Using Resource Materials and Aids

(i) Use a thesaurus to determine related words and concepts.

(ii) Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.

(2) **Standard—fluency.** The student will identify words rapidly so that attention is directed at the meaning of the text.

(A) Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.

(B) Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader).

(C) Read silently for increased periods of time.

(D) Increase reading through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

(3) **Standard—comprehension/critical literacy.** The student will interact with the words and concepts in the text to construct an appropriate meaning.

(A) Literal Understanding

(i) Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).

(ii) Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.

(iii) Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.

(iv) Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.

(B) Inferences and Interpretation

- (i) Apply prior knowledge and experience to make inferences and respond to new information presented in text.
- (ii) Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
- (iii) Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).
- (iv) Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes, and other characters' responses to a character).
- (v) Participate in creative response to text (e.g., art, drama, and oral presentation).

(C) Summary and Generalization

- (i) Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
- (ii) Make generalizations with information gleaned from text.
- (iii) Support ideas and arguments by reference to relevant aspects of text and issues across texts.
- (iv) Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.

(D) Analysis and Evaluation

- (i) Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.
- (ii) Identify the main problem or conflict of the plot and explain how it is resolved.
- (iii) Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- (iv) Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.
- (v) Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).
- (vi) Distinguish among facts/inferences supported by evidence and opinions in text.

(E) Monitoring and Correction Strategies

- (i) Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).
- (ii) Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
- (iii) Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.

(4) **Standard—literature.** The student will read to contrast meaning and respond to a wide variety of literary forms.

(A) **Literary Genres—**Demonstrate knowledge of and appreciation for various forms (genres) of literature.

- (i) Recognize characteristics of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).
- (ii) Read and construct meaning from a variety of genres.
- (iii) Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).

(B) **Literary Elements—**Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

- (i) Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).

- (ii) Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.
- (iii) Identify the author's purpose (persuade, inform, or entertain).
- (iv) Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person, etc.) and how it affects the text.
- (C) Figurative Language and Sound Devices—Identify figurative language and sound devices in writing and how they affect the development of a literary work.
 - (i) Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).
 - (ii) Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms:
 - (I) Simile: a comparison that uses like or as
 - (II) Metaphor: an implied comparison
 - (III) Hyperbole: an exaggeration for effect
 - (IV) Personification: a description that represents a thing as a person
 - (V) Idioms: an expression that does not mean what it literally says
 - (iii) Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
 - (I) Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
 - (II) Imagery: the use of language to create vivid pictures in the reader's mind.
 - (III) Metaphor: an implied comparison in which a word or phrase is used in place of another, such as "He was drowning in money."
 - (iv) Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- (D) Literary Works—Read and respond to historically and culturally significant works of literature. Compare and analyze literary works from various cultures.
- (5) **Standard—research and information.** The student will conduct research and organize information.
 - (A) Accessing Information—Select the best source for a given purpose.
 - (i) Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
 - (ii) Identify and credit the sources used to gain information.
 - (iii) Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).
 - (iv) Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
 - (v) Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.
 - (vi) Recognize and apply test taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open ended.
 - (B) Information—Analyze and evaluate information from a variety of sources.
 - (i) Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).
 - (ii) Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
 - (iii) Develop notes that include important information on a selected topic.
 - (iv) Summarize information from multiple sources into a written report or summary.

(v) Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

(b) **Writing/grammar/usage and mechanics.** The student will express ideas effectively in written modes for a variety of purposes and audiences.

(1) **Standard—writing process.** The student will use the writing process to write coherently.

(A) Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.

(B) Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).

(C) Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.

(D) Select a focus and an organizational structure based upon purpose/mode, audience, and required format.

(i) Write one or more drafts by categorizing ideas and organizing them into paragraphs.

(ii) Blend paragraphs with effective transitions into longer compositions.

(E) Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.

(F) Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.

(G) Publish and present writing to peers and adults.

(2) **Standard—modes and forms of writing.** Communicate through a variety of written forms, for various purposes, and to a specific audience or person.

(A) Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe, and reflect, while adjusting tone and style as appropriate.

(B) Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story. Example: Select a type of narrative to write that is modeled after a genre of literature that has been shared in the classroom such as folktale, myth, science fiction, or mystery. Be sure to include an interesting beginning, develop the central conflict of the story, and establish an ending that resolves the conflict.

(C) With creative narrative and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).

(D) Write personal, persuasive, formal letters, thank you notes, and invitations, including the date, greeting, body, closing, and signature.

(E) Write expository (informational) pieces with multiple paragraphs that:

(i) provide an introductory paragraph.

(ii) establish and support a central theme or idea with a thesis statement.

(iii) include supporting paragraphs with simple facts, details, and explanations.

(iv) present important ideas and events in sequence or in chronological order.

(v) provide details and transitions to link paragraphs.

(vi) conclude with a paragraph that summarizes the points.

(vii) use correct indentation at the beginning of paragraphs.

(viii) use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.

(F) Write research reports about important ideas, issues, or events that:

(i) frame questions about an idea or issue to direct the investigation.

(ii) a main idea or topic.

(iii) develop the topic with simple facts, details, examples, and explanations to support the main idea.

(iv) use at least three different types of information sources, including speakers, firsthand interviews, reference materials, and online information.

(G) Write responses to literature that:

- (i) demonstrate an understanding of a designated literary work.
 - (ii) support judgments by referring and connecting to prior knowledge.
 - (iii) develop interpretations and evaluations that exhibit careful reading and understanding.
- (H) Write persuasive compositions or letters that:
- (i) state a clear position in support of a proposal.
 - (ii) support a position with relevant evidence and effective emotional appeals in order to persuade.
 - (iii) organize supporting statements from the most appealing to the least powerful
 - (iv) include and address reader/audience concerns. Example: Interview several students in varying grades about the changes they would like to see in the monthly cafeteria menu choices. Compile the opinions and ideas to compose a persuasive article for the school newspaper.
- (3) **Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.
- (A) Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing.
- (i) Singular and plural forms of nouns and pronouns
 - (ii) Nominative (subjective), objective, reflexive, and possessive pronouns
 - (iii) Relative, intensive, and intensive pronouns
 - (iv) Subject, indirect, direct object, and object of prepositions
 - (v) Transitive and intransitive verbs
 - (vi) Present, past, future, and present perfect verbs tense
 - (vii) Positive, comparative, and superlative adjectives
 - (viii) Time, place, manner, and degree adverbs
 - (ix) Comparative forms of adverbs
 - (x) Subject verb agreement
 - (xi) Restrictive (essential) and nonrestrictive (nonessential) clauses and phrases
 - (xii) Subordinate adverb, adjective, and noun clauses
 - (xiii) Pronoun antecedents and reference
 - (xiv) Coordinating, correlating, and subordinating conjunctions
- (B) Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
- (i) Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, state colleges, universities, languages, races, nationalities, and religions.
 - (ii) Capitalize correctly proper adjectives.
 - (iii) Capitalize correctly conventions of letter writing.
 - (iv) Indent beginning lines of paragraphs.
- (C) Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
- (i) Parentheses
 - (ii) Quotation marks
 - (iii) Terminal punctuation (period, exclamation point, or question mark)
 - (iv) Punctuation after initials
 - (v) Apostrophes in contractions and possessives
 - (vi) Conventions of letter writing
 - (vii) Colons, semi colons, and commas
 - (viii) Hyphens and dashes
- (D) Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, exclamatory, and interrogative sentences.
- (i) Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.

- (ii) Create sentences with an understood subject.
- (iii) Correct sentence fragments and run-ons.
- (E) Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
 - (i) Spell previously misspelled words correctly in final writing products.
 - (ii) Spell correctly roots, inflections (e.g., s/es, ing, ly, en-er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).
 - (iii) Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our).
 - (iv) Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.
- (F) Handwriting: Students are expected to demonstrate appropriate, legible handwriting in the writing process.
- (e) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking.
 - (1) **Standard—listening.** The student will listen for information and for pleasure.
 - (A) Interpret a speaker's verbal and nonverbal message, purpose, and perspective.
 - (B) Listen critically and respond appropriately to oral communication to seek information not already discussed.
 - (2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.
 - (A) Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).
 - (B) Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.
 - (C) Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
 - (D) Engage the audience with appropriate words, phrasing, facial expressions, and gestures.
 - (E) Deliver narrative (story) presentations that establish a situation, develop a plot, point of view, and setting with descriptive words and phrases.
 - (F) Deliver informative presentations about an important topic, issue, or event that frames a question to guide the investigation, establishes a central idea or topic, and develops that topic appropriately.
 - (G) Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions.
 - (3) **Standard—group interaction.** The student will use effective communication strategies in pairs and small-group context.
 - (A) Show respect and consideration for others in verbal and physical communication.
 - (B) Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.
- (d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
 - (1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers, including graphic artists, illustrators, and news photographers, represent meaning.
 - (A) Distinguish fact, opinion, and fiction in print and nonprint media.
 - (B) Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation.
 - (2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.

- (A) Interpret and evaluate the various ways visual image makers, such as graphic artists, illustrators, and news photographers represent meaning.
- (B) Compare and contrast print, visual, and electronic media, such as film, with a written story.
- (C) Listen to, view, or read literature which tells of characters in American and other cultures.
- (D) Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

(3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea and produces communications using appropriate technology or media (e.g., developing a class newspaper, videos, or multimedia projects).

210:15-3-17. Language arts for grade 6 [REVOKED]

(a) **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

(1) **Standard—vocabulary.** The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

(A) Words in Context

(i) Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.

(ii) Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use like or as: *The Snowplow reared Up Like a Stallion*), metaphors (implied comparisons: *Peace is a Sunrise*), and multiple meaning words.

(B) Word Origins

(i) Recognize the origins and meanings of foreign words frequently used in English. Example: Understand foreign words that are often used in English such as spaghetti (Italian) and rodeo (Spanish).

(ii) Apply knowledge of root words to determine the meaning of unknown words within a passage.

(iii) Use word origins, including knowledge of less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin to analyze the meaning of complex words (autograph, autobiography, biology).

(C) Using Resource Materials and Aids

(i) Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.

(ii) Relate dictionary definitions to context of the reading in order to aid understanding.

(2) **Standard—fluency.** The student will identify words rapidly so that attention is directed at the meaning of the text.

(A) Read regularly in independent level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.

(B) Read regularly in instructional level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).

(C) Increase silent reading speed through daily independent reading.

(D) Read silently for increased periods of time.

(3) **Standard—comprehension/critical literacy.** The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At grade six, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including

classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.

(A) **Literal Understanding**

(i) Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).

(ii) Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.

(iii) Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas. Example: Use a graphic organizer to compare an advertisement to the actual product label.

(iv) Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.

(B) **Inferences and Interpretation**

(i) Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

(ii) Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).

(iii) Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).

(C) **Summary and Generalization**

(i) Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.

(ii) Make generalizations based on information gleaned from text.

(iii) Support reasonable statements and conclusions by reference to relevant aspects of text and examples.

(iv) Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.

(D) **Analysis and Evaluation**

(i) Evaluate the believability of a character and the impact they have on the plot.

(ii) Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.

(iii) Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

(iv) Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.

(v) Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).

(vi) Distinguish among stated facts, inferences supported by evidence, and opinions in text.

(E) **Monitoring and Correction Strategies**

(i) Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).

(ii) Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.

(iii) Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.

(4) **Standard—literature.** The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

(A) **Literary Genres**—The student will demonstrate a knowledge of and an appreciation for various forms of literature.

- (i) Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
 - (ii) Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
- (B) **Literary Elements**—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- (i) Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
 - (ii) Identify and explain internal and external conflict in the development of a story.
 - (iii) Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.
 - (iv) Connect, compare, and contrast ideas, themes, and issues across texts.
- (C) **Figurative Language and Sound Devices**—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
- (i) Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.
 - (ii) Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.
 - (iii) Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
 - (iv) Identify and describe the function and effect of common literary devices, such as imagery and symbolism.
 - (I) Imagery: the use of language to create vivid pictures in the reader's mind.
 - (II) Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
- (D) **Literary Works**—The student will read and respond to historically and culturally significant works of literature.
- (i) Analyze and evaluate works of literature and the historical context in which they were written.
 - (ii) Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - (iii) Compare similar characters, settings, and themes from varied literary traditions.
- (5) **Standard—research and information.** The student will conduct research and organize information.
- (A) **Accessing Information**—The student will select the best source for a given purpose.
- (i) Use library catalogs and computer databases to locate sources for research topics.
 - (ii) Access information from a variety of primary and secondary sources to gather information for research topics.
 - (iii) Use organizational strategies as an aid to comprehend increasingly difficult content material.
 - (iv) Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
 - (v) Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.
- (B) **Interpreting Information**—The student will analyze and evaluate information from a variety of sources.
- (i) Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).
 - (ii) Identify and credit the reference sources used to gain information.
 - (iii) Determine the appropriateness of an information source for a research topic.
 - (iv) Summarize information from multiple sources into a research paper.
- (b) **Writing/grammar/usage and mechanics.** The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

- (1) **Standard—writing process.** The student will use the writing process to write coherently.
- (A) Use a variety of prewriting strategies such as brainstorming, webbing, or using other graphic organizers to develop an idea appropriate for the intended audience, purpose, and topic.
 - (B) Add details, examples, reasons, and evidence to develop and support an idea.
 - (C) Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.
 - (D) Use effective transitions for effective blending of sentences and paragraphs.
 - (E) Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.
 - (F) Use a variety of sentence types and lengths to contribute to fluency and interest.
 - (G) Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
 - (H) Publish and present to peers and adults.
- (2) **Standard—modes and forms of writing.** The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.
- (A) Compose fictional, biographical, and autobiographical narratives that:
 - (i) establish and develop a plot and setting with a distinct beginning, middle, and ending.
 - (ii) establish and develop a setting, characters, and point of view appropriate for the narrative.
 - (iii) use a range of narrative devices, such as dialogue or suspense
 - (iv) adjust tone and style as necessary to make writing interesting and engaging to the audience.
 - (B) Compose expository text including descriptions, explanations, comparison and contrast and problem and solution compositions that:
 - (i) state the thesis (position on the topic), main idea, or purpose.
 - (ii) explain the situation including supporting paragraphs with facts, details, and explanations.
 - (iii) organize the composition clearly and appropriately for the purpose of the writing.
 - (iv) include evidence and supporting details by paraphrasing from speakers, newspapers, magazines, media sources, or reference books to support arguments and conclusions. Example: Write successive drafts of a one or two page newspaper article about school carnival activities, including details to support the main topic and allow the reader to compare and contrast the different carnival activities described or a description of a school event including details to support the main idea.
 - (C) Compose persuasive/argumentative compositions that:
 - (i) state a clear position on a proposition or proposal.
 - (ii) support the position with organized and relevant evidence and effective emotional appeals.
 - (iii) predict, identify, and address reader concerns and counterarguments. Example: Write a persuasive paper on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.
 - (D) Compose reflective papers that may address one of the following purposes:
 - (i) express the individual's insight into conditions or situations.
 - (ii) compare a scene from a work of fiction with a lesson learned from experience.
 - (iii) complete a self-evaluation. Example: Write a self-evaluation on a personal strength.
 - (E) Write responses to literature, including poetry, that:
 - (i) include an interpretation that shows careful reading, understanding, and insight.
 - (ii) organize the interpretation around several clear ideas.

- (iii) develop and justify the interpretation through the use of examples and evidence from the text. Example: After reading a novel, write a final chapter to the book describing what happens to the main character after the point where the book ends and how it is supported by the rest of the narrative.
 - (F) Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film.
 - (G) Compose summaries of reading material that:
 - (i) include the main idea and most significant details.
 - (ii) use the student's own words except for direct quotations.
 - (H) Compose friendly and formal letters and emails; continue to produce other writing forms introduced in earlier grades. Example: Write a formal letter requesting a catalog.
 - (I) Use appropriate essay test-taking and time-writing strategies that:
 - (i) address and analyze the question (prompt).
 - (ii) use organizational methods required by the prompt.
 - (iii) utilize an editing checklist or assessment rubric, if provided.
 - (J) Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.
- (3) Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.
- (A) Standard English Usage—Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade.
 - (i) Identify concrete, abstract, and collective nouns.
 - (ii) Identify the principal parts of verbs to form verb tenses.
 - (iii) Identify linking, transitive, and intransitive verbs.
 - (iv) Identify nominative, objective, and possessive pronouns correctly.
 - (v) Correctly use pronoun reference, and make pronouns agree with their antecedents.
 - (vi) Correctly form and use the positive, comparative, and superlative forms of adjectives.
 - (vii) Correctly form and use adverb clauses.
 - (viii) Identify and correctly use appositives, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases.
 - (ix) Identify direct objects, indirect objects, objects of prepositions, predicate nominatives and predicate adjectives.
 - (x) Use prepositional phrases to elaborate written ideas.
 - (xi) Correctly use all conjunctions.
 - (xii) Correctly identify and use interjections
 - (xiii) Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
 - (xiv) Form regular and irregular plurals correctly.
 - (xv) Make subjects and verbs agree.
 - (B) Sentence Structure—Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory and interrogative).
 - (i) Correct sentence run-ons and fragments.
 - (ii) Correct dangling and misplaced modifiers.
 - (iii) Differentiate between dependent, independent, restrictive (essential), and nonrestrictive (nonessential) clauses.
 - (iv) Write simple and compound sentences.
 - (v) Compose sentences with simple, complete, and compound predicate.
 - (vi) Indent paragraphs as needed for specified format.
 - (C) Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.
 - (i) Apply the capitalization rules appropriately in writing.
 - (ii) Punctuate correctly in writing
 - (I) End punctuation
 - (II) Commas to separate words in a series, city and state, quotation, and sentence and to set off nonrestrictive phrases.

- (III) Quotation marks
- (IV) Apostrophes in contractions, possessives, indefinite pronouns, and quotations inside a quotation.
- (V) Conventions of letter writing
- (iii) Distinguish correct spelling of commonly misspelled words and homonyms.
- (e) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication. Deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.
 - (1) **Standard—listening.** The student will listen for information and for pleasure.
 - (A) Identify the major ideas and supporting evidence in informative and persuasive messages.
 - (B) Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).
 - (C) Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).
 - (D) Evaluate the spoken message in terms of content, credibility, and delivery.
 - (2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.
 - (A) Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
 - (B) Compose a presentation with a self-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
 - (C) Communicate using appropriate delivery (volume, rate, enunciation, and movement).
- (d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
 - (1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers, including graphic artists, illustrators, and news photographers represent meaning.
 - (A) Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).
 - (B) Identify film and television features that characterize different styles of dress and genres (e.g., setting in a western or a drama).
 - (2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.
 - (A) Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes, scientists wear white coats).
 - (B) Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).
 - (C) Evaluate how different media forms influence and inform viewers.
 - (D) Assess how language, medium, and presentation contribute to the message.
 - (3) **Standard 3—compose visual messages.** The student will create a visual message that effectively communicates an idea. Produce communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.

210:15-3-18. Language arts for grade 7 [REVOKED]

- (a) **Reading/literature.** The students will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.
 - (1) **Standard—vocabulary.** The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

(A) **Words in Context**—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

(B) **Word Origins**

(i) Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagne (Italian), sauerkraut (German), and déjà vu (French).

(ii) Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary. Example: Analyze the roots, prefixes, and suffixes of subject area words such as telescope, geography, and quadrant.

(C) **Idioms and Comparisons**—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

(i) **Idioms**: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as "the apple of his eye" or "beat around the bush."

(ii) **Analogies**: comparisons of the similar aspects of two different things

(iii) **Metaphors**: implies comparisons, such as "The street light was my security guard."

(iv) **Similes**: comparisons that use like or as, such as "A gentle summer breeze feels like a soft cotton sheet."

(2) **Standard—fluency**. The student will identify words rapidly so that attention is directed to the meaning of the text.

(A) Read regularly in independent level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.

(B) Read regularly in instructional level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).

(C) Increase silent reading speed and comprehension through daily, independent reading.

(D) Read silently for increased periods of time.

(E) Use punctuation as a cue for pausing and characterization while reading.

(3) **Standard—comprehension**. The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade level appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.

(A) **Literal Understanding**

(i) Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

(I) Determine the purpose for reading such as to be informed, entertained, or persuaded.

(II) Preview the material and use prior knowledge to make connections between text and personal experience.

(ii) Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).

(iii) Show understanding by asking questions and supporting answers with literal information from text.

(B) **Inference and Interpretation**

(i) Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.

(ii) Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

(C) **Summary and Generalization**

(i) Summarize the main idea and how it is supported with specific details.

(ii) Recall major points in the text and make and revise predictions.

- (iii) Recognize the importance and relevance of details on the development of the plot.
 - (iv) Support reasonable statements by reference to relevant aspects of text and examples.
- (D) Analysis and Evaluation
- (i) Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.
 - (ii) Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.
 - (iii) Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
 - (iv) Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
 - (v) Distinguish between stated fact, reasoned judgement, and opinion in text.
- (E) Monitoring and Correction Strategies
- (i) Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
 - (ii) Make, confirm, and revise predictions when reading.
 - (iii) Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.
- (4) Standard literature.** The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.
- (A) Literary Genres— Demonstrate a knowledge of and an appreciation for various forms of literature.
- (i) Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
 - (ii) Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
- (B) Literary Elements— Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- (i) Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.
 - (ii) Identify and explain techniques of direct and indirect characterization in fiction.
 - (iii) Describe how the author's perspective, argument, or point of view affects the text.
 - (iv) Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).
- (C) Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
- (i) Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
 - (ii) Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
 - (iii) Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- (D) Literary Works— The student will read and respond to historically and culturally significant works of literature.
- (i) Analyze and evaluate works of literature and the historical context in which they were written.
 - (ii) Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - (iii) Compare similar characters, settings, and themes from varied literary traditions.

(5) Standard—research and information. The student will conduct research and organize information.

(A) Accessing Information—Select the best source for a given purpose.

(i) Use library catalogs and computer databases to locate sources for research topics.

(ii) Access a variety of primary and secondary sources to locate information relevant to research questions.

(iii) Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).

(iv) Use organizational strategies as an aid to comprehend increasingly difficult content material.

(v) Note instances of persuasion, propaganda, and faulty reasoning in text.

(vi) Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

(B) Interpreting Information—The student will analyze and evaluate information from a variety of sources.

(i) Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).

(ii) Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.

(iii) Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.

(iv) Determine the appropriateness of an information source for a research topic.

(v) Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

(b) Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers, progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

(1) Standard—writing process. The student will use the writing process to write coherently.

(A) Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.

(B) Use details, examples, reasons, and evidence to develop an idea.

(C) Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.

(D) Use effective transitions between sentences and paragraphs.

(E) Use precise word choices, including figurative language, that convey specific meaning and tone.

(F) Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

(G) Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

(H) Publish and present writing to peers and adults.

(2) Standard—modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 7, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level appropriate reading material. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process as well as an awareness of the audience (intended reader) and purpose for writing.

(A) Compose fictional, biographical or autobiographical narratives that:

(i) establish a plot using an action segment to create an effective sequence of events.

(ii) establish and develop character(s) and setting.

(iii) maintain a consistent point of view.

(iv) use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing.

(v) adjust tone and style as necessary to make writing interesting and engaging to the audience. Example: After reading a biography or an autobiography of someone who

- has had special influence on others, use the structure to compose an autobiography of your own.
- (B) Compose expository text to include research reports that:
 - (i) state the thesis and include relevant and focused questions about the topic.
 - (ii) communicate clear and accurate perspectives on the subject.
 - (iii) include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, magazines, newspapers, dictionaries, online sources, and other reference materials.
 - (iv) document sources with reference notes and a bibliography. Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.
 - (C) Compose persuasive/argumentative compositions that:
 - (i) state a clear position or perspective in support of a proposition or proposal.
 - (ii) describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.
 - (iii) predict, identify, and address reader concerns and counterarguments. Example: In preparation for an upcoming student election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).
 - (D) Compose reflective papers that accomplish one of the purposes:
 - (i) express the individual's insight into conditions or situations.
 - (ii) compare a scene from a work of fiction with a lesson learned from experience.
 - (iii) complete a self-evaluation on a class performance. Example: Compose a reflective essay describing how the student relates to a character in a narrative by comparing personal circumstances and background.
 - (E) Write responses to literature, including poetry, that:
 - (i) develop interpretations that show careful reading, understanding, and insight.
 - (ii) organize the interpretation around several clear ideas, premises, or images for the literary work.
 - (iii) justify interpretation through sustained use of examples and evidence from the text. Example: After reading folk tales from the United States and other countries, write a response to the narratives. Identify the beliefs and values that are highlighted in each folk tale, and develop a theory to explain why similar tales appear in many different cultures.
 - (F) Compose summaries of reading material that:
 - (i) include the main ideas and most significant details.
 - (ii) use the student's own words, except for quotations.
 - (iii) reflect underlying meaning, not just the superficial details. Example: Demonstrate comprehension of the main idea and details of a subject-specific text and write a summary of a text read from another content area. Make the summary clear enough that it would provide another student with the important information from the chapter.
 - (G) Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories and reports showing a variety of word choices, or review a favorite book or film.
 - (H) Write friendly, formal letters, and emails; continue to produce other writing forms introduced in earlier grades.
 - (I) Use appropriate essay test-taking and time-writing strategies that:
 - (i) address and analyze the question (prompt).
 - (ii) use organizational methods required by the prompt.
 - (iii) utilize an editing checklist or assessment rubric, if provided.
 - (J) Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.
- (3) **Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.

(A) ~~Standard English Usage—Demonstrate correct use of Standard English in speaking and writing.~~

- ~~(i) Recognize nominative, possessive, and objective nouns.~~
- ~~(ii) Recognize abstract, concrete, and collective nouns.~~
- ~~(iii) Recognize the principal parts of regular and irregular verbs.~~
- ~~(iv) Use the principal parts of verbs to form verb tenses.~~
- ~~(v) Identify transitive, intransitive, and linking verbs.~~
- ~~(vi) Make subject and verbs agree.~~
- ~~(vii) Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, and predicate adjectives, and object complements.~~
- ~~(viii) Use nominative, objective, and possessive pronouns correctly.~~
- ~~(ix) Make pronouns agree with their antecedents.~~
- ~~(x) Use correct pronoun reference.~~
- ~~(xi) Correctly form and use the positive, comparative, and superlative forms of adjectives.~~
- ~~(xii) Correctly identify and use interjections.~~
- ~~(xiii) Correctly identify and use restrictive (essential) and nonrestrictive (nonessential) clauses, appositives, appositive, participial, and prepositional phrases.~~
- ~~(xiv) Correctly use all conjunctions.~~
- ~~(xv) Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).~~

(B) ~~Sentence Structure—Demonstrate appropriate sentence structure in writing.~~

- ~~(i) Correct sentence run-ons and fragments.~~
- ~~(ii) Correct dangling and misplaced modifiers.~~
- ~~(iii) Differentiate between dependent and independent clauses.~~
- ~~(iv) Write simple, compound, complete, and complex sentences of varying lengths.~~
- ~~(v) Write sentences with simple, complete, and compound predicates.~~
- ~~(vi) Indent paragraphs as necessary to conform to specified format.~~

(C) ~~Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.~~

- ~~(i) Apply the capitalization rules appropriately in writing.~~
- ~~(ii) Punctuate correctly in writing, including:
 - ~~(I) end punctuation.~~
 - ~~(II) commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.~~
 - ~~(III) quotation marks.~~
 - ~~(IV) colon and semicolon.~~
 - ~~(V) apostrophes in contractions and possessives.~~
 - ~~(VI) hyphens and dashes.~~
 - ~~(VII) conventions of letter writing.~~~~

~~(iii) Distinguish correct spelling of commonly misspelled words and homonyms.~~

(e) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.

(1) **Standard—listening.** The student will listen for information and for pleasure.

- ~~(A) Identify the major ideas and supporting evidence in informative and persuasive messages.~~
- ~~(B) Listen in order to identify and discuss topic, purpose, and perspective.~~
- ~~(C) Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).~~
- ~~(D) Evaluate the spoken message in terms of content, credibility, and delivery.~~

(2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.

- (A) Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
 - (B) Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
 - (C) Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).
 - (D) Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).
- (d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
- (1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers, including graphic artists, illustrators, and news photographers, represent meaning.
 - (A) Interpret a variety of messages conveyed by visual images.
 - (B) Identify film and television features that characterize different styles of dress and genres (e.g., setting in a western or a drama).
 - (2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.
 - (A) Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes, scientist wear white coats).
 - (B) Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).
 - (C) Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.
 - (3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea.
 - (A) Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.
 - (B) Use media forms to create a visual message that will compare and contrast ideas and points of view.

210:15-3-19. Language arts for grade 8 [REVOKED]

- (a) **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts. Participate productively in self-directed work teams to create observable products.
- (1) **Standard—vocabulary.** The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.
 - (A) Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
 - (B) Word Origins—Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion. Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as lasso, tortilla, and patio and investigate why these particular words were adopted from the Spanish.
 - (C) Idioms and Comparisons—Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
 - (i) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as "Rush hour traffic moves at a snail's pace or as plain as day."
 - (ii) Analogies: comparisons of the similar aspects of two different things.
 - (iii) Metaphors: implies comparisons, such as, "The cup of hot tea was the best medicine for my cold."

- (iv) Similes: comparisons that use like or as, such as, "The ice was smooth as glass before the skaters entered the rink."
- (2) **Standard—fluency.** The student will identify words rapidly so that attention is directed to the meaning of the text.
- (A) Read regularly in independent level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.
 - (B) Read regularly in instructional level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).
 - (C) Increase reading speed and comprehension through daily, independent reading.
 - (D) Read silently for increased periods of time.
 - (E) Use punctuation as a cue for pausing and characterization while reading.
- (3) **Standard—comprehension.** The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade level appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.
- (A) **Literal Understanding**
 - (i) Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.
 - (I) Determine the purpose for reading such as to be informed, entertained, persuaded, or to understand.
 - (II) Preview the text and use prior knowledge and experience to make connections to text.
 - (ii) Show understanding by asking questions and supporting answers with literal information from text.
 - (B) **Inferences and Interpreting**
 - (i) Make inferences and draw conclusions supported by text evidence and student experiences.
 - (ii) Connect, compare, and contrast ideas, themes, and issues across texts. Example: Use graphic organizers to show comparisons.
 - (C) **Summary and Generalization**
 - (i) Determine the main (or major) idea and how those ideas are supported with specific details.
 - (ii) Paraphrase and summarize text to recall, inform, or organize ideas.
 - (D) **Analysis and Evaluation**
 - (i) Distinguish between stated fact, reasoned judgement, and opinion in various texts.
 - (ii) Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).
 - (iii) Compare/contrast to determine similarities and differences in treatment, scope, or organization.
 - (iv) Problem/solution—offer observations, make connections, react, speculate, interpret, and raise questions in response to text.
 - (v) Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.
 - (vi) Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.
 - (E) **Monitoring and Correction Strategies**
 - (i) Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
 - (ii) Make, confirm, and revise predictions when reading.
 - (iii) Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

(4) Standard—literature. The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate in self-directed work teams to create observable products.

(A) Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.

(i) Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.

(ii) Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.

(B) Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

(i) Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.

(ii) Identify and explain various points of view and how they affect a story's interpretation.

(C) Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.

(i) Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.

(ii) Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.

(iii) Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.

(D) Literary Works—The student will read and respond to historically and culturally significant works of literature.

(i) Analyze and evaluate works of literature and the historical context in which they were written.

(ii) Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.

(iii) Compare similar characters, settings, and themes from varied literary traditions that cross cultures.

(5) Standard—research and information. The student will conduct research and organize information.

(A) Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.

(i) Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.

(ii) Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.

(iii) Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.

(iv) Note instances of persuasion, propaganda, and faulty reasoning in text.

(B) Interpreting Information—Analyze and evaluate information from a variety of sources.

(i) Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).

(ii) Analyze and paraphrase or summarize information from a variety of sources into a research paper.

(iii) Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix)

(iv) Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.

(v) Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.

(b) Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

(1) Standard—writing process. The student will use the writing process to write coherently.

(A) Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.

(B) Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climactic.

(C) Blend paragraphs, with effective transitions, into larger text.

(D) Use precise word choices, including figurative language, that convey specific meaning and tone.

(E) Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

(F) Revise multiple drafts individually and with peers.

(G) Edit for errors in Standard English usage, sentence structure, word choice, mechanics, and spelling.

(2) Standard—modes and forms of writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, argumentative, persuasive, and reflective modes. At Grade 8, write creative narrative, expository, argumentative, persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

(A) Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that:

(i) create and develop a plot or sequence of events using well-chosen details that reveal the significance of each event.

(ii) create and develop a character (s), including comparisons, that show the character's (s') beliefs and qualities.

(iii) create and develop an appropriate point of view (e.g., third person limited or first person point of view).

(iv) create and maintain a setting that enhances the narration.

(v) adjust tone and style to make writing more interesting and engaging to the audience.

(vi) use a range of narrative devices including dialogue, internal monologue, suspense, specific action, physical and background descriptions, and foreshadowing.

(vii) reveal the writer's attitude about the subject.

(viii) use sensory details and precise word choice. Example: Write an autobiographical account of one of your most memorable first days of school.

Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.

(B) Compose expository texts including research reports, technical documents, and other informational texts that:

(i) define a research thesis (a statement of position on the topic).

(ii) integrate important ideas, concepts, or direct quotations from significant information sources.

(iii) identifies a variety of primary and secondary sources and distinguish the nature and value of each.

(iv) organizes and displays information on charts, tables, maps, and graphs.

(v) document sources as appropriate to style.

(vi) Create technical documents using appropriate style and format that identify the necessary sequence or process. Example: using research compiled on public

- transportation in Oklahoma, compose a documented paper with illustrations and bibliography (works cited).
- (C) Compose persuasive/argumentative compositions that:
- (i) include a well-defined thesis that makes a clear and knowledgeable appeal.
 - (ii) present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.
 - (iii) provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter arguments. Example: Using the research completed on public transportation, compose a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.
- (D) Compose reflective papers to:
- (i) express the individual's insight into conditions or situations.
 - (ii) compare a scene from a work of fiction with a lesson learned from experience.
 - (iii) complete a self-evaluation on a class performance. Example: Write a reflective paper that analyzes reasons for selections used in a portfolio of works that demonstrate skills in different subjects.
- (E) Compose responses to literature, including poetry, that:
- (i) demonstrate careful reading and insight into interpretations.
 - (ii) connect responses to the writer's techniques and to specific textual references.
 - (iii) make supported inferences about the effects of a literary work on its audience.
 - (iv) support judgments with references to the text, other works, other authors, or to personal knowledge. Example: After reading a novel, compose an essay describing the different ways the characters speak (slang words or regional dialect) and analyze how this enhances or detracts from the narrative.
- (F) Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, poetry, and reports, showing a variety of word choices, or review a favorite book or film.
- (G) Write friendly, formal letters, emails, memos, proposals for change, and continue to produce other writing forms introduced in earlier grades.
- (H) Use appropriate essay test-taking and time-writing strategies that:
- (i) budget time for prewriting, drafting, revising, and editing.
 - (ii) prioritize the question/prompt.
 - (iii) identify the common directives from the prompt (Identify command verbs: explain, compare, evaluate, define, and develop, etc.).
 - (iv) analyze the question or prompt and determine the appropriate mode of writing.
 - (v) apply appropriate organizational methods to thoroughly address the prompt.
 - (vi) utilize an editing checklist or assessment rubric, if provided.
- (I) Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.
- (3) **Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.
- (A) Standard English Usage—Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade.
- (i) Use the principal parts of verbs and progressive verb forms.
 - (ii) Identify and correctly use transitive and intransitive verbs.
 - (iii) Identify and correctly use linking verbs.
 - (iv) Make subject and verbs agree.
 - (v) Identify personal, reflexive, and intensive pronouns.
 - (vi) Use nominative, objective, and possessive nouns and pronouns correctly.
 - (vii) Use correct pronoun reference and make pronouns agree with their antecedents.
 - (viii) Identify and use abstract, concrete, and collective nouns.
 - (ix) Correctly form and use the positive, comparative, and superlative forms of adjectives.
 - (x) Identify and use appositives and appositive phrases.

- (xi) Use verbals (infinitives, gerunds, and participles) to vary sentence structure in writing.
- (xii) Correctly identify and use independent, dependent, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases
- (xiii) Correctly use all conjunctions.
- (xiv) Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
- (B) Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.
 - (i) Apply the capitalization rules appropriately in writing.
 - (ii) Punctuate correctly in writing, including:
 - (I) Commas
 - (II) Quotation marks
 - (III) Apostrophes
 - (IV) Colons and semicolons
 - (V) Conventions of letter writing
 - (VI) Hyphens, dashes, parentheses
 - (iii) Distinguish correct spelling of commonly misspelled words and homonyms.
- (C) Sentence Structure—Demonstrate appropriate sentence structure in writing.
 - (i) Correct sentence run-ons and fragments.
 - (ii) Correct dangling and misplaced modifiers.
 - (iii) Differentiate between dependent, independent, restrictive (essential) and nonrestrictive (nonessential) clauses.
 - (iv) Simple, compound, complex, and compound-complex sentences.
 - (v) Compose sentences with simple, complete, and compound predicates.
- (e) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.
 - (1) **Standard—listening.** The student will listen for information and for pleasure.
 - (A) Identify the major ideas and supporting evidence in informative and persuasive messages.
 - (B) Listen in order to identify and discuss topic, purpose, and perspective.
 - (C) Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).
 - (D) Evaluate the spoken message in terms of content, credibility, and delivery.
 - (2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.
 - (A) Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
 - (B) Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
 - (C) Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).
 - (D) Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).
 - (E) Adjust message wording and delivery according to particular audience and purpose.
- (d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
 - (1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers, including graphic artists, illustrators, and news photographers, represent meaning.
 - (A) Interpret how language choice is used to enhance visual media (e.g., language or particular television or film genre, the use of emotional or logical arguments in commercials).

(B) Identify and explain reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features).

(2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.

(A) Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments).

(B) Establish criteria for selecting or avoiding specific programs.

(C) Assess how language medium and presentation contribute to the message.

(3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea.

(A) Produce visual images, messages, and meanings that communicate with others.

(B) Use media forms to create a visual message that will compare and contrast ideas and points of view.

210:15-3-20. Language arts for grade 9 [REVOKED]

(a) **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts. Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

(1) **Standard—vocabulary.** The student will expand vocabulary through word study, literature, and class discussion.

(A) Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.

(B) Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.

(C) Expand vocabulary through wide reading, listening, and discussing.

(D) Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.

(E) Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotative and denotative.

(2) **Standard—comprehension.** The student will interact with the words to construct an appropriate meaning. Read and understand grade-level appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.

(A) **Literal understanding.**

(i) Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.

(ii) Draw upon own background to provide connections to text.

(iii) Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.

(iv) Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.

(v) Use study strategies such as skimming and scanning, note taking, outlining, and using study guide questions to better understand texts.

(B) **Inferences and interpretation.**

(i) Analyze characteristics of text, including its structure, word choice, and intended audience.

(ii) Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.

(iii) Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).

(C) Summary and generalization.

- (i) Identify the main idea and supporting details by producing summaries of text.
- (ii) Use text features and elements to support inferences and generalizations about information.
- (iii) Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

(D) Analysis and evaluation.

- (i) Discriminate between fact and opinion and fiction and nonfiction.
- (ii) Recognize deceptive, and/or faulty arguments in persuasive texts.
- (iii) Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- (iv) Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions (e.g., sarcasm, criticism, praise, affection).

(3) Standard—literature. The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

(A) Literary genres. Demonstrate a knowledge of and an appreciation for various forms of literature.

- (i) Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
- (ii) Analyze the characteristics of subgenres including tragedy, sonnet, and epic, lyric, and narrative poetry.

(B) Literary elements. Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

- (i) Recognize the theme (general observation about life or human nature) within a text.
- (ii) Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood, and credibility of a text.
- (iii) Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.
- (iv) Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.
- (v) Analyze characters and identify author's point of view.
- (vi) Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(C) Figurative language and sound devices. Identify figurative language and sound devices and analyze how they affect the development of a literary work.

- (i) Identify and explain figurative language including metaphor, personification, and simile.
- (ii) Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.
- (iii) Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.
- (iv) Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.

(D) Literary works. The student will read and respond to historically and culturally significant works of literature.

- (i) Analyze and evaluate works of literature and the historical context in which they were written.

- (ii) Analyze and evaluate literature from various cultures to broaden cultural awareness.
- (iii) Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

(4) Standard—research and information. The student will conduct research and organize information.

(A) Accessing information. Select the best source for a given purpose.

- (i) Access information from a variety of primary and secondary sources.
- (ii) Skim text for an overall impression and scan text for particular information.
- (iii) Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

(B) Interpreting information. The student will analyze and evaluate information from a variety of sources.

- (i) Summarize, paraphrase, and/or quote relevant information.
- (ii) Determine the author's viewpoint to evaluate source credibility and reliability.
- (iii) Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.
- (iv) Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, news sources, in-depth field studies, speeches, journals, technical documents, or internet sources.
- (v) Draw conclusions from information gathered.

(b) Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

(1) Standard—writing process. The student will use the writing process to write coherently.

(A) Use a writing process to develop and refine composition skills. Students are expected to:

- (i) use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
- (ii) determine main idea by evaluating results of prewriting activities to select an appropriate topic.
- (iii) identify audience and purpose for writing:
 - (I) consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, or share an experience or emotion)
 - (II) understand the characteristics of a specific audience for the writing task.
- (iv) identify appropriate mode/genre.
- (v) develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
- (vi) revise drafts.
- (vii) edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
- (viii) refine selected pieces to publish for general and specific audiences.

(B) Use elaboration to develop an idea.

- (i) draft a text with a clear controlling idea or thesis
- (ii) develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
- (iii) apply different methods of support, such as facts, reasons, examples, or sensory details.
- (iv) apply a consistent and appropriate point of view.

(C) Demonstrate organization, unity, and coherence by using transitions and sequencing.

- (i) read the draft from the intended audience's point of view to evaluate clarity of purpose.
- (ii) evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- (iii) evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent.
- (iv) evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
- (v) evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
- (vi) evaluate whether sentence structures are varied in type, length, and complexity.
- (D) Editing, proofreading, and evaluating:
 - (i) apply Standard English usage, correct spelling and usage in text. Correct errors in grammatical conventions (e.g., complete sentences, independent and dependent (restrictive/nonrestrictive) clauses, conjunctions for subordination, correlation, and coordination, subject verb agreement, consistent verb tense, pronoun antecedent relationship, noun and pronoun agreement, use of prepositional phrases, adverbs, and adjectives).
 - (ii) employs specified proofreading strategies and consults resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - (iii) uses a specified format for in text citation of source materials, for bibliographies, and for lists of works cited. Check against original source for accuracy.
 - (iv) demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
- (E) Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
- (F) Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).

(2) **Standard—modes and forms of writing.** The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Final drafts are formatted for the genre. Begin writing documents related to career development. Demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

- (A) Compose fictional, biographical or autobiographical narratives or short stories that:
 - (i) create and develop characters including character motivation, gestures, and feelings.
 - (ii) create and develop a plot utilizing the key elements: exposition, rising action, climax, falling action, resolution/conclusion.
 - (iii) create and develop an appropriate point of view.
 - (iv) create and develop a setting with a narrative that is relevant to the overall meaning of the work.
 - (v) use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback.
- (B) Compose expository compositions, including analytical essays and research reports that:
 - (i) integrates evidence in support of a thesis including information on all relevant perspectives.
 - (ii) quotes, summarizes, and paraphrases information and ideas from a variety of primary and secondary sources accurately and coherently.
 - (iii) integrates a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.

- (iv) integrates visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
 - (v) identifies and addresses reader's potential misunderstandings, biases, and expectations.
 - (vi) uses technical terms and notations accurately.
- (C) Compose persuasive/argumentative compositions that:
- (i) include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
 - (ii) use exposition, narration, and description to support the main argument.
 - (iii) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - (iv) effectively address reader's concerns, counterclaims, biases, and expectations.
- (D) Create documents related to career development that:
- (i) use a conventional format to write a formal letter, email, or memorandum.
 - (ii) present information purposefully and in brief to meet the need of the intended audience.
 - (iii) use appropriate vocabulary and professional writing etiquette (e.g. formal language, appropriate salutation, and closing, etc.).
- (E) Write reflective papers that may address one of the following purposes:
- (i) express the individual's insight into conditions or situations, detailing the author's role in the outcome of the event.
 - (ii) connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
 - (iii) complete a self-evaluation on a class performance.
- (F) Write responses to literature that:
- (i) demonstrate the significant ideas of literary works.
 - (ii) support important ideas and viewpoints through accurate and detailed reference to the text or to other works.
 - (iii) demonstrate awareness of author's style and an appreciation of the effects created.
 - (iv) identify and assess the impact of ambiguities, nuances, and complexities within the text.
- (G) Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.
- (H) Write friendly, formal letters, emails, and memoranda, and continue to produce other writing forms introduced in earlier grades.
- (I) Use appropriate essay test-taking and time-writing strategies that:
- (i) budget time for prewriting, drafting, revising, and editing.
 - (ii) prioritize the question/prompt.
 - (iii) identify the common directives from the prompt (identify command verbs: explain, compare, evaluate, define, and develop, etc.).
 - (iv) analyze the question or prompt and determine the appropriate mode of writing.
 - (v) apply appropriate organizational methods to thoroughly address the prompt.
 - (vi) evaluate work using editing checklist or rubric if available.
- (J) Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.
- (3) **Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing. Participate independently and in groups to create oral presentations.
- (A) **Standard English usage.** Demonstrate correct use of Standard English in speaking and writing.
- (i) Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - (ii) Use correct verb forms and tenses.
 - (iii) Use correct subject-verb agreement.
 - (iv) Use active and passive voice.

- (v) Identify and correctly use linking, transitive, and intransitive verbs.
 - (vi) Use nominative, objective, and possessive nouns and pronouns correctly.
 - (vii) Use abstract, concrete, and collective nouns correctly.
 - (viii) Correct pronoun/antecedent agreement and use clear pronoun reference.
 - (ix) Correct types, forms, and cases of pronouns.
 - (x) Use correct forms of positive, comparative, and superlative adjectives.
- (B) **Mechanics and spelling.** Demonstrate appropriate language mechanics in writing.
- (i) Apply capitalization rules appropriately in writing.
 - (ii) Use correct formation of plurals.
 - (iii) Demonstrate correct use of punctuation and recognize its effect on sentence structure including:
 - (I) commas
 - (II) quotation marks
 - (III) apostrophes, colons, and semicolons
 - (IV) hyphens, dashes, parentheses, and brackets
 - (iv) Demonstrate correct use of punctuation in research writing including:
 - (I) formal outline
 - (II) parenthetical documentation
 - (III) works cited/bibliography
 - (v) Use correct spelling including:
 - (I) commonly misspelled words and homonyms
 - (II) spell consonant changes correctly (Example: recede/recession; transmit/transmission).
 - (III) spell correctly Greek and Latin derivatives (words that come from a base or common root word by applying correct spelling of bases and affixes (prefixes and suffixes)).
- (C) **Sentence structure.** Demonstrate appropriate sentence structure in writing.
- (i) Identify and use parallel structure.
 - (ii) Correct dangling and misplaced modifiers.
 - (iii) Correct run-on sentences.
 - (iv) Correct fragments.
 - (v) Correct comma splices.
 - (vi) Differentiate between dependent/independent and restrictive/nonrestrictive (essential/nonessential) clauses.
 - (vii) Write effective simple, compound, complex, and compound-complex sentences.
- (e) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgment about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.
- (1) **Standard—listening.** The student will listen for information and for pleasure.
- (A) Focus attention on the speaker's message.
 - (B) Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.
 - (C) Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
 - (D) Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.
 - (E) Use feedback to evaluate own effectiveness and set goals for future presentations.
- (2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.
- (A) Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
 - (B) Prepare, organize, and present a variety of informative messages effectively.

- (C) Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.
- (d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
- (1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers including graphic artists, illustrators, and news photographers represent meaning.
- (A) Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).
- (B) Indicate how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).
- (2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.
- (A) Selects people with special interests and expectations who are the target audience for particular messages or products in visual media.
- (B) Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).
- (3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea.
- (A) Create media products to include a billboard, cereal box, short editorials, and a three minute documentary or print ad to engage specific audiences.
- (B) Create, present, test, and revise a project and analyze a response, using data gathering techniques such as questionnaires, group discussions, and feedback forms.

210:15-3-21. Language arts for grade 10 [REVOKED]

- (a) **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.
- (1) **Standard—vocabulary.** The student will expand vocabulary through word study, literature, and class discussion. Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.
- (A) Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
- (B) Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
- (C) Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
- (D) Discriminate between connotative and denotative meanings and interpret the connotative power of words.
- (E) Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.
- (2) **Standard—comprehension.** The student will interact with the words and concepts on the page to understand what the writer has said. Read and understand grade-level appropriate material. Analyze the organization patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.
- (A) **Literal understanding.**
- (i) Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
- (ii) Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
- (iii) Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).

- (iv) Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).
- (B) Inferences and interpretation.**
 - (i) Use elements of the text to defend responses and interpretations.
 - (ii) Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
 - (iii) Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, nationality).
- (C) Summary and generalization.**
 - (i) Determine the main idea, locate and interpret minor subtly stated details in complex passages.
 - (ii) Use text features and elements to support inferences and generalizations about information.
 - (iii) Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
- (D) Analysis and evaluation.**
 - (i) Discriminate between fact and opinion and fiction and nonfiction.
 - (ii) Evaluate deceptive, and/or faulty arguments in persuasive texts.
 - (iii) Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - (iv) Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions (e.g., sarcasm, criticism, praise, affection).
- (3) Standard—literature.** The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.
 - (A) Literary genres.** Demonstrate a knowledge of and an appreciation for various forms of literature.
 - (i) Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.
 - (ii) Analyze the characteristics of subgenres such as satire, parody, allegory, and pastorals.
 - (B) Literary elements.** Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - (i) Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, and point of view with emphasis on how they are addressed and resolved.
 - (ii) Explain how author's voice, point of view, or choice of a narrator affect the characterization and the tone, plot, mood, and credibility of a text.
 - (iii) Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - (iv) Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - (v) Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
 - (C) Figurative language and sound devices.** Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
 - (i) Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
 - (ii) Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.

- (iii) Analyze the melodies of literary language, including its use of evocative words, rhythms, and rhymes.
- (D) **Literary works.** The student will read and respond to historically and culturally significant works of literature.
 - (i) Analyze and evaluate works of literature and the historical context in which they were written.
 - (ii) Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - (iii) Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
- (4) **Standard—research and information.** The student will conduct research and organize information.
 - (A) **Accessing information.** Select the best source for a given purpose.
 - (i) Access information from a variety of primary and secondary sources.
 - (ii) Skim text for an overall impression and scan text for particular information.
 - (iii) Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
 - (B) **Interpreting information.** Analyze and evaluate information from a variety of sources.
 - (i) Summarize, paraphrase, and/or quote relevant information.
 - (ii) Determine the author's viewpoint to evaluate source credibility and reliability.
 - (iii) Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - (iv) Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, news sources, in-depth field studies, speeches, journals, technical documents, or internet sources.
- (b) **Writing/grammar/usage and mechanics.** Discuss ideas for writing with other writers. Write coherent and focused essays that show a well defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.
 - (1) **Standard—writing process.** The student will use the writing process to write coherently.
 - (A) Use a writing process to develop and refine composition skills. Students are expected to:
 - (i) use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
 - (ii) analyze audience and purpose:
 - (I) consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.
 - (II) analyze the characteristics of a specific audience (interests, beliefs, and/or background knowledge) and select an appropriate audience for the writing task.
 - (iii) analyze appropriate mode/genre.
 - (iv) develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
 - (v) revise for appropriateness of organization, content, and style.
 - (vi) edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
 - (vii) refine selected pieces to publish for general and specific audiences.
 - (B) Use elaboration to develop an idea:
 - (i) draft a text with a clear controlling idea or thesis.
 - (ii) develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
 - (iii) apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.

- (iv) apply a consistent and appropriate point of view.
- (v) understand and apply formal and informal diction.
- (C) Demonstrate organization, unity, and coherence by using transitions and sequencing:
 - (i) read the draft from the intended audience's point of view to evaluate clarity of purpose.
 - (ii) evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
 - (iii) evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
 - (iv) evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
 - (v) evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
 - (vi) evaluate whether sentence structures are varied in type, length, and complexity.
- (D) Editing/proofreading and evaluating: Use precise word choices, including figurative language, that convey specific meaning:
 - (i) apply Standard English usage, spelling, and mechanics to text.
 - (ii) correct errors in grammatical conventions.
 - (iii) employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - (iv) use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).
 - (v) demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
- (E) Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
- (F) Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, respond to classmates' writing).

(2) **Standard—modes and forms of writing.** The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes. At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750 to 1,000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriate for the genre/mode.

- (A) Compose fictional, biographical, or autobiographical narratives or short stories that:
 - (i) establish and develop dynamic and static characters including character motivation, gestures, and feelings.
 - (ii) establish and develop a plot that effectively communicates the overall theme and establishes significant events.
 - (iii) establish and maintain a consistent point of view especially third-person limited or omniscient point of view.
 - (iv) establish or develop a setting within a narrative that is relevant to the overall meaning of the work.
 - (v) use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.
 - (vi) present action segments to accommodate changes in time and mood.
- (B) Compose expository compositions, including analytical essays and research reports that:
 - (i) integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
 - (ii) communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.

- (iii) integrate a variety of suitable, credible reference sources, such as, print, pictorial, audio, and reliable Internet sources.
 - (v) integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
 - (vi) identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.
 - (vii) use technical terms and notations accurately.
- (C) Compose persuasive/argumentative compositions that:
- (i) include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
 - (ii) use exposition, narration, description, and argumentation to support the main argument.
 - (iii) use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating a personal anecdote, case study, or analogy.
 - (iv) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - (v) effectively address reader's concerns, counterclaims, biases, and expectations.
- (D) Create documents related to career development that:
- (i) follow conventional format for email, formal letter, or memorandum.
 - (ii) provide clear and purposeful information and address the intended audience appropriately.
 - (iii) use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.
- (E) Compose reflective papers that may address one of the following purposes:
- (i) express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint.
 - (ii) connect lessons from literature, history, current events, and motives/media to personal experiences and ideas.
 - (iii) complete a self-evaluation on a class performance.
- (F) Use appropriate essay test-taking and time-writing strategies that:
- (i) budget time for prewriting, drafting, revising, and editing.
 - (ii) prioritize the question/prompt.
 - (iii) identify the common directives from the prompt (identify command verbs: explain, compare, evaluate, define, and develop, etc.)
 - (iv) analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
 - (v) apply appropriate organizational methods to thoroughly address the prompt.
- (G) Compose responses to literature that:
- (i) integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.
 - (ii) evaluate the impact of genre, historical, and cultural context on the work.
 - (iii) evaluate the impact of literary elements/devices and complexities within the work.
 - (iv) extend writing by changing mood, plot, characterization, or voice.
- (H) Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical style that:
- (i) incorporates relevant integrated quotations, summary, and paraphrase with commentary.
 - (ii) includes internal citations.
 - (iii) contains a works-cited/bibliography.
- (I) Write for different purposes and audiences, adjusting tone, style, and voice as appropriate and continue to produce other writing forms introduced in earlier grades.
- (3) **Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

(A) Standard English usage. The student will demonstrate correct use of Standard English in speaking and writing.

- (i) Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- (ii) Use nominative, objective, and possessive nouns.
- (iii) Use abstract, concrete, and collective nouns.
- (iv) Use correct verb forms and tenses.
- (v) Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.
- (vi) Distinguish transitive, intransitive, and linking verbs.
- (vii) Distinguish active and passive voice.
- (viii) Use correct pronoun/antecedent agreement and clear pronoun reference.
- (ix) Use correct forms of positive, comparative, and superlative adjectives.
- (x) Use correct form of conjunction (coordinating, correlating, or subordinating).
- (xi) Use appositives and verbals in compositions.

(B) Mechanics and spelling. The student will demonstrate appropriate language mechanics in writing.

- (i) Apply capitalization rules appropriately in writing.
- (ii) Punctuate in writing including:
 - (I) commas
 - (II) quotation marks
 - (III) apostrophes, colons, and semicolons
 - (IV) ellipsis
 - (V) hyphens, dashes, parentheses, and brackets
- (iii) Demonstrate correct use of punctuation in research writing including:
 - (I) formal outline
 - (II) parenthetical documentation
 - (III) works cited/bibliography
- (iv) Use correct formation of plurals.
- (v) Use correct spelling including:
 - (I) commonly misspelled words and homonyms
 - (II) spell consonant changes correctly (example recede/recession; transmit/transmission)
 - (III) spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

(C) Sentence structure. The student will demonstrate appropriate sentence structure in writing.

- (i) Identify and use parallel structure.
- (ii) Correct dangling and misplaced modifiers.
- (iii) Correct run-on sentences.
- (iv) Correct fragments.
- (v) Correct comma splices.
- (vi) Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
- (vii) Use a variety of sentence structures and lengths to create a specific effect.

(e) Oral language/listening and speaking. The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

(1) Standard listening. The student will listen for information and for pleasure.

(A) Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.

- (B) Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
- (C) Evaluate informative and persuasive presentations of peers, public figures, and media presentations.
- (D) Use feedback to evaluate own effectiveness and set goals for future presentations.
- (2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.
 - (A) Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
 - (B) Prepare, organize, and present a variety of informative and persuasive messages effectively.
 - (C) Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.
- (d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
 - (1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meaning.
 - (A) Identifies the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).
 - (B) Investigates how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).
 - (2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.
 - (A) Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.
 - (B) Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).
 - (3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea.
 - (A) Investigate and present the sources of a media presentation or production such as who made it and why it was made.
 - (B) Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.

210:15-3-22. Language arts for grade 11 [REVOKED]

- (a) **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.
 - (1) **Standard—vocabulary.** The student will expand vocabulary through word study, literature, and class discussion. Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.
 - (A) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.
 - (B) Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
 - (C) Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
 - (D) Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
 - (E) Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.

(2) Standard—comprehension. The student will interact with the words and concepts on the page to understand what the writer has said. Read and understand grade-level appropriate material. Analyze the organization patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.

(A) Literal understanding.

- (i) Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
- (ii) Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
- (iii) Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.
- (iv) Constructs images such as graphic organizers based on text descriptions and text structures.

(B) Inferences and interpretation.

- (i) Interpret the possible inferences of the historical context on literary works.
- (ii) Describe the development of plot and identify conflict and how they are addressed and resolved.
- (iii) Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).
- (iv) Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.

(C) Summary and generalization.

- (i) Determine the main idea and supporting details by producing summaries of text.
- (ii) Use text features and elements to support inferences and generalizations about information.
- (iii) Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

(D) Analysis and evaluation.

- (i) Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.
- (ii) Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- (iii) Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- (iv) Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

(3) Standard—literature. The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

(A) Literary genres. Demonstrate a knowledge of and an appreciation for various forms of literature.

- (i) Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
- (ii) Analyze the characteristics of subgenres including allegory and ballad.

(B) Literary elements. Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

- (i) Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

- (ii) Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
 - (iii) Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - (iv) Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - (v) Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
- (C) Figurative language and sound devices.** Identify figurative language and sound devices and analyze how they affect the development of a literary work.
- (i) Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
 - (ii) Identify and explain sound devices including alliteration and rhyme.
 - (iii) Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
- (D) Literary works.** Read and respond to historically and culturally significant works of literature.
- (i) Analyze and evaluate works of literature and the historical context in which they were written.
 - (ii) Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - (iii) Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
 - (iv) Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.
- (4) Standard—research and information.** The student will conduct research and organize information.
- (A) Accessing information.** Select the best source for a given purpose.
- (i) Access information from a variety of primary and secondary sources.
 - (ii) Skim text for an overall impression and scan text for particular information.
 - (iii) Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
- (B) Interpreting information.** Analyze and evaluate information from a variety of sources:
- (i) Summarize, paraphrase, and/or quote relevant information.
 - (ii) Determine the author's viewpoint to evaluate source credibility and reliability.
 - (iii) Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - (iv) Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or internet sources.
 - (v) Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- (b) Writing/grammar/mechanics and usage.** The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process. Work independently and in self directed writing teams to edit and revise.
- (1) Standard—writing process.** The student will use the writing process to write coherently.

- (A) Students are expected to:
- (i) use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes logs, or reading to generate ideas, develop voice, gather information, and plan.
 - (ii) develop main idea/thesis.
 - (iii) evaluate results of prewriting activities and select appropriate topic.
 - (iv) evaluate audience and purpose:
 - (I) consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statement, or share an experience or emotion).
 - (II) evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
 - (v) develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
 - (vi) revise drafts for organization, content and style.
 - (vii) edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
 - (viii) refine selected pieces to publish for general and specific audiences.
- (B) Use elaboration to develop an idea:
- (i) draft a text with a clear, controlling idea or thesis
 - (ii) develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
 - (iii) apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
 - (iv) apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
 - (v) understand and apply formal and informal diction for a desired effect.
- (C) Demonstrate organization, unity, and coherence during revision process:
- (i) read the draft from the intended audience's point of view to evaluate clarity of purpose.
 - (ii) evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
 - (iii) evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
 - (iv) evaluate whether ideas are adequately developed.
 - (v) apply a consistent and appropriate point of view.
 - (vi) understand and apply formal and informal diction.
- (D) Editing/proofreading and evaluating:
- (i) apply Standard English usage and correct spelling in text.
 - (ii) employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - (iii) use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
 - (iv) demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
- (E) Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- (F) Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- (G) Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

(2) Standard—modes and forms of writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes. At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and become familiar with forms of job applications and resumes. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience [intended reader] and purpose for writing.

- (A) Compose fictional, biographical or autobiographical narratives that:
 - (i) create and develop dynamic and static characters who experience internal and external conflicts, including character motivation, gestures, and feelings.
 - (ii) create and develop a plot that effectively communicates the author's purpose.
 - (iii) create and self-select first or third person point of view appropriate for the author's purpose.
 - (iv) create and develop a setting within a narrative that is relevant to the overall meaning of the work.
 - (v) use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, and allusion.
 - (vi) present action segments to accommodate changes in time and mood.
- (B) Compose expository compositions, including analytical essays, historical investigations, and research reports that:
 - (i) integrate evidence in support of a thesis including information on all relevant perspectives.
 - (ii) quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
 - (iii) integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information in support of topic.
 - (iv) use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.
 - (v) identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.
- (C) Compose persuasive compositions that:
 - (i) include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
 - (ii) use exposition, narration, description, and argumentation to support the main argument.
 - (iii) use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
 - (iv) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - (v) effectively address reader's concerns, counterclaims, and individual or group biases.
- (D) Create documents related to career development that:
 - (i) follow conventional format for formal letter, email, and memorandum
 - (ii) provide clear, purposeful information and address the intended audience appropriately.
 - (iii) indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - (iv) modify the tone to fit the purpose and audience.
 - (v) follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.

- (vi) use accurate information to create an effective resume.
- (E) Compose reflective compositions that:
 - (i) express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences.
 - (ii) connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
- (F) Compose responses to literature that:
 - (i) evaluate the significant ideas of literary works or passages including plot development and characterization.
 - (ii) integrate textual references, integrated quotations, and interpretive commentary to create an accurate and consistent composition.
 - (iii) evaluate the impact of genre, cultural, and historical context on the work.
 - (iv) evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.
- (G) Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.
- (H) Compose documented papers that:
 - (i) incorporate relevant integrate quotations, summary, and paraphrase with commentary.
 - (ii) includes internal citations using various formats of research writing.
 - (iii) contains a works cited/bibliography consistent with the selected research writing format.
- (H) Use appropriate essay test taking and time writing strategies that:
 - (i) budget time for prewriting, drafting, revising, and editing.
 - (ii) prioritize question/prompt.
 - (iii) identify common directives from the prompt (identify common verbs: explain, compare, evaluate, define, and develop, etc.).
 - (iv) analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
 - (v) apply appropriate organizational methods to thoroughly address the prompt.
 - (vi) evaluate work using editing checklist or rubric if available.
- (3) **Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.
 - (A) **Standard English usage.** Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed writing teams to edit and revise.
 - (i) Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - (ii) Identify and use correct verb forms and tenses.
 - (iii) Identify and use correct subject-verb agreement.
 - (iv) Identify and use active and passive voice.
 - (v) Identify and use concrete, abstract, and collective nouns.
 - (vi) Identify and use nominative, objective, and possessive nouns.
 - (vii) Identify and use correct pronoun/antecedent agreement and clear pronoun reference.
 - (viii) Identify and use correct forms of positive, comparative, and superlative adjectives.
 - (ix) Identify and use coordinating, correlating, and subordinating conjunctions.
 - (x) Identify and use appositives and verbals.
 - (B) **Mechanics and spelling.** Demonstrate appropriate language mechanics in writing.
 - (i) Apply capitalization rules appropriately in writing.
 - (ii) Punctuate in writing including:
 - (I) commas
 - (II) quotation marks
 - (III) apostrophes, colons, and semicolons
 - (IV) ellipsis

- (V) hyphens, dashes, parentheses, and brackets
- (iii) Demonstrate correct use of punctuation in research writing including:
 - (I) formal outline
 - (II) parenthetical documentation
 - (III) works cited/bibliography
- (iv) Use correct formation of plurals.
- (v) Use correct spelling including:
 - (I) commonly misspelled words and homonyms
 - (II) spell consonant changes correctly (example recede/recession; transmit/transmission)
 - (III) spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
- (C) **Sentence structure.** Demonstrate appropriate sentence structure in writing.
 - (i) Maintain parallel structure.
 - (ii) Correct dangling and misplaced modifiers.
 - (iii) Correct run-on sentences.
 - (iv) Correct fragments.
 - (v) Correct comma splices
 - (vi) Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information
 - (vii) Effectively use a variety of sentence structures and lengths to create a specific effect
- (D) Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.
- (e) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.
 - (1) **Standard listening.** The student will listen for information and for pleasure.
 - (A) Demonstrate proficiency in critical-empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
 - (B) Use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies.
 - (C) Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
 - (D) Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
 - (E) Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.
 - (2) **Standard speaking.** The student will express ideas and opinions in group or individual situations.
 - (A) Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.
 - (B) Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
 - (C) Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.
 - (D) Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

- (d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.
- (1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers including graphic artists, illustrators, and news photographers represent meaning.
- (A) Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesizes material viewed, refer to images or information in visual media to support point of view).
 - (B) Describes how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).
- (2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.
- (A) Uses a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
 - (B) Identifies the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).
- (3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea.
- (A) Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.
 - (B) Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet and compose a study of the results.

210:15-3-23. Language arts for grade 12 [REVOKED]

- (a) **Reading/literature.** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.
- (1) **Standard—vocabulary.** The student will expand vocabulary through word study, literature, and class discussion. Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use those words accurately.
- (A) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).
 - (B) Research unfamiliar words based on characters or themes or historical events.
 - (C) Analyze the meaning of analogies encountered, analysing specific comparisons as well as relationships and inferences.
 - (D) Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
- (2) **Standard—comprehension.** The student will interact with the words and concepts on the page to understand what the writer has said. Read and understand grade level appropriate material. Analyze the organization patterns and evaluate authors' argument and positions. At Grade 12, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.
- (A) **Literal understanding.**
- (i) Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - (ii) Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - (iii) Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.
 - (iv) Construct images such as graphic organizers based on text descriptions and text structures.
 - (v) Read silently with comprehension for a sustained period of time.

(B) Inferences and interpretation.

- (i) Interpret the possible inferences of the historical context on literary works.
- (ii) Describe the development of plot and identify conflict and how they are addressed and resolved.
- (iii) Identify influences on a reader's response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).
- (iv) Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.

(C) Summary and generalization.

- (i) Determine the main idea and supporting details by producing summaries of text.
- (ii) Use text features and elements to support inferences and generalizations about information.
- (iii) Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
- (iv) Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.

(D) Analysis and evaluation.

- (i) Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.
- (ii) Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- (iii) Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- (iv) Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.
- (v) Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.

(3) Standard—literature. The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

(A) Literary genres. Demonstrate a knowledge of and an appreciation for various forms of literature.

- (i) Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
- (ii) Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.

(B) Literary elements. Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

- (i) Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- (ii) Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
- (iii) Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
- (iv) Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
- (v) Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues

to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

(C) **Figurative language and sound devices.** Identify figurative language and sound devices and analyze how they affect the development of a literary work.

(i) Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.

(ii) Identify and explain sound devices including alliteration and rhyme.

(iii) Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.

(D) **Literary works.** Read and respond to historically and culturally significant works of literature.

(i) Analyze and evaluate works of literature and the historical context in which they were written.

(ii) Analyze and evaluate literature from various cultures to broaden cultural awareness.

(iii) Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

(iv) Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

(4) **Standard—research and information.** The student will conduct research and organize information.

(A) **Accessing information.** Select the best source for a given purpose.

(i) Access information from a variety of primary and secondary sources.

(ii) Skim text for an overall impression and scan text for particular information.

(iii) Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

(B) **Interpreting information**—Analyze and evaluate information from a variety of sources.

(i) Summarize, paraphrase, and or quote relevant information.

(ii) Determine the author's viewpoint to evaluate source credibility and reliability.

(iii) Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.

(iv) Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or internet sources.

(v) Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.

(vi) Compiles written ideas and information into reports, summaries, or other formats and draw conclusions.

(b) **Writing/grammar/mechanics and usage.** The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well defined point of view and tightly reasoned argument. The writing demonstrates a progression through the stages of the writing process. Work independently and in self directed writing teams to edit and revise.

(1) **Standard—writing process.** The student will use the writing process to write coherently.

(A) Students are expected to:

(i) use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes logs, interviews, or reading to generate ideas, develop voice, gather information, and plan.

(ii) develop main idea/thesis.

(iii) evaluate results of prewriting activities and select appropriate topic.

(iv) evaluate audience and purpose for writing.

- (I) consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make a social and/or political statement, or share an experience or emotion).
 - (II) evaluate the writing task, considering the assumptions, values, and background knowledge of the intended audience.
 - (v) evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
 - (vi) develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
 - (vii) revise drafts for organization, content, and style.
 - (viii) edit/proofread for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
 - (ix) refine selected pieces to publish for general and specific audiences.
- (B) Use elaboration to develop an idea:
- (i) draft a text with a clear, controlling idea or thesis
 - (ii) develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
 - (iii) apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
 - (iv) apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
 - (v) understand and apply formal and informal diction for a desired effect.
- (C) Demonstrate organization, unity, and coherence during revision process:
- (i) read the draft from the intended audience's point of view to evaluate clarity of purpose.
 - (ii) evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
 - (iii) evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
 - (iv) evaluate whether ideas are adequately developed.
 - (v) apply a consistent and appropriate point of view.
 - (vi) understand and apply formal and informal diction.
- (D) Editing/proofreading and evaluating:
- (i) apply Standard English usage and correct spelling in text.
 - (ii) employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - (iii) use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
 - (iv) demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
- (E) Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- (F) Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- (G) Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
- (H) Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and writing.
- (2) **Standard—modes and forms of writing.** The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective

modes. At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description: to produce text reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

(A) Write fictional, biographical or autobiographical narratives that:

- (i) create and develop a character who experiences an internal and external conflicts, including character motivation, gestures, and feelings.
- (ii) create and develop a plot that effectively communicates a pattern.
- (iii) create and manipulate point of view to reveal author's purpose.
- (iv) create and develop a setting to reinforce the mood.
- (v) use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, allusion, and frame story.
- (vi) narrate a sequence of events.

(B) Compose expository compositions, including analytical essays, historical investigations, and research reports that:

- (i) integrate evidence in support of a thesis including information on all relevant perspectives.
- (ii) quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
- (iii) integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information that contains different perspectives.
- (iv) use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.
- (v) identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate professional, academic, or technical diction.
- (vi) use technical terms and notations accurately.

(C) Compose persuasive compositions that:

- (i) include a well defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
- (ii) use exposition, narration, description, and argumentation to support the main argument.
- (iii) use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
- (iv) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- (v) effectively address reader's concerns, counterclaims, and individual or group biases.

(D) Create documents related to career development that:

- (i) appropriately present purposeful and precise information to meet the need of the intended audience.
- (ii) write an email, formal letter, or memorandum, using conventional format.
- (iii) follow the conventional style for a specific document (resume, cover letter of application), and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
- (iv) use accurate information to create various effective resume formats.
- (v) modify the tone to fit the purpose and audience.

(E) Compose reflective compositions that:

- (i) express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences to justify or clarify his/her perspective.

- (ii) connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
- (F) Compose responses to literature that:
 - (i) evaluate the significant ideas of literary works or passages including plot development and characterization.
 - (ii) evaluate the impact of genre, cultural, and historical context on the work.
 - (iii) evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.
 - (iv) support important ideas and viewpoints with accurate and detailed reference to the text or to other works.
- (G) Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.
- (H) Write documented papers that:
 - (i) incorporate relevant integrated quotations, summary, and paraphrase with commentary.
 - (ii) include internal citations using various formats of research writing.
 - (iii) contain a works-cited/bibliography consistent with the selected research writing format.
- (I) Use appropriate essay test-taking and time-writing strategies that:
 - (i) budget time for prewriting, drafting, revising, and editing.
 - (ii) prioritize the question/prompt.
 - (iii) identify common directives from the question/prompt (identify common verbs: explain, compare, evaluate, define, and develop, etc.).
 - (iv) analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
 - (v) apply appropriate organizational methods to thoroughly address the question/prompt.
 - (vi) evaluate work using editing checklist or rubric, if available.
- (3) **Standard—grammar/usage and mechanics.** The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.
 - (A) **Standard English usage.** Demonstrate correct use of Standard English in speaking and writing.
 - (i) Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - (ii) Identify and use correct verb forms and tenses.
 - (iii) Identify and use correct subject-verb agreement.
 - (iv) Distinguish active and passive voice.
 - (v) Identify and use pronouns effectively, correct pronoun/antecedent agreement, and use clear pronoun reference.
 - (vi) Identify and use correct forms of positive, comparative, and superlative adjectives.
 - (vii) Continue to identify and use all grammar structure from prior grades.
 - (B) **Mechanics and spelling.** Demonstrate appropriate language mechanics in writing.
 - (i) Demonstrate correct use of capitals.
 - (ii) Use correct formation of plurals.
 - (iii) Demonstrate correct use of punctuation and recognize its effect on sentence structure.
 - (iv) Use correct spelling of commonly misspelled words and homonyms.
 - (C) **Sentence structure**—The student will demonstrate appropriate sentence structure in writing.
 - (i) Use parallel structure.
 - (ii) Correct dangling and misplaced modifiers.
 - (iii) Correct run-on sentences.
 - (iv) Correct fragments.
 - (v) Correct comma splices.

- (vi) Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
- (vii) Effectively use a variety of sentence structures and lengths to create a specific effect.

(D) Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

(e) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

(1) **Standard—listening.** The student will listen for information and for pleasure.

(A) Demonstrate proficiency in critical-empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.

(B) Use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies.

(C) Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.

(D) Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.

(E) Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

(2) **Standard—speaking.** The student will express ideas and opinions in group or individual situations.

(A) Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.

(B) Use language and rhetorical strategies skillfully in informative and persuasive messages.

(C) Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

(D) Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.

(E) Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.

(F) clear questions for a variety of purposes and respond appropriately to the questions of others.

(d) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.

(1) **Standard—interpret meaning.** The student will interpret and evaluate the various ways visual image makers including graphic artists, illustrators, and news photographers represent meaning.

(A) Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesizes material viewed, refer to images or information in visual media to support point of view).

(B) Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

(2) **Standard—evaluate media.** The student will evaluate visual and electronic media, such as film, as they compare with print messages.

(A) Uses a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).

(B) Identifies the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

(3) **Standard—compose visual messages.** The student will create a visual message that effectively communicates an idea.

(A) Use the effects of media on constructing his/her own perception of reality.

(B) Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.

PART 7. MATHEMATICS [REVOKED]

210:15-3-40. Overview grades 1 through 5 [REVOKED]

Developmentally appropriate mathematics curriculum for Grades 1 through 5 must encourage the exploration of a wide variety of mathematical ideas and promote in-depth levels of understanding by focusing on the key concepts and processes. Programs should fit the needs of the learner. Student success depends largely on the quality of the foundation that is established during the first years of school. The mathematics curriculum for Grades 1 through 5 must:

(1) Help children develop conceptual understanding of number, space, and situational problems by designing explorations and investigations that make use of everyday objects and specially designed materials (e.g., base-10 blocks).

(2) Actively involve children in doing mathematics with extensive and thoughtful use of manipulatives (concrete materials) in an environment that encourages children to develop, discuss, test, and apply ideas.

(3) Develop newly introduced mathematics concepts by beginning instruction with concrete experiences, progressing to pictorial representations and culminating with abstract symbols.

(4) Require appropriate reasoning and problem-solving experiences from the outset, instilling in students a sense of confidence in their ability to think and communicate mathematically, to detect patterns, and to analyze data.

(5) Emphasize the power of mathematics in helping children understand and interpret their world and solve problems that occur in it.

(6) Include a broad range of content by incorporating an informal approach to measurement, geometry, data analysis, and patterns (algebra). This helps students see the usefulness of mathematics and establishes a foundation for further study.

(7) Provide appropriate and ongoing use of technology by enabling children to explore number ideas and patterns, to focus on problem-solving processes, and to investigate realistic applications. Calculators do not replace the need for students to be fluent with basic facts, have efficient computation strategies, be able to compute mentally, and do paper and pencil computation.

210:15-3-40.1. Definitions [REVOKED]

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"**Addend**" means in the addition problem $3 + 2 + 6 = 11$, the addends are 3, 2, and 6.

"**Algorithm**" means step-by-step procedure for solving a problem.

"**Analog time**" means time displayed on a timepiece having hour and minute hands.

"**Array**" means (rectangular) an orderly arrangement of objects into a rectangular configuration (e.g., take 6 tiles and arrange two long and three wide to form a rectangle).

"**Attribute**" means characteristics (e.g., size, shape, color, weight).

"**Combinations**" means a selection of objects without regard to order.

"**Complementary angles**" means two angles whose measure have a sum of 90 degrees.

"**Complex numbers**" means numbers of the form $a + bi$, where a and b are real numbers and i equals the square root of -1 .

"**Composite numbers**" means any positive integer exactly divisible by one or more positive integers other than itself and 1.

"**Congruent**" means geometric figures having exactly the same size and shape.

"Conic sections" means circles, parabolas, ellipses, and hyperbolas which can all be represented by passing a plane through a hollow double cone.

"Conjecture" means a statement believed to be true but not proved.

"Cosine" means in a right triangle, the cosine of an acute angle is the ratio of the length of the leg adjacent to the angle to the length of the hypotenuse.

"Dependent events" means events that influence each other. If one of the events occurs, it changes the probability of the other event.

"Domain of a relation" means the set of all the first elements or x-coordinates of a relation.

"Exponential function" means an exponential function with base b is defined by $y = b^x$, where $b > 0$ and b is not equal to 1.

"Expression" means a mathematical phrase that can include operations, numerals and variables. In algebraic terms: $2m + 3x$; in numeric terms: $2.4 - 1.37$.

"Fibonacci sequence" means the sequence of numbers, 1, 1, 2, 3, 5, 8, 13, 21, ... where each number, except the first two, is the sum of the two preceding numbers.

"Function" means a relation in which each element of the domain is paired with exactly one element of the range.

"Function machine" means an input/output box (often made with milk cartons, boxes, or drawn on the board) to show one number entering and a different number exiting. Students guess the rule that produced the second number (e.g., enter 3, exit 5, rule: add 2).

"Histogram" means a bar graph of a frequency distribution.

"Imaginary number" means any complex number, $a + bi$, for which $a = 0$ and b does not = 0.

"Independent events" means events that do not influence one another. Each event occurs without changing the probability of the other event.

"Integers" ... -2, -1, 0, 1, 2, ...

"Intercepts (x & y)" means the x (y) coordinate of the point where a graph intercepts the x (y) axis.

"Inverse operations" means operations that undo each other (e.g., addition and subtraction are inverse operations; multiplication and division are inverse operations).

"Irrational numbers" means nonterminating, nonrepeating decimals (e.g., square root of 2, pi).

"Logarithmic functions" means logarithmic function with base b is the inverse of the exponential function, and is defined by $x = \log_b y$ ($y > 0$, $b > 0$, b not equal to 1).

"Manipulatives" means concrete materials (e.g., buttons, beans, egg and milk cartons, counters, attribute and pattern blocks, interlocking cubes, base-10 blocks, geometric models, geoboards, fractions pieces, rulers, balances, spinners, dot paper) to use in mathematical calculations.

"Mean" means in a set of n numbers, the sum of the numbers divided by n .

"Median" means the middle number in the set, or the mean of the two middle numbers, when the numbers are arranged in order from least to greatest.

"Mode" means a number in a set of data that occurs most often.

"Multiple" means a number that is the product of a given integer and another integer (e.g., 6 and 9 are multiples of 3).

"Natural numbers" means (counting numbers) 1, 2, 3, 4, ...

"Nonstandard measurement" means a measurement determined by the use of nonstandard units like hands, paper clips, beans, cotton balls, etc.

"Number sense" means involves the understanding of number size (relative magnitude), number representations, number operations, referents for quantities and measurements used in everyday situations, etc.

"Operation" means addition, subtraction, multiplication, division, etc.

"Order of operations" means rules for evaluating an expression: work first within parentheses; then calculate all powers, from left to right; then do multiplications or divisions, from left to right; then do additions and subtractions, from left to right.

"Ordinal" means a number that is used to tell order (e.g., first, fifth).

"Permutation" means an arrangement of a set of objects in a particular order (the letters a, b, c have the following permutations: abc, acb, bac, bca, cab, cba).

"Prime number" means an integer greater than one whose only positive factors are 1 and itself (e.g., 2, 3, 5, 7, 11, 13...).

"Probability" means the study and measure of the likelihood of an event happening.

"Properties of arithmetic" means for all real numbers a , b and c :

(A) commutative property: $a + b = b + a$ and $a \cdot b = b \cdot a$

(B) associative property: $(a + b) + c = a + (b + c)$ and $(a \cdot b) \cdot c = a \cdot (b \cdot c)$

(C) distributive property: $a(b + c) = (a \cdot b) + (a \cdot c)$

(D) identity property: $a + 0 = a$ and $a \cdot 1 = a$

(E) inverse property: $a + (-a) = 0$ and $a \cdot 1/a = 1$.

"Proportion" means a statement that ratios are equal.

"Quadrants" means the four regions formed by the axes in a coordinate plane.

"Quadratic equation" means an equation of the form $ax^2 + bx + c = 0$, where a , b and c are real numbers and a is not equal to 0.

"Quadratic formula" means if $ax^2 + bx + c = 0$, where a , b and c are real numbers and a is not equal to 0, then $x = [-b \text{ plus or minus the square root of } (b^2 - 4ac)] \text{ divided by } 2a$.

"Range of a relation" means the set of all the second elements or y coordinates of a relation is called the range.

"Ratio" means the comparison of two quantities by division.

"Rational numbers" means quotients of integers (commonly called fractions—includes both positive and negative).

"Real numbers" means the set of all rational and irrational numbers.

"Recursive patterns" means patterns in which each number is found from the previous number by repeating a process (e.g., Fibonacci numbers).

"Relation" means a set of one or more pairs of numbers.

"Relative magnitude" means the size of an object or number compared to other objects and numbers.

"Scatter plot" means a dot or point graph of data.

"Sequence" means a set of numbers arranged in a pattern.

"Sine" means in a right triangle, the sine of an acute angle is the ratio of the length of the leg opposite the angle to the length of the hypotenuse.

"Slope of a line" means the ratio of the change in y to the corresponding change in x . For any two points (x_1, y_1) and (x_2, y_2) , $m = (y_2 - y_1) \text{ divided by } (x_2 - x_1)$.

"Spatial sense" means involves building and manipulating mental representations of 2- and 3-dimensional objects and ideas.

"Standard deviation" means measures how much each value in the data differs from the mean of the data.

"Statistics" means the study of data.

"Stem and leaf plot" means a frequency distribution made by arranging data in the following way (e.g., student scores on a test were 96, 87, 77, 93, 85, 85, and 75 would be displayed as

(A) 9 | 6, 3

(B) 8 | 7, 5, 5

(C) 7 | 7, 5

"Supplementary angles" means two angles whose measures have a sum of 180 degrees.

"Supposition" means (act of supposing) making a statement or assumption without proof.

"Tangent" means in a right triangle, the tangent is the ratio of the length of the leg opposite the angle to the length of the leg adjacent to the angle.

"Transformation" means motion of a geometric figure (rotation [turn], translation [slide], and reflection [flip]).

"Whole numbers" means 0, 1, 2, 3, 4, ...

210:15-3-40.2. Mathematics process standards grades 1-5 [REVOKED]

(1) Process standard—problem solving.

(A) Use problem solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).

(B) Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).

(C) Develop, test, and apply strategies to solve a variety of routine and nonroutine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).

(D) Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).

(E) Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).

(2) Process standard—communication.

(A) Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).

(B) Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).

(C) Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.

(D) Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus," "repeated addition" becomes "multiplication," "fair share" becomes "divide," "balance the equation" becomes "solve the equation").

(3) Process standard—reasoning.

(A) Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).

(B) Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and," "or," "not"] and recursive reasoning).

(C) Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.

(4) Process standard—connections.

(A) Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).

(B) Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate $3 \cdot 4$ with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$).

(C) Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, $\frac{1}{2}$ can be written as .5 and 50%).

(D) Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

(5) Process standard—representation.

(A) Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).

(B) Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

(a) **Standard—algebraic reasoning: patterns and relationships.** The student will use a variety of problem solving approaches to model, describe and extend patterns.

(1) Describe, extend and create patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).

(2) Describe, extend, and create patterns with numbers in a variety of situations (e.g., addition charts, skip counting, calendars).

(3) Demonstrate number patterns by counting as many as 100 objects by 1's, 2's, 5's, and 10's.

(4) Recognize and apply the commutative and identity properties of addition, using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).

(b) **Standard—number sense and operation.** The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.

(1) Number Sense

(A) Use concrete models of tens and ones to develop the concept of place value.

(B) Compare objects by size and quantity (e.g., more than, less than, equal to).

(C) Read and write numerals to 100.

(D) Manipulate physical models and recognize graphical representation of fractional parts (e.g., halves, thirds, fourths).

(2) Number Operations

(A) Develop and apply the concepts of addition and subtraction.

(i) Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes).

(ii) Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.

(iii) Demonstrate fluency with basic addition and subtraction facts (i.e., memorize and apply) to make a maximum sum of 10 and the associated subtraction facts (e.g., $7 + 3 = 10$ and $10 - 7 = 3$).

(B) Write addition and subtraction number sentences for problem solving situations.

(C) Acquire strategies for making computations using tens and ones to solve two digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base ten blocks).

(c) **Standard—geometry.** The student will use geometric properties and relationships to recognize and describe shapes.

(1) Sort and identify congruent shapes.

(2) Identify, name, and describe two dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).

(3) Identify, name, and describe three dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).

(4) Use language to describe relationships of objects in space (e.g., above, below, behind, between).

(d) **Standard—measurement.** The student will develop and use measurement skills to solve problems in a variety of situations.

(1) Linear Measurement. Measure objects with one inch tiles and with a standard ruler to the nearest inch.

(2) Time.

(A) Tell time on digital and analog clocks to the hour and half hour.

(B) Develop the concepts of days, weeks, and months using a calendar.

(3) Money. Identify and name the value of pennies, dimes, nickels, and quarters.

(e) **Standard—data analysis.** The student will demonstrate an understanding of data collection and display.

(1) Organize, describe, and display data using concrete objects, pictures, or numbers.

(2) Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorite foods).

(a) **Standard—algebraic reasoning: patterns and relationships.** The student will use a variety of problem solving approaches to model, describe, and extend patterns.

(1) Describe, extend, and create patterns using symbols, shapes or numbers (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).

(2) Formulate and record generalizations about number patterns in a variety of situations (e.g., addition and subtraction patterns; even and odd numbers; build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents).

(3) Find unknown values in open number sentences with a missing addend to solve everyday problems.

(4) Recognize and apply the associative property of addition (e.g., $3 + (2 + 1) = (3 + 2) + 1$).

(b) **Standard—number sense and operation.** The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.

(1) Number Sense

(A) Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base 10 blocks).

(B) Represent a number in a variety of ways (e.g., write 15 as $8 + 7$, write 25 as 2 tens + 5 ones or as 1 ten + 15 ones).

(C) Write a number sentence to compare numbers less than 1,000 (e.g., $425 > 276$, $73 < 107$, page 351 comes after 350, 753 is between 700 and 800).

(D) Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths, and common percents (25%, 50%, 75%, and 100%).

(2) Number Operations

(A) Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 18 and the associated subtraction facts (e.g., $15 + 3 = 18$ and $18 - 3 = 15$).

(B) Use strategies to estimate and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums (two numbers less than 10 cannot add up to more than 20)).

(C) Solve two digit addition and subtraction problems with and without regrouping using a variety of techniques.

(D) Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.

(c) **Standard—geometry.** The student will use geometric properties and relationships to recognize and describe shapes.

(1) Identify symmetric and congruent shapes and figures.

(2) Investigate and predict the results of putting together and taking apart two dimensional shapes.

(d) **Standard—measurement.** The student will use appropriate units of measure in a variety of situations to solve problems.

(1) Linear Measurement

(A) Measure objects using standard units (e.g., measure length to the nearest foot, inch, or half inch).

(B) Select and use appropriate units of measurement in problem solving and everyday situations.

(2) Time

(A) Tell time on digital and analog clocks to the quarter hour.

(B) Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year.

(3) Money

(A) Identify and count money up to a twenty dollar bill.

(B) Recognize and write different amounts of money using dollar and cent notation.

(e) **Standard—data analysis.** The student will demonstrate an understanding of data collection, display and interpretation.

(1) Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).

(2) Summarize and interpret data in charts, bar graphs, and tables.

210:15-3-43. Mathematics content standards grade 3 [REVOKED]

~~(a) Standard—Algebraic reasoning: patterns and relationships. The student will use a variety of problem solving approaches to extend and create patterns.~~

~~(1) Describe (orally or in written form), create, extend and predict patterns in a variety of situations (e.g., 3, 6, 9, 12 ..., use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart, determine a rule and generate additional pairs with the same relationship).~~

~~(2) Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.~~

~~(3) Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$).~~

~~(b) **Standard—number sense and operations.** The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.~~

~~(1) Number Sense~~

~~(A) Place Value~~

~~(i) Model the concept of place value through 4 digits (e.g., base 10 blocks, bundles of 10s, place value mats).~~

~~(ii) Read and write whole number up to 4 digits (e.g., expanded form, standard form).~~

~~(B) Whole Number and Fractions~~

~~(i) Compare and order whole numbers up to 4 digits.~~

~~(ii) Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).~~

~~(2) Number Operations~~

~~(A) Estimate and find the sum or difference, (with and without regrouping) of 3 and 4 digit number using a variety of strategies to solve application problems.~~

~~(B) Multiplication Concepts and Fact Families~~

~~(i) Use physical models and a variety of multiplication, algorithms to find the product of multiplication problems with one digit multipliers.~~

~~(ii) Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).~~

~~(iii) Estimate the product of 2 digit by 2 digit numbers by rounding to the nearest multiple of 10 to solve application problems.~~

~~(c) **Standard—geometry.** The student will use geometric properties and relationships to recognize and describe shapes.~~

~~(1) Identify and compare attributes of two and three dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of a cube, the radius if half of a circle lines of symmetry).~~

~~(2) Analyze the effects of combining and subdividing two and three dimensional figures (e.g., folding paper, tiling, nets, and rearranging pieces of solids).~~

~~(3) Make and use coordinate systems to describe locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.~~

~~(d) **Standard—measurement.** The student will use appropriate units of measure to solve problems.~~

~~(1) Measurement~~

~~(A) Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half inch and the weight of objects to the nearest pound or ounce.~~

~~(B) Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram.~~

~~(C) Develop and use the concept of perimeter of different shapes to solve problems.~~

~~(D) Develop and use strategies to choose an appropriate unit and measurement instrument to estimate measurements (e.g., use parts of the body as benchmarks for measuring length).~~

(2) Time and Temperature

- (A) Solve simple addition problems with time (e.g., 15 minutes added to 1:10 p.m.).
- (B) Tell time on digital and analog clocks to the nearest 5 minutes.
- (C) Read a thermometer and solve for temperature change.

(e) **Standard—data analysis.** The student will demonstrate an understanding of collection, display and interpretation of data and probability.

(1) Data Analysis

- (A) Pose questions, collect, record, and interpret data to help answer questions (e.g., which was the most popular booth at our carnival?).
- (B) Read graphs and charts, identify the main idea, draw conclusions, and make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).
- (C) Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.

(2) Probability: Describe the probability (more, less, or equally likely) of chance events.

210:15-3-44. Mathematics content standards grade 4 [REVOKED]

(a) **Standard—algebraic reasoning: patterns and relationships.** The student will use a variety of problem solving approaches to analyze, extend and create patterns.

- (1) Discover, describe, extend, and create a wide variety of patterns using tables, graphs, rules, and verbal models (e.g., determine the from a table or "function machine," extend visual and number patterns).
- (2) Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.
- (3) Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g., $3 \times (2 + 4) = (3 \times 2) + (3 \times 4)$).

(b) **Standard—number sense and operation.** The student will use numbers and number relationships to acquire basic number facts. The student will estimate and compute with whole numbers and fractions.

(1) Number Sense

(A) Place Value

- (i) Apply the concept of place value of whole numbers through 6 digits (e.g., write numbers in expanded form).
- (ii) Model, read, write, and rename decimal numbers to the hundredths (e.g., money, numerals to words).

(B) Whole Number, Fraction, and Decimal

- (i) Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two dimensional figures, use $>$, $<$, $=$ symbols).
- (ii) Use 0, $1/2$, and 1 or 0, 0.5, and 1, as benchmarks and place additional fractions, decimals, and percents on a number line (e.g., $1/3$, $3/4$, 0.7, 0.4, 62%, 12%).
- (iii) Create physical and pictorial models of equivalent and non-equivalent fractional parts to be compared, added or subtracted (e.g., egg cartons, fraction strips, circles, and squares).
- (iv) Explore and connect negative numbers using real work situations (e.g., owing money, temperature, measuring elevations above and below sea level).

(2) Number Operations

(A) Estimate and find the product of up to three digit by three digit using a variety of strategies to solve application problems.

(B) Division Concepts and Fact Families

- (i) Demonstrate fluency (memorize and apply) with basic division facts up to $144 \div 12$ and the associated multiplication facts (e.g., $44 \div 12 = 12$ and $12 \times 12 = 144$).
- (ii) Estimate the quotient with 1 and 2 digit divisors and a 2 or 3 digit dividend to solve application problems.
- (iii) Find the quotient (with and without remainders) with 1 digit divisors and a 2 or 3 digit dividend to solve application problems.

(e) **Standard—geometry.** The student will use geometric properties and relationships to analyze shapes.

- (1) Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.
- (2) Identify and compare angles equal to, less than, or greater than 90 degrees (e.g., use right angles to determine the approximate size of other angles).
- (3) Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.
- (4) Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate) (e.g., tessellations).

(d) **Standard—measurement.** The student will use appropriate units of measure in a variety of situations to solve problems.

(1) Measurement

- (A) Estimate the measures of a variety of objects using customary units.
- (B) Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., mass: the mass of a raisin is about 1 gram, length: the width of a finger is about 1 centimeter).
- (C) Select appropriate customary and metric units of measure and measurement instruments to solve application problems involving length, weight, mass, and volume.
- (D) Develop and use the concept of area of different shapes using grids.

(2) Time and Temperature

- (A) Solve elapsed time problems.
- (B) Read thermometers using different intervals (intervals of 1, 2, or 5) and solve for temperature change.

(3) Money: Determine the correct amount of change when a purchase is made with a twenty-dollar bill.

(e) **Standard—data analysis.** The student will demonstrate an understanding of collection, display, and interpretation of data and probability.

(1) Data Analysis

- (A) Read and interpret data displays such as tallies, tables, charts and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).
- (B) Collect, organize and record data in tables and graphs (e.g., bar, pictograph, line plots).

(2) Probability: Predict the probability of outcomes of simple experiments using words such as certain, equally likely, impossible (e.g., coins, number cubes, spinners).

(3) Central Tendency: Determine the median (middle), and the mode (most often) of a set of data.

210:15-3-45. Mathematics content standards grade 5 [REVOKED]

(a) **Standard—algebraic reasoning: patterns and relationships.** The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.

- (1) Describe rules that produce patterns found in tables, graphs, and models, and use variables (e.g., boxes, letters, pawns, number cubes, or other symbols) to solve problems or to describe general rules in algebraic expression or equation form.
- (2) Use algebraic problem-solving techniques (e.g., use a balance to model an equation and show how subtracting a number from one side requires subtracting the same amount from the other side) to solve problems.
- (3) Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g., $3 \times (2 + 4) = 3 \times 2 + (3 \times 4)$).

(b) **Standard—number sense and operation.** The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions, and decimals.

(1) Number Sense

- (A) Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.

- (B) Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to another (e.g., use 10 x 10 grids, base 10 blocks).
 - (C) Identify and compare integers (and their absolute values) using real-world situations (e.g., owing money, temperature, measuring elevations above and below sea level).
 - (D) Identify and apply factors, multiples, prime, and composite numbers in a variety of problem-solving situations (e.g., build rectangular arrays for numbers 1–100 and classify as prime or composite, use common factors to add fractions).
- (2) Number Operations
- (A) Estimate, add, or subtract decimal numbers with same and different place values to solve problems (e.g., $3.72 + 1.4$, $\$4.56 - \2.12).
 - (B) Estimate add, or subtract fractions (including mixed numbers) using a variety of methods to solve problems (e.g., use fraction strips, use area models, find a common denominator).
 - (C) Estimate and find the quotient (with and without remainders) with 2-digit divisors and a 2- or 3-digit dividend to solve application problems.
- (e) **Standard—geometry.** The student will apply geometric properties and relationships.
- (1) Compare and contrast the basic characteristics of circle and polygons (triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) to solve problems.
 - (2) Classify angles (e.g., acute, right, obtuse, straight).
- (d) **Standard—measurement.** The student will use appropriate units of measure to solve problems in a variety of contexts.
- (1) Measurement
 - (A) Compare, estimate, and determine the measurement of angles.
 - (B) Develop and use the formula for perimeter and area of a square and rectangle to solve problems.
 - (C) Convert basic measurements of volume, mass and distance within the same system for metric and customary units (e.g., inches to feet, hours to minutes, centimeters to meters).
 - (2) Money: Solve a variety of problems involving money.
- (e) **Standard—data analysis.** The student will use data analysis, statistics and probability to interpret data in a variety of contexts.
- (1) Data Analysis
 - (A) Compare and translate displays of data and justify the selection of the type of table or graph (e.g., charts, tables, bar graphs, pictographs, line graphs, circle graphs, Venn diagrams).
 - (B) Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?).
 - (2) Probability
 - (A) Determine the probability of events occurring in familiar contexts or experiments and express probabilities as fractions from zero to one (e.g., find the fractional probability of an event given a biased spinner).
 - (B) Use the fundamental counting principle on sets with up to four items to determine the number of possible combinations (e.g. create a tree diagrams to see possible combinations).
 - (3) Central Tendency: Determine the range (spread), mode (most often), and median (middle) of a set of data.

210:15-3-46. Overview grades 6-8 [REVOKED]

- (a)—Students in the middle grades will expand and deepen their knowledge of numbers, computation, estimation, measurement, geometry, statistics, probability, patterns and functions, and the fundamental concepts of algebra by focusing on meaningful mathematics in each of these areas.
- (b)—Instruction in the middle grades should include activities in which the students actively work to pose and solve problems both individually and together. Learning tools such as concrete

models, fraction manipulatives, algebra tiles, geoboards, calculators and computers are beneficial and should be available to all students.

210:15-3-46.1. Mathematics process standards grades 6-8 [REVOKED]

(a) ~~Process standard—problem solving.~~

- ~~(1) Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.~~
- ~~(2) Use technology to generate and analyze data to solve problems.~~
- ~~(3) Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.~~
- ~~(4) Evaluate results to determine their reasonableness.~~
- ~~(5) Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and nonroutine problems.~~
- ~~(6) Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.~~

(b) ~~Process standard—communication.~~

- ~~(1) Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).~~
- ~~(2) Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).~~
- ~~(3) Select and use appropriate terminology when discussing mathematical concepts and ideas.~~

(c) ~~Process standard—reasoning.~~

- ~~(1) Identify and extend patterns and use experiences and observations to make suppositions.~~
- ~~(2) Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).~~
- ~~(3) Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).~~
- ~~(4) Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).~~

(d) ~~Process standard—connections.~~

- ~~(1) Apply mathematical strategies to solve problems that arise from other disciplines and the real world.~~
- ~~(2) Connect one area or idea of mathematics to another (e.g., relate equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).~~

(e) ~~Process standard—representations.~~

- ~~(1) Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).~~
- ~~(2) Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).~~
- ~~(3) Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base 10 blocks to represent fractions and decimals, appropriate graphs to represent data).~~
- ~~(4) Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).~~

210:15-3-47. Mathematics content standards grade 6 [REVOKED]

(a) ~~Standard—algebraic reasoning: patterns and relationships.~~ The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and solve simple equations in a variety of contexts.

- ~~(1) Generalize and extend patterns and functions using tables, graphs, and number properties (e.g., number sequences, prime and composite numbers, recursive patterns like the Fibonacci numbers).~~
- ~~(2) Write algebraic expressions and simple equations that correspond to a given situation.~~

- (3) Use substitution to simplify and evaluate algebraic expressions (e.g., if $x = 5$ evaluate $3 - 2x$).
- (4) Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $1/3x = 9$).
- (b) Standard—number sense and operation.** The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.
- (1) Number Sense: Convert, compare, and order decimals, fractions, and percents using a variety of methods.
- (2) Number Operations
- (A) Multiply and divide fractions and mixed numbers to solve problems using a variety of methods.
- (B) Multiply and divide decimals with 1- or 2-digit multipliers or divisors to solve problems.
- (C) Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents to solve problems (e.g., $7/8\text{th} + 8/9\text{th}$ is about 2, $3.9 + 5.3$ is about 9).
- (D) Use the basic operations on integers to solve problems.
- (3) Build and recognize multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.
- (c) Standard—geometry.** The student will use geometric properties and relationships to recognize, describe and analyze shapes and representations in a variety of contexts.
- (1) Compare and contrast the basic characteristics of 3-dimensional figures (pyramids, prisms, cones, and cylinders) to solve problems.
- (2) Compare and contrast congruent and similar figures.
- (3) Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants.
- (d) Standard—measurement.** The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.
- (1) Use formulas to find the circumference and area of circles in terms of pi.
- (2) Convert, add, or subtract measurements within the same measurement system (e.g., $9'8" + 3'6"$, $150 \text{ minutes} = \text{--- hours and --- minutes}$).
- (e) Standard—data analysis.** The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.
- (1) Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts and graphs).
- (2) Probability: Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.
- (3) Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.

210:15-3-48. Mathematics content standards grade 7 [REVOKED]

- (a) Standard—algebraic reasoning: patterns and relationships.** The student will use number properties to simplify and solve simple linear equations.
- (1) Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables to solve problems (e.g., as the value of x increases on a table, do the values of y increase or decrease, identify a positive rate of change on a graph and compare it to a negative rate of change, describe relationships between two variables on a scatter plot).
- (2) Write and solve two-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $2x + 4 = 2$).
- (3) Inequalities: Model, write, solve and graph one-step linear inequalities with one variable.
- (b) Standard—number sense and operation.** The student will use numbers and number relationships to acquire basic facts and determine the reasonableness of results.
- (1) Number Sense
- (A) Compare and order positive and negative rational numbers.

- (B) Build and recognize models of perfect squares to find their square roots and estimate the square root of other numbers (e.g., the square root of 12 is between 3 and 4).
- (C) Demonstrate the concept of ratio and proportion with models (e.g., similar geometric shapes, scale models).
- (2) Number Operations
 - (A) Solve application problems using ratio and proportion.
 - (B) Solve percent application problems (e.g., discounts, tax, finding the missing value of percent/part/whole).
 - (C) Simplify numerical expressions with integers, exponents, and parentheses using order of operations.
- (e) ~~Standard geometry.~~ The student will apply the properties and relationships of plane geometry in a variety of contexts.
 - (1) Classify regular and irregular geometric figures including triangles and quadrilaterals according to their sides and angles
 - (2) Identify and analyze the characteristics of the angle relationships formed by parallel lines cut by a transversal (e.g., alternate interior angles, alternate exterior angles, adjacent, and vertical angles).
 - (3) Construct geometric figures and identify geometric transformation on the rectangular coordinate plane (e.g., rotations, translations, reflections, magnifications).
- (d) ~~Standard measurement.~~ The student will use measurement to solve problems in a variety of contexts.
 - (1) Develop and apply the formulas for perimeter and area of triangles and quadrilaterals to solve problems.
 - (2) Apply the formula for circumference and area of a circle to solve problems.
 - (3) Find the area and perimeter of composite figures to solve application problems.
- (e) ~~Standard data analysis.~~
 - (1) Data Analysis: Compare, translate, and interpret between displays of data (e.g., multiple sets of data on the same graph, data from subsets of the same population, combinations of diagrams, tables, charts, and graphs).
 - (2) Probability: Determine the probability of an event involving "or," "and," or "not" (e.g., on a spinner with 1 blue, 2 red and 2 yellow sections, what is the probability of getting a red or a yellow?).
 - (3) Central Tendency: Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.

210:15-3-49. Mathematics content standards grade 8 [REVOKED]

- (a) ~~Standard algebraic reasoning: patterns and relationships.~~ The student will graph and solve linear equations and inequalities in problem solving situations.
 - (1) Equations
 - (A) Model, write, and solve multi-step linear equations with one variable using a variety of methods to solve application problems.
 - (B) Graph and interpret the solution to one and two-step linear equations on a number line with one variable and on a coordinate plane with two variables.
 - (C) Predict the effect on the graph of a linear equation when the slope or intercepts change (e.g., make predictions from graphs, identify the slope and y-intercept in the equation $y = mx + b$ and relate to a graph).
 - (2) Inequalities: Model, write, solve, and graph one and two-step linear inequalities with one variable to solve problems.
- (b) ~~Standard number sense and operation.~~ The student will use numbers and number relationships to solve a variety of problems.
 - (1) Number Sense: Represent and interpret large numbers and numbers less than one in exponential and scientific notation.
 - (2) Number Operations
 - (A) Use the rules of exponents, including integer exponents, to solve problems (e.g., $7^2 \cdot 7^3 = 7^5$, $3^{-10} \cdot 3^8 = 3^{-2}$).
 - (B) Solve problems using scientific notation.

- (C) Simplify numerical expressions with rational numbers, exponents, and parentheses using order of operations.
- (e) ~~**Standard—geometry.**~~ The student will use geometric properties to solve problems in a variety of contexts:
- (1) Construct models, sketch (from different perspectives), and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms.
 - (2) Develop the Pythagorean Theorem and apply the formula to find the length of line segments, the shortest distance between two points on a graph, and the length of an unknown side of a right triangle to solve problems.
- (d) ~~**Standard—measurement.**~~ The student will use measurement to solve problems in a variety of contexts:
- (1) Develop and apply formulas to find the surface area and volume of rectangular prisms, triangular prisms, and cylinders (in terms of pi).
 - (2) Apply knowledge of ratio and proportion to solve relationships between similar geometric figures
 - (3) Find the area of a "region of a region" for simple composite figures and the area of cross sections of regular geometric solids (e.g., area of a rectangular picture frame).
- (e) ~~**Standard—data analysis.**~~ The student will use data analysis, probability and statistics to interpret data in a variety of contexts:
- (1) Data Analysis: Select, analyze, and apply data displays in appropriate formats to draw conclusions and solve problems.
 - (2) Probability: Determine how samples are chosen (random, limited, biased) to draw and support conclusions about generalizing a sample to a population (e.g., is the average height of a men's college basketball team a good representative sample for height predictions?).
 - (3) Central Tendency: Find the measures of central tendency (mean, median, and mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.

210:15-3-50. Overview high school [REVOKED]

- (a) The ~~PRIORITY ACADEMIC STUDENT SKILLS (PASS)~~ in mathematics for high school establishes a framework for a curriculum that reflects the needs of all students. Such a curriculum recognizes that they will spend their adult lives in a society increasingly dominated by technology and quantitative methods.
- (b) A broadened view of mathematics will include the traditional topics of algebra and geometry but must also include the mathematical processes of problem solving, communication, reasoning, connections, and representation. Although they are stated separately for emphasis, these process standards should be integrated throughout the high school core curriculum.
- (c) A school's curriculum in mathematics should be organized to permit all students to progress as far into the mathematics proposed here as their achievement with the objectives allows. Schools should use this material to create a curriculum most beneficial to their students. Those students planning to continue their mathematics education should study additional advanced mathematics topics such as trigonometry and calculus.
- (d) The curriculum is intended to provide a common body of mathematical ideas accessible to all students. It is recognized that students entering high school differ in many ways, including mathematical achievement, but it is believed these differences are best addressed by extensions of the proposed content rather than by deletions.
- (e) The increasing role of technology in instruction will alter the teaching and learning of mathematics. Calculators and computers should be integrated throughout the curriculum so that students will concentrate on the problem solving process as well as the calculations associated with problems.

210:15-3-50.1. Process standards high school [REVOKED]

- (a) ~~**Process standard—problem solving.**~~
- (1) Apply a wide variety of problem solving strategies (identify a pattern, use equivalent representations) to solve problems from within and outside mathematics.
 - (2) Identify the problem from a described situation, determine the necessary data and apply appropriate problem solving strategies.

(b) Process standard—communication.

- (1) Use mathematical language and symbols to read and write mathematics and to converse with others.
- (2) Demonstrate mathematical ideas orally and in writing.
- (3) Analyze mathematical definitions and discover generalizations through investigations.

(c) Process standard—reasoning.

- (1) Use various types of logical reasoning in mathematical contexts and real-world situations.
- (2) Prepare and evaluate suppositions and arguments.
- (3) Verify conclusions, identify counterexamples, test conjectures, and justify solutions to mathematical problems.
- (4) Justify mathematical statements through proofs.

(d) Process standard—connections.

- (1) Link mathematical ideas to the real world (e.g., statistics helps qualify the confidence we can have when drawing conclusions based on a sample).
- (2) Apply mathematical problem-solving skills to other disciplines.
- (3) Use mathematics to solve problems encountered in daily life.
- (4) Relate one area of mathematics to another and to the integrated whole (e.g., connect equivalent representations to corresponding problem situations or mathematical concepts).

(e) Process standard—representation.

- (1) Use algebraic, graphic, and numeric representations to model and interpret mathematical and real-world situations.
- (2) Use a variety of mathematical representations as tools for organizing, recording, and communicating mathematical ideas (e.g., mathematical models, tables, graphs, spreadsheets).
- (3) Develop a variety of mathematical representations that can be used flexibly and appropriately.

210:15-3-51. Mathematics content skills algebra I [REVOKED]

(a) Standard 1—number sense and algebraic operations. The student will use expressions and equations to model number relationships.

- (1) Equations and formulas
 - (A) Translate word phrases and sentences into expressions and equations and vice versa.
 - (B) Solve literal equations involving several variables for one variable in terms of the others.
 - (C) Use the formulas from measurable attributes of geometric models (perimeter, circumference, area and volume), science, and statistics to solve problems within an algebraic context.
 - (D) Solve two-step and three-step problems using concepts such as rules of exponents, rate, distance, ratio and proportion, and percent.
- (2) Expressions
 - (A) Simplify and evaluate linear, absolute value, rational and radical expressions.
 - (B) Simplify polynomials by adding, subtracting or multiplying.
 - (C) Factor polynomial expressions.

(b) Standard 2—relations and functions. The student will use relations and functions to model number relationships.

- (1) Relations and functions
 - (A) Distinguish between linear and nonlinear data.
 - (B) Distinguish between relations and functions.
 - (C) Identify dependent and independent variables, domain and range.
 - (D) Evaluate a function using tables, equations or graphs.
- (2) Linear equations and graphs
 - (A) Solve linear equations by graphing or using properties of equality.
 - (B) Recognize the parent graph of the functions $y = k$, $y = x$, $y = |x|$, and predict the effects of transformations on the parent graph.
 - (C) Slope
 - (i) Calculate the slope of a line using a graph, an equation, two points or a set of data points.

- (ii) Use the slope to differentiate between lines that are parallel, perpendicular, horizontal, or vertical.
- (iii) Interpret the slope and intercepts within the context of everyday life (e.g., telephone charges based on base rate [y-intercept] plus rate per minute [slope]).
- (D) Develop the equation of a line and graph linear relationships given the following: slope and y-intercept, slope and one point on the line, two points on the line, x-intercept and y-intercept, and a set of data points.
- (E) Match equations to a graph, table, or situation and vice versa.
- (3) Linear inequalities and graphs
 - (A) Solve linear inequalities by graphing or using properties of inequalities.
 - (B) Match inequalities (with 1 or 2 variables) to a graph, table, or situation and vice versa.
- (4) Solve a system of linear equations by graphing, substitution or elimination.
- (5) Nonlinear functions
 - (A) Match exponential and quadratic functions to a table, graph or situation and vice versa.
 - (B) Solve quadratic equations by graphing, factoring, or using the quadratic formula.
- (e) **Standard 3—data analysis, probability, and statistics.** The student will use data analysis, probability, and statistics to formulate and justify predictions from a set of data.
 - (1) Data analysis
 - (A) Translate from one representation of data to another and understand that the data can be represented using a variety of tables, graph, or symbols and that different modes of representation often convey different messages.
 - (B) Make valid inferences, predictions, and/or arguments based on data shown on graphs, tables, and charts.
 - (C) Solve two-step and three-step problems using concept such as probability and measures of central tendency.
 - (2) Collect data involving two variables and display on a scatter plot; interpret results using a linear model/equation and identify whether the model/equation is a line best fit for the data.

210:15-3-52. Mathematics content standards geometry [REVOKED]

- (a) **Standard 1: Logical Reasoning**—The student will use deductive and inductive reasoning to solve problems.
 - (1) Identify and use logical reasoning skills (inductive and deductive) to make and test conjectures, formulate counter examples, and follow logical arguments.
 - (2) State, use, and examine the validity of the converse, inverse, and contrapositive of "if-then statements.
 - (3) Compare the properties of Euclidean geometry to non-Euclidean geometries (for example, elliptical geometry, as shown on the surface of a globe, does not uphold the parallel postulate).
- (b) **Standard 2: Properties of 2-Dimensional Figures**—The student will use the properties and formulas of geometric figures to solve problems.
 - (1) Use geometric tools (for example, protractor, compass, straight edge) to construct a variety of figures.
 - (2) Line and Angle Relationships
 - (A) Use the angle relationships formed by parallel lines cut by a transversal to solve problems.
 - (B) Use the angle relationships formed by two lines cut by a transversal to determine if the two lines are parallel and verify, using algebraic and deductive proofs.
 - (C) Use relationships between pairs of angles (for example, adjacent, complementary, vertical) to solve problems.
 - (3) Polygons and Other Plane Figures
 - (A) Identify, describe, and analyze polygons (e.g., convex, concave, regular, pentagonal, hexagonal, n-gonal).
 - (B) Apply the interior and exterior angle sum of convex polygons to solve problems, and verify using algebraic and deductive proofs.

- (C) Develop and apply the properties of quadrilaterals to solve problems (e.g., rectangles, parallelograms, rhombi, trapezoids, kites).
- (D) Use properties of 2-dimensional figures and side length, perimeter or circumference, and area to determine unknown values and correctly identify the appropriate unit of measure of each.
- (4) Similarity
- (A) Determine and verify the relationships of similarity of triangles, using algebraic and deductive proofs.
- (B) Use ratios of similar 2-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference, and area.
- (5) Congruence
- (A) Determine and verify the relationships of congruency of triangles, using algebraic and deductive proofs.
- (B) Use the relationships of congruency of 2-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference, and area.
- (6) Circles
- (A) Find angle measures and arc measures related to circles.
- (B) Find angle measures and segment lengths using the relationships among radii, chords, secants, and tangents of a circle.
- (e) **Standard 3: Triangles and Trigonometric Ratios**—The student will use the properties of right triangles and trigonometric ratios to solve problems.
- (1) Use the Pythagorean Theorem and its converse to find missing side lengths and to determine acute, right, and obtuse triangles, and verify using algebraic and deductive proofs.
- (2) Apply the 45-45-90 and 30-60-90 right triangle relationships to solve problems, and verify using algebraic and deductive proofs.
- (3) Express the trigonometric functions as ratios and use sine, cosine, and tangent ratios to solve real-world problems.
- (4) Use the trigonometric ratios to find the area of a triangle.
- (d) **Standard 4: Properties of 3-Dimensional Figures**—The student will use the properties and formulas of geometric figures to solve problems.
- (1) Polyhedra and Other Solids
- (A) Identify, describe, and analyze polyhedra (for example, regular, decahedral).
- (B) Use properties of 3-dimensional figures; side lengths, perimeter or circumference, and area of a face; and volume, lateral area, and surface area to determine unknown values and correctly identify the appropriate unit of measure of each.
- (2) Similarity: Use ratios of similar 3-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference of a face, area of a face, and volume.
- (3) Create a model of a 3-dimensional figure from a 2-dimensional drawing and make a 2-dimensional representation of a 3-dimensional object (for example, nets, blueprints, perspective drawings).
- (e) **Standard 5: Coordinate Geometry**—The student will solve problems with geometric figures in the coordinate plane.
- (1) Find the distance between two points; the midpoint of a segment; and calculate the slopes of parallel, perpendicular, horizontal, and vertical lines.
- (2) Properties of Figures
- (A) Given a set of points determine the type of figure formed based on its properties.
- (B) Use transformations (reflection, rotation, translation) within coordinate geometry.

210:15-3-53. Mathematics content standards algebra II [REVOKED]

- (a) **Standard 1: Number Systems and Algebraic Operations**—The student will perform operations with rational, radical, and polynomial expressions, as well as expressions involving complex numbers.
- (1) Rational Exponents
- (A) Convert expressions from radical notations to rational exponents and vice versa.
- (B) Add, subtract, multiply, divide, and simplify radical expressions and expressions containing rational exponents.
- (2) Polynomial and Rational Expressions

- (A) Divide polynomial expressions by lower degree polynomials.
- (B) Add, subtract, multiply, divide, and simplify rational expressions, including complex fractions.

(3) Complex Numbers

- (A) Recognize that to solve certain problems and equations, number systems need to be extended from real numbers to complex numbers.
- (B) Add, subtract, multiply, divide, and simplify expressions involving complex numbers.

(b) **Standard 2: Relations and Functions**—The student will use the relationships among the solution of an equation, zero of a function, x -intercepts of a graph, and factors of a polynomial expression to solve problems involving relations and functions.

(1) Functions and Function Notation

- (A) Recognize the parent graphs of polynomial, exponential, radical, quadratic, and logarithmic functions and predict the effects of transformations on the parent graphs, using various methods and tools which may include graphing calculators.
- (B) Add, subtract, multiply, and divide functions using function notation.
- (C) Combine functions by composition.
- (D) Use algebraic, interval, and set notations to specify the domain and range of functions of various types.
- (E) Find and graph the inverse of a function, if it exists.

(2) Systems of Equations

- (A) Model a situation that can be described by a system of equations or inequalities and use the model to answer questions about the situation.
- (B) Solve systems of linear equations and inequalities using various methods and tools which may include substitution, elimination, matrices, graphing, and graphing calculators.
- (C) Use either one quadratic equation and one linear equation or two quadratic equations to solve problems.

(3) Quadratic Equations and Functions

- (A) Solve quadratic equations by graphing, factoring, completing the square and quadratic formula.
- (B) Graph a quadratic function and identify the x - and y -intercepts and maximum or minimum value, using various methods and tools which may include a graphing calculator.
- (C) Model a situation that can be described by a quadratic function and use the model to answer questions about the situation.

(4) Identify, graph, and write the equations of the conic sections (circle, ellipse, parabola, and hyperbola).

(5) Exponential and Logarithmic Functions

- (A) Graph exponential and logarithmic functions.
- (B) Apply the inverse relationship between exponential and logarithmic functions to convert from one form to another.
- (C) Model a situation that can be described by an exponential or logarithmic function and use the model to answer questions about the situation.

(6) Polynomial Equations and Functions

- (A) Solve polynomial equations using various methods and tools which may include factoring and synthetic division.
- (B) Sketch the graph of a polynomial function.
- (C) Given the graph of a polynomial function, identify the x - and y -intercepts, relative maximums and relative minimums, using various methods and tools which may include a graphing calculator.
- (D) Model a situation that can be described by a polynomial function and use the model to answer questions about the situation.

(7) Rational Equations and Functions

- (A) Solve rational equations.
- (B) Sketch the graph of a rational function.

(C) Given the graph of a rational function, identify the x- and y-intercepts, asymptotes, using various methods and tools which may include a graphing calculator.

(D) Model a situation that can be described by a rational function and use the model to answer questions about the situation.

(e) **Standard 3: Data Analysis and Statistics**—The student will use data analysis and statistics to formulate and justify predictions from a set of data.

(1) Analysis of Collected Data Involving Two Variables

(A) Interpret data on a scatter plot using a linear, exponential or quadratic model/equation.

(B) Identify whether the model/equation is a curve of best fit for the data, using various methods and tools which may include a graphing calculator.

(2) Measures of Central Tendency and Variability

(A) Analyze and synthesize data from a sample using appropriate measures of central tendency (mean, median, mode, weighted average).

(B) Analyze and synthesize data from a sample using appropriate measures of variability (range, variance, standard deviation).

(C) Use the characteristics of the Gaussian normal distribution (bell-shaped curve) to solve problems.

(D) Identify how given outliers affect representations of data.

(3) Identify and use arithmetic and geometric sequences and series to solve problems.

PART 9. SCIENCE

210:15-3-70. Overview organization [REVOKED]

(a) The Priority Academic Student Skills (PASS) are organized by Science Process and Inquiry Standards and Content Standards which include Physical Science, Life Science, and Earth/Space Science. They are arranged by grade level at Grades 1–8, and by course subject area at the high school level. Each standard is followed by two or more objectives to accomplish each standard. Students should be provided with science experiences at each grade level from all areas of the content standards. This integrated approach will provide students with a coordinated, coherent understanding of the necessary skills and knowledge of scientifically literate citizens.

(b) The Oklahoma State Testing Program assesses the Science Priority Academic Student Skills (PASS) with a 5th and 8th grade criterion referenced test and a Biology I End-of-Instruction Test. All of these state level assessments are based on the standards in this document.

(c) The objectives presented in the "Science Processes and Inquiry" standards are included at all grade levels, because the understandings and abilities associated with these concepts need to be developed throughout a student's educational experience.

(d) The content standard areas (physical, life, earth/space) are designed to facilitate conceptual development by building on the content knowledge introduced at the Kindergarten level. Because each of the content standards subsumes the knowledge and skills of the other standards, they are designed to be used as a whole. Although material can be added to the content standards, using only a portion of the standards will leave gaps in the scientific understanding expected of students.

210:15-3-70.1. Science standards for grades 1 through 12 [REVOKED]

(a) The science framework presented in this outline is what students should know, understand, and be able to do in the natural sciences. Students combine process and knowledge as they use scientific reasoning and critical thinking to develop their understanding of science. Inquiry builds conceptual bridges between process and scientific knowledge. Relevant use of developmentally appropriate technology facilitates the inquiry process.

(b) The attainment of scientific literacy is the result of a sequential curriculum that is dependent on quality science teaching at each grade level beginning in prekindergarten. Quality science teaching requires direct, inquiry-oriented learning experiences that emphasize the processes of science and major science concepts. Consistent with national standards, fewer concepts in physical, life and earth/space sciences are explored while more emphasis is placed on in-depth understanding. The following standards provide a framework to achieve the above goals.

(e) The science standards are not a scope and sequence or a district curriculum guide. They provide a framework for schools to develop an aligned science curriculum and for teachers to develop their own classroom lessons. The science standards in this document were developed based on the National Science Education Standards by the National Research Council (NRC), the Benchmarks for Scientific Literacy by the American Association for the Advancement of Science (AAAS), and the SCIENCE FRAMEWORKS by the National Association for Educational Progress (NAEP). The United States has established a goal for all students to achieve scientific literacy. These national publications, developed by science and education experts, will enable the nation and the State of Oklahoma to meet this goal.

210:15-3-70.2. Definitions [REVOKED]

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Classifying" classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships.

"Communicating" communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations.

"Experimenting" experimenting is a method of discovering information. It requires making observations and measurements to test ideas.

"Inquiry" inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena.

"Interpreting" interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions.

"Modeling" modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction.

"Observing and measuring" observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observations are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified.

"Qualitative changes" qualitative changes refer to any characteristics of, relating to, or involving quality or kind. Examples include texture, color, or odor.

"Qualitative observations" qualitative observations describe property such as color, texture, odor, and taste (as appropriate). Qualitative observations utilize descriptive language.

"Quantitative changes" quantitative changes can be measured by quantity or amount. Examples include mass, volume, and temperature.

"Quantitative observations" quantitative observations describe the amount of mass, weight, temperature, length, and time. Quantitative observations require the use of numbers.

"Safety" safety is an essential part of any science activity. Safety in the classroom and care of the environment are individual and group responsibilities.

"Serial order" serial order refers to the task of ordering objects from least to greatest and greatest to least.

210:15-3-71. Standards for inquiry, physical, life, and earth/space science for grade 1 [REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Observe and measure objects, organisms, and/or events using developmentally appropriate nonstandard units of measurement (e.g., hand, paper clip, book, etc.) and International System of Units (SI) (i.e., meters, centimeters, and degrees Celsius).

(2) Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events.

(b) Process standard—classify. Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard:

(1) Classify a set of simple objects, familiar organisms, and/or observable events by observable properties.

(2) Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, tallest to shortest, etc.).

(c) Process standard—experiment and inquiry. Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard:

(1) Ask a question about objects, organisms, or events in the environment.

(2) Plan and conduct a simple investigation.

(3) Employ simple equipment and tools; such as magnifiers, thermometers, rulers, etc.; to gather data.

(4) Recognize potential hazards and practice safety procedures in all science activities.

(d) Process standard—interpret and communicate. Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard:

(1) Interpret pictures, simple bar graphs, and/or tables.

(2) Recognize and describe patterns, then make predictions based on patterns.

(3) Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

(e) Standard—properties of objects and materials. Characteristics of objects can be described using physical properties such as size, shape, color, or texture. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Objects have properties that can be observed, described, and measured.

(2) Using the five senses, objects can be grouped or ordered by physical properties.

(3) Water can be a liquid or a solid, and can be made to go back and forth from one form to the other.

(f) Standard—characteristics and basic needs of organisms. All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Plants and animals need to take in air, water, and food. In addition, plants need light.

(2) Scientists use the five senses and tools (e.g., magnifiers and rulers) to gather information, such as size and shape about living things.

(g) Standard—changes of earth and sky. Observing natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) The sun warms the land, air, and water.

(2) Weather changes from day to day and over the seasons. Weather can be observed by measuring temperature and describing cloud formations.

210:15-3-72. Standards for inquiry, physical, life, and earth/space science for grade 2 [REVOKED]

(a) Process standard—observe and measure. Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard:

- (1) Observe and measure objects, organisms, and/or events using developmentally appropriate nonstandard units of measurement (e.g., inches, feet, year, degrees Fahrenheit) and International System of Units (SI) (i.e., meters, centimeters, grams, and degrees Celsius).
- (2) Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms and/or observable events.

(b) Process standard—classify. Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard:

- (1) Classify a set of simple objects, familiar organisms, and/or observable events by observable properties (e.g., graphic organizers, t charts, tables, Venn diagrams).
- (2) Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, tallest to shortest).

(c) Process standard—experiment and inquiry. Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard:

- (1) Ask a question about objects, organisms, or events in the environment.
- (2) Plan and conduct a simple investigation.
- (3) Employ simple equipment and tools (e.g., magnifiers, thermometers, rulers) to gather data.
- (4) Recognize potential hazards and practice safety procedures in all science activities.

(d) Process standard—interpret and communicate. Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard:

- (1) Interpret pictures, simple bar graphs, and/or tables.
- (2) Recognize and describe patterns, then make predictions based on patterns.
- (3) Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

(e) Standard—properties and interactions of objects and materials. Characteristics of objects can be described using physical properties such as size, shape, color, texture, or magnetism. Interactions change the position and motion of objects. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Objects can be described in terms of the materials of which they are made. Physical properties of materials can be changed by tearing, sifting, sanding, or pounding.
- (2) Motion and interaction of objects can be observed in toys and playground activities.
- (3) Magnets attract and repel each other and certain other materials. Magnetic force passes through materials such as paper, glass, and water.

(f) Standard—life cycles and organisms. Life cycles represent the stages an organism passes through from its own birth to the birth of the next generation. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Plants and animals have life cycles that include developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms.
- (2) Plants and animals often have characteristics similar to their parents.

(g) Standard—properties and changes of earth and sky. Earth materials consist of rocks, soils, water, and air. The sun appears to move across sky in the same way every day. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Earth materials have different properties and serve as natural resources that sustain plant and animal life.
- (2) The size and shape of shadows change at different times of the day.

210:15-3-73. Standards for inquiry, physical, life, and earth/space science for grade 3
[REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Observe and measure objects, organisms, and/or events using developmentally appropriate International System of Units (SI) (i.e., meters, centimeters, grams, and degrees Celsius).

(2) Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events.

(b) **Process standard—classify.** Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

(1) Classify a set of simple objects, familiar organisms, and/or observable events by observable properties (e.g., graphic organizers, t charts, tables, Venn diagrams).

(2) Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, order of steps, smallest to largest).

(c) **Process standard—experiment and inquiry.** Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.

(1) Ask a question about objects, organisms, or events in the environment.

(2) Plan and conduct a simple investigation.

(3) Employ simple equipment and tools (e.g., magnifiers, thermometer, rulers) to gather data.

(4) Recognize potential hazards and practice safety procedures in all science activities.

(d) **Process standard—interpret and communicate.** Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

(1) Interpret tables, pictorial, and/or simple bar graphs.

(2) Recognize and describe patterns, then make predictions based on patterns.

(3) Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

(e) **Standard—properties of objects and materials.** Characteristics of objects that describe physical properties such as size, shape, color, or texture. Vibration of materials causes sound. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Objects can be described in terms of the materials of which they are made. Mixtures and solutions can be separated (i.e., sand and marbles, salt and water).

(2) Sound is produced by vibrations (i.e., pitch, a loudness).

(3) Sound travels through air, water, and/or solids.

(f) **Standard—characteristics and basic needs of organisms and environments.** All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Plants and animals have features (i.e., breathing structures, limbs, skin covering, seed dispersal, roots, stems, leaves) that help them live in different environments such as air, water, or land.

(2) Each plant or animal has different structures that serve different functions in growth and survival (i.e., the way it moves, type of food it needs, where it lives).

(3) All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.

(A) The primary source of energy in a food chain is the sun.

(B) Animals can be classified by the type of food that they eat.

(g) **Standard—properties of earth materials.** Earth materials consist of rocks, soils, water, and air. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Rocks and minerals have similarities and differences (i.e., size of particles, color pattern, layering).

(2) Soils have properties of color and texture, capacity to retain water, and ability to support the growth on many kinds of plants and animals, including those in our food supply.

(3) Earth exerts a force called gravity which attracts objects, pulling them toward Earth's center.

210:15-3-74. Standards for inquiry, physical, life, and earth/space science for grade 4

[REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using International System of Units (SI) (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees Celsius).

(2) Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change) in a given set of objects organisms or events.

(b) **Process standard—classify.** Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

(1) Classify a set of objects, organisms, and/or events using two or more observable properties (e.g., simple dichotomous keys).

(2) Arrange objects, organisms, and/or events in serial order (e.g., least to greatest, fastest to slowest).

(c) **Process standard—experiment.** Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.

(1) Ask questions about the world and formulate an orderly plan to investigate a question.

(2) Evaluate the design of a scientific investigation.

(3) Design and conduct a scientific investigation.

(4) Recognize potential hazards and practice safety procedures in all science investigations.

(d) **Process standard—interpret and communicate.** Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

(1) Report data using tables, line, bar, trend, and/or simple circle graphs.

(2) Interpret data tables, line, bar, trend and/or simple circle graphs.

(3) Make predictions based on patterns in experimental data.

(4) Communicate the results of investigations and/or give explanations based on data.

(e) **Process standard—inquiry.** Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.

(1) Use different ways to investigate questions and evaluate the fairness of the test.

(2) Use a variety of measurement tools and technology.

(3) Formulate a general statement to represent the data.

(4) Share results of an investigation in sufficient detail so that data may be combined with data from other students and analyzed further.

(f) **Standard—position and motion of objects.** The position of a moving object can be described relative to a stationary object or background. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull.
- (2) The motion of an object can be described by tracing and measuring its position over time.

(g) **Standard—electricity.** Energy—Energy is the ability to do work or to cause a change in matter. Forms of energy include electricity, heat (thermal), light and sound. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Electricity is the flow of electrical power or charge.
 - (A) The flow of electricity is controlled by open and closed circuits.
 - (B) Some materials are conductors of electricity while others are insulators.
- (2) Heat results when substances burn, when certain kinds of materials rub against each other, and when electricity flows through wires.
 - (A) Metals are good conductors of heat and electricity.
 - (B) Increasing the temperature of any substance requires the addition of heat energy.
- (3) Light is a form of energy made of electromagnetic waves.
 - (A) Light waves travel in a straight line.
 - (B) Substances may cause light waves to change direction of travel (e.g., reflection, refraction).
- (4) Sound is a form of energy caused by waves of vibrations that spread from the energy source.

(h) **Standard—characteristics of organisms.** Each type of organism has structures that enable it to function in unique and specific ways to obtain food, reproduce and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Organisms can survive only in environments in which their needs can be met (e.g., food, shelter, air, reproduction, and water).
- (2) Living organisms may be grouped by various characteristics or by the environment in which they live (e.g., habitats, anatomy, behaviors).
- (3) Many observable characteristics of an organism are inherited from the parents of the organisms (e.g., color of flowers, number of limbs on an animal).
- (4) Energy from the sun is passed to organisms through food chains.

(i) **Standard—properties of earth and moon.** The earth and its moon have specific properties. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Earth materials consist of rocks, soils, water, and air.
- (2) The processes of erosion, weathering, and sedimentation affect earth materials (e.g., earthquakes, floods, landslides, volcanic eruptions).
- (3) Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time (e.g., simulating the formation of fossils).
- (4) The observable shape of the moon changes from day to day in a cycle that lasts about a month.

210:15-3-75. Standards for inquiry, physical, life, and earth/space science for grade 5 [REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

- (1) Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using International System of Units (SI) (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees Celsius). Measure using tools (e.g., simple microscopes or magnifier, graduated cylinders, gram spring scales, metric rulers, metric balances, and Celsius thermometers).

(2) Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change, etc.) in a given set of objects, organisms, or events.

(b) **Process standard—classify.** Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard:

(1) Classify a set of objects, organisms, and/or events using no more than three observable properties (e.g., dichotomous keys).

(2) Arrange objects, organisms, and/or events in serial order (e.g., least to greatest, fastest to slowest).

(c) **Process standard—experiment.** Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard:

(1) Ask questions about the world and formulate an orderly plan to investigate a question.

(2) Evaluate the design of a scientific investigation (e.g., order of investigation procedures, number of tested variables).

(3) Design and conduct a scientific investigation.

(4) Recognize potential hazards and practice safety procedures in all science investigations.

(d) **Process standard—interpret and communicate.** Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard:

(1) Report data using tables, line, bar, trend, and/or simple circle graphs.

(2) Interpret data tables, line, bar, trend, and/or simple circle graphs.

(3) Make predictions based on patterns in experimental data.

(4) Communicate the results of investigations and/or give explanations based on data.

(e) **Process standard—inquiry.** Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard:

(1) Use different ways to investigate questions and evaluate the fairness of the test.

(2) Use a variety of measurement tools and technology.

(3) Formulate a general statement to represent the data.

(4) Share results of an investigation in sufficient detail so that data may be combined with data from other students and analyzed further.

(f) **Standard—properties of matter and energy.** Characteristics of objects that describe physical qualities such as size, shape, color, mass, temperature, and texture. Energy can produce changes in properties of objects such as changes in temperature. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Matter has physical properties that can be used for identification (e.g., color, texture, shape).

(2) Physical properties of objects can be observed, described, and measured using tools (e.g., simple microscopes, gram spring scales, metric rulers, metric balances, Celsius thermometers).

(3) Energy can be transferred in many ways (e.g., energy from the Sun to air, water, metal).

(4) Energy can be classified as either potential or kinetic.

(g) **Standard—organisms and environments.** Organisms within a community are dependent on one another and the environment. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Organisms in an ecosystem depend on each other for food, shelter, and reproduction.

(A) Ecosystems include food chains and food webs.

(B) Relationships exist between consumers, producers, and decomposers within an ecosystem.

(C) Predator and prey relationships affect populations in an ecosystem.

(2) Changes in environmental conditions due to human interactions or natural phenomena can affect the survival of individual organisms and/or entire species.

(A) Earth's resources can be natural (non-renewable) or man-made (renewable).

(B) The practices of recycling, reusing, and reducing help to conserve Earth's limited resources.

(h) Standard—structure of earth and the solar system. Interactions exist between air, water, rocks/soil, and all living things. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Soil consists of weathered rocks and decomposed organic material from dead plants, animals, and bacteria. Soils are often found in layers.

(2) Weather exhibits daily and seasonal patterns (i.e., air temperature, basic cloud types—cumulus, cirrus, stratus, and nimbus, wind direction, wind speed, precipitation).

(A) Weather measurement tools include the thermometer, barometer, anemometer, and rain gauge.

(B) Weather maps are used to display current weather and weather predictions.

(3) Earth is the third planet from the Sun in a system that includes the moon, the Sun, and seven other planets. Pluto is identified as a dwarf planet.

(A) Most objects in the solar system are in regular and predictable motion (e.g., phases of the moon).

(B) Objects in the solar system have individual characteristics (e.g., distance from the sun, number of moons, temperature of the object).

(C) The earth rotates on its axis while making revolutions around the sun.

210:15-3-76. Standards for inquiry, physical, life, and earth/space science for grade 6

[REVOKED]

(a) Process standard—observe and measure. Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length,) before, during, and after an event.

(2) Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches, computers, handheld data collection devices) to measure objects, organisms, and/or events.

(3) Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds), and SI prefixes (i.e. milli-, centi-, and kilo-) when measuring objects, organisms and/or events.

(b) Process standard—classify. Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

(1) Using observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys, periodic table, biological hierarchy).

(2) Identify properties by which a set of objects, organisms, or events could be ordered.

(c) Process standard—experimental design. Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

(1) Ask questions about the world and design investigations that lead to scientific inquiry. Identify testable questions based on prior knowledge, background research, or observations.

(2) Evaluate the design of a scientific investigation.

(3) Identify variables and/or controls in an experimental setup: independent variable and dependent variable.

(4) Identify a testable hypothesis for an experiment.

(5) Follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

(6) Recognize potential hazards and practice safety procedures in all science activities.

(d) Process standard—interpret and communicate. Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is

the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard:

- (1) Report and record both quantitative/qualitative data in an appropriate method when given an experimental procedure or data.
- (2) Interpret data tables, line, bar, trend, and/or circle graphs.
- (3) Evaluate data to develop reasonable explanations and/or predictions.
- (4) Determine if results of investigations support or do not support hypotheses.
- (5) Communicate scientific processes, procedures, and conclusions (e.g., model, poster, diagram, journal entry, lab report, scientific paper, oral presentation, digital presentation).

(e) Process standard – inquiry. Inquiry can be defined as the skills necessary to carry out the process of scientific thinking. In order for inquiry to occur students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard:

- (1) Ask questions that can be answered through scientific investigation.
- (2) Design and conduct experiments utilizing scientific processes.
- (3) Use the engineering design process to address a problem or need (e.g., identify a need, conduct background research, prepare preliminary designs, build and test a prototype, test and revise design, communicate results).
- (4) Understand the value of technology and use technology to gather data and analyze results of investigations (e.g., probes, handheld digital devices, digital cameras, software, computers, calculators, digital balances, GPS).
- (5) Develop a logical relationship between evidence and explanation to form and communicate a valid conclusion and then suggest alternative explanations.

(f) Standard – physical properties in matter. Physical characteristics of objects can be described using shape, size, and mass whereas the materials from which objects are made can be described using color and texture. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, and texture). Changes in physical properties of objects can be observed, described, and measured using tools such as simple microscopes, gram spring scales, metric rulers, metric balances, and Celsius thermometers.
- (2) The mass of an object is not altered due to changes in shape.

(g) Standard – transfer of energy. Change from one form of energy to another. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Energy exists in many forms (e.g., heat, light, electricity, mechanical motion, and sound). Energy can be transferred in various ways (e.g., potential to kinetic, electrical to light, chemical to electrical, mechanical to electrical).
- (2) Electrical circuits provide a means of transferring electrical energy when heat, light, and sound are produced (e.g., open and closed circuits, parallel and series circuits).
- (3) Electric currents and magnets can exert a force on each other (e.g., direct and alternating currents).

(h) Standard 3 – structure and function in living systems. Living systems at all levels of organization demonstrate the complementary nature of structure and function. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Cells are the building blocks of all organisms (both plants and animals). Plant and animal cells have similarities and differences (i.e., nucleus, mitochondria, cell wall, plasma membrane, chloroplast, vacuole).
- (2) Living systems are organized by levels of complexity (i.e., cells, organisms, ecosystems).

(i) Standard – populations and ecosystems. Populations consist of individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Some source of energy is needed for all organisms to stay alive and grow. Energy transfer can be followed in food chains and webs.

(2) In all environments, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Other relationships may be beneficial (e.g., producers/autotrophs, consumers/heterotrophs, symbiosis).

(j) **Standard—structures of the earth and the solar system.** The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Earth has four main systems that interact: the geosphere, the hydrosphere, the atmosphere, and the biosphere.

(A) The geosphere is the portion of the earth system that includes the earth's interior, rocks and minerals, landforms, and the processes that shape the earth's surface.

(B) The hydrosphere is the liquid water component of the earth. Water covers the majority of the earth's surface and circulates through the crust, oceans, and atmosphere in what is known as the water cycle.

(C) The atmosphere is a mixture of nitrogen, oxygen, and trace gases that include water vapor. The atmosphere has a different physical and chemical composition at different elevations.

(D) The biosphere is made up of all that is living on the Earth. It is a life-supporting global ecosystem where living things depend on other organisms and the environment.

(2) The sun provides the light and heat necessary to maintain life on earth and is the ultimate source of energy (i.e., producers receive their energy from the sun).

210:15-3-77. Standards for inquiry, physical, life, and earth/space science for grade 7 [REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.

(2) Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches, computers, handheld data collection devices) when measuring objects, organisms, and/or events.

(3) Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds), and SI prefixes (i.e., milli-, centi-, and kilo-) when measuring objects, organisms, and/or events.

(b) **Process standard—classify.** Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

(1) Use observable properties to place an object, organism, and/or event into a classification system (e.g., dichotomous keys, periodic table, biological hierarchy).

(2) Identify properties by which a set of objects, organisms, and/or events could be ordered.

(c) **Process standard—experimental design.** Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

(1) Ask questions about the world and design investigations that lead to scientific inquiry. Identify testable questions based on prior knowledge, background research, or observations.

(2) Evaluate the design of a scientific investigation.

(3) Identify variables and/or controls in an experimental setup: independent variable and dependent variable.

(4) Identify a testable hypothesis for an experiment.

(5) Follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

(6) Recognize potential hazards and practice safety procedures in all science activities.

(d) Process standard—interpret and communicate. Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard:

(1) Report and record both quantitative/qualitative data in an appropriate method when given an experimental procedure or data.

(2) Interpret data tables, line, bar, trend, and/or circle graphs.

(3) Evaluate data to develop reasonable explanations, and/or predictions.

(4) Determine if results of investigations support or do not support hypotheses.

(5) Communicate scientific processes, procedures, and conclusions (e.g., model, poster, diagram, journal entry, lab report, scientific paper, oral presentation, digital presentation).

(e) Process standard—inquiry. Inquiry can be defined as the skills necessary to carry out the process of scientific thinking. In order for inquiry to occur students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard:

(1) Ask questions that can be answered through scientific investigation.

(2) Design and conduct experiments utilizing scientific processes.

(3) Use the engineering design process to address a problem or need (e.g., identify a need, conduct background research, prepare preliminary designs, build and test a prototype, test and revise design, communicate results).

(4) Understand the value of technology and use technology to gather data and analyze results of investigations (e.g., probes, handheld digital devices, digital cameras, software, computers, calculators, digital balances, GPS).

(5) Develop a logical relationship between evidence and explanation to form and communicate a valid conclusion and then suggest alternative explanations.

(f) Standard—properties and physical changes in matter. Physical characteristics of objects can be described using shape, size, and mass whereas the materials from which objects are made can be described using color and texture. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, texture, and density). Physical changes of a substance do not alter the chemical nature of a substance (e.g., phase changes of water, sanding wood).

(2) Mixtures can be classified as homogeneous or heterogeneous and can be separated by physical means.

(g) Standard—structure and function in living systems. Living systems at all levels of organization demonstrate the complementary nature of structure and function. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Living systems are organized by levels of complexity (i.e., cells, tissues, organs, systems).

(2) Specialized structures perform specific functions at all levels of complexity (e.g., leaves on trees, wings on bird, organelles in cells).

(h) Standard—reproduction and heredity. Reproduction is the process by which organisms give rise to offspring. Heredity is the passing of traits to offspring. All organisms must be able to grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Characteristics of an organism result from inheritance and from interactions with the environment (e.g., genes, chromosomes, DNA, inherited traits, cell division).

(2) Similarities among organisms are found in anatomical features, which can be used to infer the degree of relatedness among organisms.

(i) Standard—behavior and regulations. All organisms must be able to grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.

Behavioral response is a set of actions determined in part by heredity and in part by experience. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Living organisms strive to maintain a constant internal environment (i.e., homeostasis).
- (2) Living organisms have physical and/or behavioral responses to external stimuli (e.g., hibernation, migration, geotropism).

(j) **Standard—structures of the earth system.** The earth is mostly rock, three fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Global patterns of atmospheric movement influence weather and climate (e.g., sea breezes, land breezes, and ocean currents, ocean's effect on climate).
- (2) Clouds, formed by the condensation of water vapor, affect local weather and climate.
- (3) The solid crust of the earth consists of separate plates that move very slowly, pressing against one another in some places and pulling apart in other places (i.e., volcanoes, earthquakes, and creation of mountains).

(k) **Standard—earth and the solar system.** The earth is the third planet from the sun in a system that includes the earth's moon, the sun, seven other planets and their moons, and smaller objects (e.g., asteroids, comets, dwarf planets). The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Most objects in the solar system are in regular and predictable motion. Those motions explain such phenomena as the day, the year, phases of the moon, and eclipses.
- (2) Seasons result from variations in the amount of the sun's energy hitting the surface, due to the tilt of the earth's rotation on its axis and the length of the day. The motion relationship of the sun, earth, and earth's moon is a result of the force of gravity.

210:15-3-78. Standards for inquiry, physical, life, and earth/space science for grade 8 [REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

- (1) Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
- (2) Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches, computers, and handheld data collection devices) when measuring objects, organisms, and/or events.
- (3) Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds), and SI prefixes (i.e., milli-, centi-, and kilo-) when measuring objects, organisms and/or events.

(b) **Process standard—classify.** Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

- (1) Using observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys, periodic table, biological hierarchy).
- (2) Identify properties by which a set of objects, organisms, and/or events could be ordered.

(c) **Process standard—experimental design.** Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

- (1) Ask questions about the world design investigations that lead to scientific inquiry.
- (2) Evaluate the design of a scientific investigation.
- (3) Identify variables and/or controls in an experimental setup: independent variable and dependent variable.
- (4) Identify a testable hypothesis for an experiment.
- (5) Follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- (6) Recognize potential hazards and practice safety procedures in all biology activities.

(d) Process standard—interpret and communicate. Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard:

- (1) Report and record both quantitative/qualitative data in an appropriate method when given an experimental procedure or data.
- (2) Interpret data tables, line, bar, trend, and/or circle graphs.
- (3) Evaluate data to develop reasonable explanations, and/or predictions.
- (4) Determine if results of investigations support or do not support hypotheses.
- (5) Communicate scientific processes, procedures, and conclusions (e.g., model, poster, diagram, journal entry, lab report, scientific paper, oral presentation, digital presentation).

(e) Process standard—inquiry. Inquiry can be defined as the skills necessary to carry out the process of scientific thinking. In order for inquiry to occur students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard:

- (1) Ask questions that can be answered through scientific investigation.
- (2) Design and conduct experiments utilizing scientific processes.
- (3) Use the engineering design process to address a problem or need (e.g., identify a need, conduct background research, prepare preliminary designs, build and test a prototype, test and revise design, communicate results).
- (4) Understand the value of technology and use technology to gather data and analyze results of investigations (e.g., probes, handheld digital devices, digital cameras, software, computers, calculators, digital balances, GPS).
- (5) Develop a logical relationship between evidence and explanation to form and communicate a valid conclusion and then suggest alternative explanations.

(f) Standard—properties and chemical changes in matter. Physical characteristics of objects can be described using shape, size, and mass. The materials from which objects are made can be described using color, texture, and hardness. These properties can be used to distinguish and separate one substance from another. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Substances react chemically with other substances to form new substances with different characteristics (e.g., oxidation, combustion, acid/base reactions).
- (2) Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, texture, density, and hardness) and chemical properties. In chemical reactions and physical changes, matter is conserved (e.g., compare and contrast physical and chemical changes).

(g) Standard—motions and forces. The motion of an object can be described by its position, direction of motion, and speed as prescribed by Newton's Laws of Motion. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) The motion of an object can be measured. The position of an object, its speed, and direction can be represented on a graph.
- (2) An object that is not being subjected to a net force will continue to move at a constant velocity (i.e., inertia, balanced and unbalanced forces).

(h) Standard 3—diversity and adaptations of organisms. Millions of species of animals, plants, and microorganisms are alive today. Although different species might look dissimilar, the unity among organisms becomes apparent from an analysis of internal and external structures. Adaptation involves the selection of naturally occurring variations in populations. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) By classifying organisms, biologists consider details of internal and external structure to infer the degree of relatedness among organisms (i.e., kingdom, phylum, class, order, family, genus, species).

(2) Organisms have a great variety of internal and external structures that enable them to survive in a specific habitat (e.g., echolocation, seed dispersal).

(i) **Standard—structures and forces of the earth and solar system.** The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Landforms result from constructive forces such as crustal deformation, volcanic eruption, and deposition of sediment and destructive forces such as weathering and erosion.

(2) The formation, weathering, sedimentation, and reformation of rock constitute a continuing "rock cycle" in which the total amount of material stays the same as its form changes.

(3) Atmospheric and ocean circulation patterns affect weather on a global scale (e.g., El Niño, La Niña, Gulf Stream).

(j) **Standard—earth's history.** The earth's history involves periodic changes in the structures of the earth over time. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Earth's history has been punctuated by occasional catastrophic events, such as the impact of asteroids or comets, enormous volcanic eruptions, periods of continental glaciation, and the rise and fall of sea level.

(2) Fossils provide important evidence of how life and environmental conditions have changed (e.g., Law of Superposition, index fossil, geologic time period, extinction).

210:15-3-79. Physical science – standards for inquiry and the physical sciences for high school [REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length, etc.) before, during, and after an event.

(2) Use appropriate tools with accuracy and precision (e.g., metric ruler, graduated cylinder, thermometer, balance, spring scale, stopwatch) when measuring objects and/or events.

(3) Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds) and SI prefixes (i.e. micro, milli, centi, and kilo) when measuring objects and/or events.

(b) **Process standard—classify.** Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

(1) Using observable properties, place an object or event into a classification system.

(2) Identify the properties by which a classification system is based.

(c) **Process standard—experimental design.** Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

(1) Evaluate the design of a physical science experiment.

(2) Identify the independent variables, dependent variables, controlled variables, and control set up in an experiment.

(3) Use mathematics to show relationships within a given set of observations.

(4) Identify a hypothesis for a given problem in physical science investigations.

(5) Recognize potential hazards and practice safety procedures in all physical science activities.

(d) **Process standard—interpret and communicate.** Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using

appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard:

- (1) Select appropriate predictions based on previously observed patterns of evidence.
- (2) Report and display data using appropriate technology and other media.
- (3) Interpret data tables, line, bar, trend, and/or circle graphs from existing science research or student experiments.
- (4) Determine if results of physical science investigations support or do not support hypotheses.
- (5) Evaluate experimental data to draw the most logical conclusion.
- (6) Routinely prepare a written report describing the sequence, results, and interpretation of a physical science investigation or event.
 - (A) Establish and maintain a formal style and objective tone.
 - (B) When appropriate or possible, utilize technology to produce, publish, or revise writing products.
 - (C) Gather relevant information from multiple authoritative print and digital sources and follow a standard format for citation avoiding plagiarism.
- (7) Communicate or defend scientific thinking that resulted in conclusions.
 - (A) Read, comprehend, and present evidence from a range of sources (e.g., texts, experiments, or simulations) to support conclusions.
 - (B) Recognize bias in observation/research.
- (8) Identify and/or create an appropriate graph or chart from collected data, tables, or written description.
 - (A) Translate quantitative information expressed in words into visual form (e.g., a table, chart).
 - (B) Translate information expressed visually or mathematically (e.g., a table, chart, equation) into words.

(e) Process standard – model. Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard:

- (1) Interpret a model which explains a given set of observations.
- (2) Select predictions based on models and when appropriate, apply mathematical reasoning to make accurate predictions.
- (3) Compare a given model to the physical world.

(f) Process standard – inquiry. In order for inquiry to occur, students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard:

- (1) Ask a scientific question, formulate a testable hypothesis, and design an appropriate experiment relating to the physical world.
- (2) Design and conduct physical science investigations in which variables are identified and controlled.
- (3) Use a variety of technologies, (e.g., probes, handheld digital devices, digital cameras, software, calculators, digital balances, microscopes, measuring instruments, computers) to collect, analyze, and display data.
- (4) Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.

(g) Process standard – engineering design. Engineering design can be defined as the creative process of turning abstract ideas into a physical prototype (laboratory apparatus, trial product, or model) that addresses a need or solves a problem. In order for engineering design to occur, students must have the opportunity to identify a need or problem, establish design criteria, prepare preliminary designs, build and then test a prototype, and test and redesign as necessary. The student will accomplish these objectives to meet this process standard:

- (1) Identify a need or problem or improve an existing design.
- (2) Identify design criteria and constraints (e.g., materials used, product limitations, time limits).

- (3) Use a variety of resources (e.g., Internet, databases, text) to conduct research in order to develop a preliminary design.
- (4) Build and test a prototype. Document the strengths and weaknesses of the prototype in writing.
- (5) Analyze and redesign to determine which solutions best meet the criteria and constraints.
- (6) Communicate results in a variety of ways (e.g., orally, written, Internet publications, videos, posters, product demonstrations).

(h) Standard—structure and properties of matter. All matter is made up of atoms. Its structure is made up of repeating patterns and has characteristic properties. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Matter is made up of minute particles called atoms, and atoms are composed of even smaller components (i.e., protons, neutrons, and electrons).
- (2) An element is identified by the number of protons (atomic number) in the nucleus. with:
 - (A) When elements are listed in order of increasing number of protons, repeating patterns of physical and chemical properties identify families of elements with similar properties.
 - (B) Elements found on the earth are also found throughout the universe.
- (3) Matter has characteristic properties that are unique for pure substances and can be used to separate one substance from another (e.g., boiling points, melting points, density).
- (4) A compound is formed when two or more kinds of atoms bind together chemically. Each compound has unique chemical and physical properties.

(i) Standard—conservation of matter. Matter is neither created nor destroyed in physical and chemical interactions. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Chemical changes are identified by one or more events (i.e., precipitate, color change, gas production, heat gain or loss).
- (2) Chemical equations are used to represent chemical changes in which reactant(s) form product(s).
- (3) Chemical reactions can be classified (e.g., synthesis/combination, decomposition, single displacement, double displacement).

(j) Standard—motion and forces. The motion of an object can be described by its position, direction of motion, and speed. A change in motion occurs as a result of a net force. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Objects change their motion only due to a net force. Laws of motion are used to determine the effects of forces on the motion of objects. Gravitation is a universal force that each object exerts on any other object.
- (2) Moving electric charges produce magnetic forces, and moving magnets produce electric forces. Electricity and magnetism are two aspects of a single electromagnetic force (e.g., voltage, current, resistance, induction).

(k) Standard—interactions of energy and matter. Energy can be transferred or transformed, but never destroyed. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Energy can be classified as kinetic energy (energy of motion) or potential energy (e.g., positional, elastic, chemical, nuclear).
- (2) Waves radiate energy and interact with matter.
 - (A) Propagation of mechanical waves (e.g., sound, seismic, water) requires a medium.
 - (B) Electromagnetic waves (radio waves to gamma rays) do not require a medium.

210:15-3-80. Biology I – standards for inquiry and the biological sciences for high school [REVOKED]

(a) Process standard—observe and measure. Observing is the first action taken by the learner to acquire new information about an organism or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.

(2) Use appropriate tools with accuracy and precision (e.g., microscope, pipette, metric ruler, graduated cylinder, thermometer, balance, stopwatch,) when measuring cells, organisms, populations, and ecosystems.

(3) Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds) and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring cells, organisms, populations, and ecosystems.

(b) Process standard—classify. Classifying establishes order. Organisms and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

(1) Using observable properties, place cells, organisms, and/or events into a biological classification system (e.g., dichotomous keys, taxonomy charts, cladograms).

(2) Identify the properties by which a biological classification system is based.

(c) Process standard—experimental design. Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

(1) Evaluate the design of a biology laboratory experiments.

(2) Identify the independent variables, dependent variables, controlled variables, and control set up in an experiment.

(3) Use mathematics to show relationships within a given set of observations (e.g., population studies, biomass, probability, etc.).

(4) Identify a hypothesis for a given problem in biology investigations.

(5) Recognize potential hazards and practice safety procedures in all biology activities.

(d) Process standard—interpret and communicate. Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

(1) Select appropriate predictions based on previously observed patterns of evidence.

(2) Report and display data using appropriate technology and other media.

(3) Interpret data tables, line, bar, trend, and/or circle graphs from existing science research or student experiments.

(4) Determine if results of biological investigations support or do not support hypotheses.

(5) Evaluate experimental data to draw the conclusion that is best supported by the evidence.

(6) Routinely prepare a written report describing the sequence, results, and interpretation of a biological investigation or event.

(A) Establish and maintain a formal style and objective tone.

(B) When appropriate or possible, utilize technology to produce, publish, or revise writing products.

(C) Gather relevant information from multiple authoritative print and digital sources and follow a standard format for citation avoiding plagiarism.

(7) Communicate or defend scientific thinking that results in conclusions.

(A) Read, comprehend, and present evidence from a range of sources (e.g., texts, experiments, simulations) to support conclusions.

(B) Recognize bias in observation/research.

(8) Identify and/or create an appropriate graph or chart from collected data, tables, or written description (e.g., population studies, plant growth, heart rate).

(A) Translate quantitative information expressed in words into visual form (e.g. a table, chart, equation).

(B) Translate information expressed visually or mathematically (e.g., a table, chart, equation) into words.

(e) Process standard—model. Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.

- (1) Interpret a biological model which explains a given set of observations.
- (2) Select predictions based on models (e.g., pedigrees, life cycles, energy pyramids,) and when appropriate, apply mathematical reasoning to make accurate predictions.
- (3) Compare a given model to the living world.

(f) **Process standard— inquiry.** Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard.

- (1) Ask a scientific question, formulate a testable hypothesis and design an appropriate experiment relating to the living world.
- (2) Design and conduct biological investigations in which variables are identified and controlled.
- (3) Use a variety of technologies, such as (e.g., probes, handheld digital devices, electrophoresis equipment, digital cameras, software, calculators, digital balances, microscopes, measuring instruments, and computers) to collect, analyze, and display data.
- (4) Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.

(g) **Standard— The cell.** Cells are the fundamental unit of life, comprised of a variety of structures that perform functions necessary to maintain life. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Cells are composed of a variety of structures such as the nucleus, cell/plasma membrane, cell wall, cytoplasm, ribosomes, mitochondria, and chloroplasts.
 - (A) The cell/plasma membrane functions (i.e., active transport, passive transport, diffusion, osmosis, and surface area to volume ratio) to maintain homeostasis.
 - (B) Differentiate among hypotonic, hypertonic, and isotonic conditions.
 - (C) Compare and contrast prokaryotic and eukaryotic cells.
- (2) In multicellular organisms, cells have levels of organization (i.e., cells, tissues, organs, organ systems, organisms).
- (3) Specialized cells enable organisms to monitor what is going on in the world around them (e.g., detect light, sound, specific chemicals, gravity, plant tropism, sense organs, homeostasis).

(h) **Standard— the molecular basis of heredity.** DNA determines the characteristics of organisms. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Cells function according to the information contained in the master code of DNA (i.e., cell cycle, DNA replication and transcription). Transfer RNA and protein synthesis will be taught in life science courses with rigor greater than Biology I.
- (2) A sorting and recombination of genes during sexual reproduction results in a great variety of possible gene combinations from the offspring of any two parents (i.e., Punnett squares and pedigrees). Students will understand concepts in a single trait cross (e.g., alleles, dominant trait, recessive trait, phenotype, genotype, homozygous, heterozygous, incomplete dominance, sex linked traits).

(i) **Standard— biological diversity.** Diversity of species is developed through gradual processes over many generations. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) Different species might look dissimilar, but the unity among organisms becomes apparent from an analysis of internal structures, the similarity of their chemical processes, and the evidence of common ancestry (e.g., homologous and analogous structures, embryology, fossil record, genetic data).
- (2) Characteristics of populations change through the mechanism of natural selection. These biological adaptations, including changes in structures, behaviors, and/or physiology, may enhance or limit survival and reproductive success within a particular environment.

(3) Broad patterns of behavior exhibited by animals have changed over time to ensure reproductive success. Responses to external stimuli can result from interactions with the organism's own species and others, as well as environmental changes; these responses can be either innate or learned.

(j) Standard—The interdependence of organisms. Interdependence of organisms in an environment includes the interrelationships and interactions between and among organisms. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Organisms both cooperate and compete in ecosystems (i.e., parasitism and symbiosis) (e.g., symbiotic relationships).

(2) Living organisms have the capacity to produce populations of infinite size, but environments and resources limit population size (e.g., carrying capacity, limiting factors, ecological succession).

(k) Standard—matter, energy, and organization in living systems. Living systems require a continuous input of energy to maintain their chemical and physical organizations. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) The complexity and organization of organisms accommodates the need for obtaining, transforming, transporting, releasing, and eliminating the matter and energy used to sustain the organism (i.e., photosynthesis and cellular respiration).

(2) As matter and energy flow through different levels of organization of living systems and between living systems and the physical environment, chemical elements are recombined in different ways by different structures. Matter and energy are conserved in each change (i.e., water cycle, carbon cycle, nitrogen cycle, food webs, and energy pyramids).

(3) Matter on earth cycles among the living (biotic) and nonliving (abiotic) components of the biosphere.

210:15-3-81. Chemistry – standards for inquiry and chemistry for high school

[REVOKED]

(a) Process standard—observe and measure. Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Identify qualitative changes in reactions and quantitative changes in chemical reactions given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.

(2) Use appropriate tools with accuracy and precision (e.g., metric ruler, graduated cylinder, thermometer, balance, spring scale, stopwatch) when measuring objects and/or events.

(3) Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds) and SI prefixes (i.e., micro, milli, centi, and kilo) when measuring mass, volume, and temperature.

(b) Process standard—classify. Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

(1) Using observable properties, place an object or event (i.e., chemical versus physical, charge, electron levels, and reaction types) into a classification system.

(2) Identify properties by which a classification system is based.

(c) Process standard—experimental design. Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

(1) Evaluate the design of a chemistry laboratory (experiment).

(2) Identify the independent variables, dependent variables, controlled variables, and control set up in an experiment.

(3) Use mathematics to show relationships within a given set of observations (i.e., conservation of mass and stoichiometry).

(4) Identify a hypothesis for a given problem in chemistry investigations.

(5) Recognize potential hazards and practice safety procedures in all chemistry laboratory activities.

(d) **Process standard—interpret and communicate.** Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard:

(1) Select appropriate predictions based on previously observed patterns of evidence.

(2) Report and display data using appropriate technology and other media.

(3) Interpret data tables, line, bar, trend, and/or circle graphs from existing science research or student experiments.

(4) Determine if results of chemistry investigations support or do not support hypotheses.

(5) Evaluate experimental data to draw the most logical conclusion.

(6) Routinely prepare a written report describing the sequence, results, and interpretation of a chemistry investigation or event.

(A) Establish and maintain a formal style and objective tone.

(B) When appropriate or possible, utilize technology to produce, publish, or revise writing products.

(C) Gather relevant information from multiple authoritative print and digital sources and follow a standard format for citation avoiding plagiarism.

(7) Communicate or defend scientific thinking that resulted in conclusions.

(A) Read, comprehend, and present evidence from a range of sources (e.g. texts, experiments simulations) to support conclusions.

(B) Recognize bias in observation/research.

(8) Identify and/or create an appropriate graph or chart from collected data, tables, or written description.

(A) Translate quantitative information expressed in words into visual form (e.g. a table, chart, equation).

(B) Translate information expressed visually or mathematically (e.g., a table, chart, equation) into words.

(e) **Process standard—model.** Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard:

(1) Interpret an atomic model which explains a given set of observations.

(2) Select predictions based on models (e.g., electron configuration, bonding, compound formation), and when appropriate, apply mathematical reasoning to make accurate predictions.

(3) Compare a given model to the physical world.

(f) **Process standard—inquiry.** Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard:

(1) Ask a scientific question, formulate a testable hypothesis and design an appropriate experiment to identify an unknown substance.

(2) Design and conduct scientific investigations in which variables are identified and controlled.

(3) Use a variety of technologies, (e.g., hand tools, balances, conductivity apparatus, thermometers, graduated cylinders, volumetric flasks, computers, probeware, graphing calculators, digital cameras, digital balances, computer simulations) to collect, analyze, and display data.

(4) Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.

(g) Process standard—engineering design. Engineering design can be defined as the creative process of turning abstract ideas into a physical prototype (laboratory apparatus, trial product, or model) that addresses a need or solves a problem. In order for engineering design to occur, students must have the opportunity to identify a need or problem, establish design criteria, prepare preliminary designs, build and then test a prototype, and test and redesign as necessary. The student will accomplish these objectives to meet this process standard:

- (1) Identify a need or problem or improve an existing design.
- (2) Identify design criteria and constraints (e.g., materials used, product limitations, time limits).
- (3) Use a variety of resources (e.g., Internet, databases, text) to conduct research in order to develop a preliminary design.
- (4) Build and test a prototype. Document the strengths and weaknesses of the prototype in writing.
- (5) Analyze and redesign to determine which solutions best meet the criteria and constraints.
- (6) Communicate results in a variety of ways (e.g., orally, written, Internet publications, videos, posters, product demonstrations).

(h) Standard—structure and properties of matter. All matter is made up of atoms. Its structure is made up of repeating patterns and has characteristic properties. The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:

- (1) Matter is made of atoms which are in constant motion. Atoms are composed of subatomic particles (e.g., protons, neutrons, electrons, quarks).
- (2) Atoms interact with one another by transferring or sharing outer electrons that are farthest from the nucleus. These outer electrons govern the chemical properties of the element.
- (3) When elements are listed in order by increasing numbers of protons, repeating patterns of physical and chemical properties identify families of elements with similar properties.
- (4) A compound is formed when two or more kinds of atoms bind together chemically.
 - (A) Atoms interact with one another by transferring (ionic) or sharing (covalent) valence electrons.
 - (B) Valence electrons govern the chemical properties and reactivity of the element.
 - (C) Each compound has unique chemical and physical properties

(i) Standard—chemical reactions. A reaction in which one or more substances are changed into different substances. A chemical change cannot be reversed by physical means. The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:

- (1) Chemical substances react in definite molar weight proportions and mass is conserved. Balanced chemical equations are used to determine molar ratios.
- (2) Chemical reactions can be classified (e.g., synthesis/combination), decomposition, single displacement, double displacement, combustion, oxidation/reduction, acid/base). Reaction classification aids in the prediction of products.
- (3) The rate of a chemical reaction is affected by the concentration, temperature, and presence of a catalyst.

(j) Standard—interactions of energy and matter. Total energy is conserved in a closed system. The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:

- (1) Matter can be found in four phases (i.e., solid, liquid, gas, plasma). Phase change occurs when heat energy is absorbed or released from the system.
- (2) Chemical reactions in a system either release energy to the surroundings (exothermic) or absorb energy from the surroundings (endothermic) as a result of breaking or forming bonds between atoms.
- (3) The amount of heat gained or released during interactions (e.g., phase changes, chemical reactions, specific heat) can be quantified using calorimetric methods.
- (4) As energy varies in a closed system containing a gas, the parameter (i.e., volume, temperature, pressure) are governed by specific laws (i.e., Avogadro's Law, Boyle's Law, Charles' Law, Dalton's Law, Ideal Gas Law).

(k) Standard—solution chemistry. Solutions are homogenous mixtures of solutes dissolved in solvents. Most chemical reactions occur in solutions. The student will engage in investigations

that integrate the process and inquiry standards and lead to the discovery of the following objectives:

- (1) Dissolving rates can be influenced by conditions (e.g., temperature, surface area of solute, particle collisions, pressure-concentration).
- (2) Solutions can be classified by the amount of solute dissolved by a solvent (i.e., unsaturated, saturated, supersaturated). Solution concentration can be quantified.

210:15-3-82. Physics – standards for inquiry and physics for high school [REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

- (1) Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
- (2) Use appropriate tools with accuracy and precision (e.g., metric ruler, graduated cylinder, thermometer, balance, spring scale, stopwatch) when measuring objects and/or events.
- (3) Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds) and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring objects and/or events.

(b) **Process standard—classify.** Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

- (1) Using observable properties, place an object or event into a classification system.
- (2) Identify the properties by which a classification system is based.
- (3) Graphically classify physical relationships (e.g., linear, parabolic, inverse).

(c) **Process standard—experimental design.** Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

- (1) Evaluate the design of a physics experiment.
- (2) Identify the independent variables, dependent variables, controlled variables, and control set up in an experiment.
- (3) Use mathematics to show relationships within a given set of observations.
- (4) Identify a hypothesis for a given problem in physics investigations.
- (5) Recognize potential hazards and practice safety procedures in all physics activities.

(d) **Process standard—interpret and communicate.** Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

- (1) Select appropriate predictions based on previously observed patterns of evidence.
- (2) Report and display data using appropriate technology and other media.
- (3) Interpret data tables, line, bar, trend, and/or circle graphs from existing science research or student experiments.
- (4) Determine if results of physics investigations support or do not support hypotheses.
- (5) Evaluate experimental data to draw the most logical conclusion.
- (6) Routinely prepare a written report describing the sequence, results, and interpretation of a physics investigation or event.
 - (A) Establish and maintain a formal style and objective tone.
 - (B) When appropriate or possible, utilize technology to produce, publish, or revise writing products.
 - (C) Gather relevant information from multiple authoritative print and digital sources and follow a standard format for citation avoiding plagiarism.
- (7) Communicate or defend scientific thinking that resulted in conclusions.
 - (A) Read, comprehend, and present evidence from a range of sources (e.g. texts, experiments, or simulations) to support conclusions.
 - (B) Recognize bias in observation/research.

(8) Identify and/or create an appropriate graph or chart from collected data, tables, or written description.

(A) Translate quantitative information expressed in words into visual form (e.g., a table, chart, or equation).

(B) Translate information expressed visually or mathematically (e.g., a table, chart or equation) into words.

(e) **Process standard—model.** Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.

(1) Interpret a model which explains a given set of observations.

(2) Select predictions based on models and when appropriate, apply mathematical reasoning to make accurate predictions.

(3) Compare a given model to the physical world.

(f) **Process standard— inquiry.** In order for inquiry to occur, students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard.

(1) Ask a scientific question, formulate a testable hypothesis and design an appropriate experiment relating to the physical world.

(2) Design and conduct physics investigations in which variables are identified and controlled.

(3) Use a variety of technologies, (e.g., hand tools, balances, conductivity apparatus, thermometers, graduated cylinders, volumetric flasks, probeware, graphing calculators, digital cameras, digital balances, computer simulations) to collect, analyze, and display data.

(4) Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.

(g) **Process standard—engineering design.** Engineering design can be defined as the creative process of turning abstract ideas into a physical prototype (laboratory apparatus, trial product, or model) that addresses a need or solves a problem. In order for engineering design to occur, students must have the opportunity to identify a need or problem, establish design criteria, prepare preliminary designs, build and then test a prototype, and test and redesign as necessary. The student will accomplish these objectives to meet this process standard:

(1) Identify a need or problem or improve an existing design.

(2) Identify design criteria and constraints (e.g., materials used, product limitations, time limits).

(3) Use a variety of resources (e.g., Internet, databases, text) to conduct research in order to develop a preliminary design.

(4) Build and test a prototype. Document the strengths and weaknesses of the prototype in writing.

(5) Analyze and redesign to determine which solutions best meet the criteria and constraints.

(6) Communicate results in a variety of ways (e.g., orally, written, Internet publications, videos, posters, product demonstrations).

(h) **Standard—motion.** The change in position of an object is motion. The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:

(1) The motion of an object can be described by its position, direction, and speed.

(2) Motion can be modeled in terms of 1 or 2 dimensions relative to a system's defined reference point (e.g., particle model, vector model, graphical model).

(3) Objects undergoing acceleration can be mathematically modeled using time, displacement, velocity, and acceleration equations.

(i) **Standard—force.** A change in motion occurs as a result of a net force. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Objects change their motion due to a net force. Newton's Laws of Motion are used to calculate the effects of forces on the motion of objects (e.g., balanced vs. unbalanced forces, momentum, inertia, impulse, action vs. reaction, friction, torque).

(2) Gravitation is a universal force that each object exerts on any other object. The strength of the gravitational attractive force between two objects is proportional to the masses and inversely proportional to the square of the distance between them (e.g., Law of Universal Gravitation, Kepler's Law).

(3) The electric force is a universal force that exists between any two charged objects. The strength of the force is proportional to the charges and inversely proportional to the square of the distance between them (e.g., Coulomb's Law).

(4) Electricity and magnetism are two aspects of a single electromagnetic force (e.g., series/parallel/complex circuits, electromagnets, induction, Ohm's Law, generators, motors, capacitors).

(j) **Standard—energy.** The total energy of the universe is constant. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Energy in a system is never created nor destroyed but may be transferred or transformed (e.g., Law of Conservation of Energy, Laws of Thermodynamics).

(A) As changes occur, energy becomes less ordered.

(B) Conservation of energy can be modeled (e.g., pendulum motion, spring system).

(2) Energy can be classified as kinetic (energy of motion), potential, elastic, chemical, or nuclear).

(k) **Standard—interactions of energy and matter.** Energy interacts with matter and is transferred during these interactions. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Heat is energy transferred due to temperature differences within a system. The amount of heat is also dependent on the mass and type of substances.

(2) Transfer of energy and changes in wave properties (e.g., speed, amplitude, wavelength, frequency) may occur as waves and matter interact (e.g., reflection, refraction, diffraction, interference).

(3) When work is done on an object, energy is transferred.

(4) Machines change the force/distance ratios involved in doing work.

210:15-3-83. Environmental Science – standards for inquiry and environmental science for high school [REVOKED]

(a) **Process standard—observe and measure.** Observing is the first action taken by the learner to acquire new information about an organism or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

(1) Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.

(2) Use appropriate tools with accuracy and precision (e.g., microscope, pipette, metric ruler, graduated cylinder, thermometer, balances, stopwatches, etc.) when measuring cells, organisms, populations, and ecosystems.

(3) Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, seconds) and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring cells, organisms, populations, and ecosystems.

(b) **Process standard—classify.** Classifying establishes order. Organisms and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

(1) Using observable properties, place cells, organisms, and/or events into a classification system.

(2) Identify the properties by which a classification system is based.

(c) **Process standard—experimental design.** Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

- (1) Evaluate the design of laboratory experiments.
- (2) Identify the independent variables, dependent variables, controlled variables, and control set up in an experiment.
- (3) Use mathematics to show relationships within a given set of observations.
- (4) Identify a hypothesis for a given problem in environmental investigations.
- (5) Recognize potential hazards and practice safety procedures in all activities.

(d) **Process standard—interpret and communicate.** Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard:

- (1) Select appropriate predictions based on previously observed patterns of evidence.
- (2) Report and display data using appropriate technology and other media.
- (3) Interpret data tables, line, bar, trend, and/or circle graphs from existing science research or student experiments.
- (4) Determine if results of environmental investigations support or do not support hypotheses.
- (5) Evaluate experimental data to draw the conclusion that is best supported by the evidence.
- (6) Routinely prepare a written report describing the sequence, results, and interpretation of a biological investigation or event.
 - (A) Establish and maintain a formal style and objective tone.
 - (B) When appropriate or possible, utilize technology to produce, publish, or revise writing products.
 - (C) Gather relevant information from multiple wuthoritative print and digital sources and follow a standard format for citation avoiding plagiarism.
- (7) Communicate or defend scientific thinking that results in conclusions.
 - (A) Read, comprehend, and present evidence from a range of sources (e.g. texts, experiments, simulations) to support conclusions.
 - (B) Recognize bias in observation/research.
- (8) Identify and/or create an appropriate graph or chart from collected data, tables, or written description (e.g., population studies, plant growth).
 - (A) Translate quatitative information expressed in words into visual form (e.g. a table, chart, equation).
 - (B) Translate information expressed visually or mathematically (e.g., a table, chart or equation) into words.

(e) **Process standard—model.** Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard:

- (1) Interpret a model which explains a given set of observations.
- (2) Select predictions based on models, and when appropriate, apply mathematical reasoning to make accurate predictions.
- (3) Compare a given model to the living world.

(f) **Process standard—inquiry.** Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard:

- (1) Ask a scientific question, formulate a testable hypothesis and design an appropriate experiment relating to the living world.
- (2) Design and conduct biological investigations in which variables are identified and controlled.
- (3) Use a variety of technologies, (e.g., probes, handheld digital devices, digital cameras, software, calculators, digital balances, microscopes, measuring instruments, computers) to collect, analyze, and display data.
- (4) Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on

scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.

(g) **Standard—the physical earth system.** The physical earth system is determined by dynamic and static processes revealed through investigations of the geosphere, atmosphere, and hydrosphere. These interrelated processes are large scale and long term characteristics of the Earth that require knowledge of energy and matter. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Composition and structure of the Earth is affected by an interaction of processes and events.

(A) Geologic processes affect the Earth over time (e.g., plate tectonics, erosion).

(B) Atmospheric processes affect the Earth over time (e.g., changes in daily weather conditions, convection/conduction/radiation, greenhouse effect, climate trends).

(C) Hydrologic processes affect the Earth over time (e.g., water cycle, ocean currents, ground water transport).

(D) Earth's current structure has been influenced by both sporadic and gradual events.

(2) Natural systems require a certain amount of energy input to maintain their organization.

(h) **Standard—the living earth system.** The living environment is comprised of interrelated, dynamic systems of the biosphere. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) The biosphere can be examined at several levels (e.g., biome, ecosystem, community, population, species, organism).

(2) Ecosystems are composed of biotic and abiotic factors. Matter and energy move between these factors.

(3) Energy flows through ecosystems in one direction, from the sun to producers to consumers (e.g., photosynthesizers, chemoautotrophs).

(4) Matter flows through biogeochemical cycles (i.e., carbon, nitrogen, phosphorus, water).

(5) Cycling of matter and the flow of energy are governed by the Laws of Conservation of Matter and Energy.

(i) **Standard—populations.** A population is a group of naturally interbreeding individuals of one species, living in a defined area and usually isolated to some degree from similar groups.

Populations are dynamic: they increase, decrease, or stabilize depending on their interactions with other populations and with their environment. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

(1) Organisms and populations both cooperate and compete in ecosystems and/or habitats for resources (e.g., symbiotic relationships, limiting factors).

(2) Mutation and environmental selective pressures may result in adaptations which may enhance or limit the survival and reproductive success in a particular environment (e.g., changes in structures, behaviors, diversity).

(3) Each population has specific properties including size, density, and pattern of dispersion (e.g., carrying capacity, exponential growth).

(j) **Standard—natural resources.** Natural resources are raw materials and energy obtained or derived from the environment. The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:

(1) Natural resources are classified as renewable or nonrenewable.

(A) Only a small fraction of Earth's water supply is available for human use.

(B) Soil conservation methods are important for protecting and managing topsoil and reducing erosion.

(C) Fossil fuels (coal, oil, natural gas) are carbon-containing molecules that take millions of years to form. Reserves are being depleted much faster than new ones are being made.

(2) Pollution is an undesired change in air, water, or soil that adversely affects the health, survival, or activities of organism (e.g., temperature inversion, pH changes, organic and inorganic substances).

(3) Alternative energy sources include wind power, active and passive solar power, geothermal power, and biomass power.

(k) **Standard—environment and society.** Environmental perspective encompasses how one thinks society works in relation to environmental issues, what one believes the environmental world should be, and what is ethical environmental behavior. Sustainability is a long term

process to maintain a quality environment for future generations. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- (1) As human populations and their consumption levels increase, it becomes more difficult to sustain environmental quality.
- (2) Environmental issues can be described in terms of qualitative and quantitative costs and benefits for different groups of people and specific species or ecosystems (e.g., oil spills, energy consumption, invasive species, natural disasters).
- (3) People are capable of reducing and reversing their impact on the environment because they can think, plan, and educate.
 - (A) Governments develop policies to address environmental problems and establish agencies to implement those policies.
 - (B) Individuals and groups have the ability and responsibility to help maintain environmental quality and resolve environmental problems and issues.
 - (C) A variety of methods are used to analyze the sustainability of current trends in world population growth and natural resource consumption (e.g., carrying capacity, ecological footprints).

PART 11. SOCIAL STUDIES [REVOKED]

210:15-3-90.2. Pre-Kindergarten: Our America [REVOKED]

(a) ~~PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1.~~ The student will develop and demonstrate Common Core informational text reading literacy skills.

(1) ~~Key Ideas and Details.~~

- (A) With prompting and support, ask and answer questions about key details in a text.
- (B) With prompting and support, identify the main topic and retell key details of a text.
- (C) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

(2) ~~Craft and Structure.~~ With prompting and support, ask and answer questions about unknown words in a text.

(3) ~~Integration of Knowledge and Ideas.~~

- (A) 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).
- (B) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

(b) ~~Process and Literacy Skills Standard 2.~~ The student will develop and demonstrate Common Core writing literacy skills.

(1) ~~Text Types and Purposes.~~

- (A) 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., "My favorite American symbol or holiday is . . .").
- (B) 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.
- (C) 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.

(2) ~~Production and Distribution of Writing.~~ With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

(3) ~~Research to Build and Present Knowledge.~~ With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

(c) ~~Process and Literacy Skills Standard 3.~~ The student will develop and demonstrate Common Core speaking and listening skills.

(1) Comprehension and Collaboration.

(A) Participate in collaborative conversations with diverse partners about Pre-Kindergarten Our America topics and texts with peers and adults in small and larger groups.

(B) Confirm understanding of a social studies 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) Presentation of Knowledge and Ideas.

(A) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

(B) Add social studies focused drawings or other visual displays to descriptions as desired to provide additional detail.

(d) Social Studies Content Skills.

(1) Citizenship Literacy: Content Standard 1. The student will exhibit traits of good citizenship.

(A) Recognize the importance of rules and responsibilities as a member of the family, class, and school.

(B) Identify the United States flag as a symbol of the country including the learning of The Pledge of Allegiance and practicing appropriate flag etiquette.

(2) Economic Literacy: Content Standard 2. The student will identify basic economic concepts.

(A) Explain how various community people including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact his/her life.

(B) Explain the relationship between work and earning money.

(C) Describe the basic needs of food, clothing, and shelter that are common to all people.

(3) Geography Literacy: Content Standard 3. The student will demonstrate knowledge of basic physical and human geographic concepts.

(A) Explain that a map is a drawing of a place and the globe is a model of Earth.

(B) Locate the United States on a world map and a globe.

(C) Identify the state of Oklahoma on a map of the United States.

(D) Describe family customs and traditions as basic elements of culture.

(4) History Literacy: Content Standard 4. The student will understand that history relates to events and people of other times and places.

(A) Recognize that commemorative holidays honor people and events of the past including Columbus Day, Veterans Day, Thanksgiving Day, Washington's Birthday, and Independence Day.

(B) Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

(C) Use words and phrases related to chronology and time to explain how things change including before/after and today/tomorrow/yesterday.

210:15-3-90.3. Kindergarten: Symbols of America [REVOKED]

(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1. The student will develop and demonstrate Common Core informational text reading literacy skills.

(1) Key Ideas and Details.

(A) With prompting and support, ask and answer questions about key details in a text.

(B) With prompting and support, identify the main topic and retell key details of a text.

(C) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

(2) Craft and Structure. With prompting and support, ask and answer questions about unknown words in a text.

(3) Integration of Knowledge and Ideas.

(A) 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).

- (B) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- (b) Process and Literacy Skills Standard 2.** The student will develop and demonstrate Common Core writing literacy skills.
- (1) Text Types and Purposes.**
- (A) 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., "My favorite American symbol or holiday is . . .").
- (B) 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.
- (C) 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.
- (2) Production and Distribution of Writing.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- (3) Research to Build and Present Knowledge.** With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.
- (c) Process and Literacy Skills Standard 3.** The student will develop and demonstrate Common Core speaking and listening skills.
- (1) Comprehension and Collaboration.**
- (A) Participate in collaborative conversations with diverse partners about Kindergarten Symbols of America topics and texts with peers and adults in small and larger groups.
- (B) Confirm understanding of a social studies 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) Presentation of Knowledge and Ideas.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- (3) Add social studies focused drawings or other visual displays to descriptions as desired to provide additional detail.
- (d) Social Studies Content Skills.**
- (1) Civics Citizenship Literacy: Content Standard 1.** The student will exhibit traits of good citizenship.
- (A) Recognize the importance of rules and responsibilities as a member of the family, class, and school.
- (B) Identify the United States flag as a symbol of the country including learning The Pledge of Allegiance and practicing appropriate flag etiquette.
- (2) Economics Literacy: Content Standard 2.** The student will identify basic economic concepts.
- (A) Explain how various community people including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact his/her life.
- (B) Explain the relationship between work and earning money.
- (C) Describe the basic needs of food, clothing, and shelter that are common to all people.
- (3) Geography Literacy: Content Standard 3.** The student will demonstrate knowledge of basic physical and human geographic concepts.
- (A) Explain that a map is a drawing of a place and the globe is a model of Earth.
- (B) Locate the United States on a world map and a globe.
- (C) Identify the state of Oklahoma on a map of the United States.
- (D) Describe family customs and traditions as basic elements of culture.
- (4) History Literacy: Content Standard 4.** The student will understand that history relates to events and people of other times and places.

- (A) Recognize that commemorative holidays honor people and events of the past including Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Flag Day, and Independence Day.
- (B) Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

210:15-3-91.1. Grade 1: American Heroes [REVOKED]

~~(a) **PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1.** The student will develop and demonstrate Common Core informational text reading literacy skills.~~

~~(1) **Ideas and Details.**~~

- ~~(A) Ask and answer questions about key details in a text.~~
- ~~(B) Identify the main topic and retell key details of a text.~~
- ~~(C) Describe the connection between two individuals, events, ideas, or pieces of information in a text.~~

~~(2) **Text and Structure.**~~

- ~~(A) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.~~
- ~~(B) 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.~~
- ~~(C) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.~~

~~(3) **Integration of Knowledge and Ideas.**~~

- ~~(A) Use the illustrations and details in a text to describe its key ideas.~~
- ~~(B) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).~~

~~(b) **Process and Literacy Skills Standard 2.** The student will develop and demonstrate Common Core writing literacy skills.~~

~~(1) **Text Types and Purposes.**~~

- ~~(A) Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.~~
- ~~(B) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.~~
- ~~(C) 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.~~

~~(2) **Production and Distribution of Writing.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.~~

~~(3) **Research to Build and Present Knowledge.**~~

- ~~(A) Participate in shared research and writing projects (e.g., write a short step by step sequence of instructions for proper flag etiquette and/or proper behavior during the national anthem).~~
- ~~(B) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.~~

~~(c) **Process and Literacy Skills Standard 3.** The student will develop and demonstrate Common Core speaking and listening skills.~~

~~(1) **Comprehension and Collaboration.**~~

- ~~(A) Participate in collaborative conversations with diverse partners about Grade 1 American Heroes topics and texts with peers and adults in small and larger groups.~~
- ~~(B) Ask and answer questions about key details in a social studies text read aloud or information presented orally or through other media.~~

~~(2) **Presentation of Knowledge and Ideas.**~~

- ~~(A) Describe social studies related people, places, things, and events with relevant details, expressing ideas clearly~~
- ~~(B) Add social studies focused drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.~~

~~(d) **Social Studies Content Skills.**~~

(1) Citizenship Literacy: Content Standard 1. The student will analyze his/her role as a citizen in a community.

(A) Identify the main purpose of government, its rules and laws including the concept of consequences for one's actions when a law or rule is violated. (CCRIT 2)

(B) Participate in patriotic traditions including the recitation of *The Pledge of Allegiance*, the singing of *My Country 'Tis of Thee*, and demonstration of appropriate flag etiquette and proper behavior during the playing of the national anthem.

(C) Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

(D) Describe how historic figures display character traits of fairness, respect for others, stewardship of natural resources, courage, equality, hard work, self discipline, and commitment to the common good.

(E) Describe relationships between people and events of the past which are commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Flag Day, and Independence Day. (CCRIT 3)

(2) Economics Literacy: Content Standard 2. The student will describe the characteristics of the American economic system.

(A) Summarize the need for money, how money is earned, and how money and credit are used in order to meet needs and wants including the costs and benefits of spending and saving. (CCRIT 2)

(B) Define and explain the roles of consumers and producers in the American economy.

(C) Summarize how historic inventors and entrepreneurs contributed to the prosperity of the nation including Samuel F. B. Morse, John Deere, Alexander Graham Bell, Orville and Wilbur Wright, and Thomas Edison. (CCRIT 2)

(3) Geography Literacy: Content Standard 3. The student will demonstrate knowledge of basic geographic concepts.

(A) Define and compare the physical features of urban and rural communities.

(B) Construct maps and identify cardinal directions of north, south, east, and west, and identify locations on the map of their community, Oklahoma, and the United States.

(C) Locate on a map and globe the United States, the seven continents, and five oceans.

(4) History Literacy: Content Standard 4. The student will examine important events and historic figures in the nation's past.

(A) Understand chronological sequencing of events by creating basic timelines. (CCRIT 5)

(B) Participate in shared research using biographies and informational text the contributions of historic figures in American history including Squanto, the Pilgrims, George Washington, Benjamin Franklin, Paul Revere, Thomas Jefferson, Meriwether Lewis, William Clark, Sacagawea, Daniel Boone, Abraham Lincoln, and George Washington Carver. (CCW 7).

(C) Identify the significance of historic places and monuments and describe their connection to real events of the past including the Plimoth Plantation, Mount Vernon, Washington Monument, Lincoln Memorial. (CCRIT 3)

(D) Commemorate the contributions to the American nation of significant groups including National Hispanic History Month, Native American Heritage Month, and Black History Month.

210:15-3-92.2. Grade 2: Our Democratic Heritage [REVOKED]

(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1. The student will develop and demonstrate Common Core informational text reading literacy skills.

(1) Key Ideas and Details.

(A) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

(B) Identify the main topic of a multi-paragraph text (e.g., primary or secondary sources) as well as the focus of specific paragraphs within the text.

(C) Describe the connection between a series of historic events or social studies concepts.

(2) Craft and Structure.

- (A) Determine the meaning of words and phrases in a social studies text.
- (B) Know and use various text features (e.g., maps, graphs, charts captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.
- (C) Identify the main purpose of a text, including what the author wants to answer, explain, or describe in primary and secondary informational texts.

(3) Integration of Knowledge and Ideas.

- (A) Explain how specific images (e.g., a diagram, landforms, satellite photos, maps, and charts) contribute to and clarify a text.
- (B) Compare and contrast the most important points presented by two texts on the same topic.

(b) Process and Literacy Skills Standard 2. The student will develop and demonstrate Common Core writing literacy skills.

(1) Text Types and Purposes.

- (A) Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- (B) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- (C) Write narratives in which they recount a sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order (e.g., cause and effect relationships), and provide a sense of closure.

(2) Production and Distribution of Writing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

(3) Research to Build and Present Knowledge.

- (A) Participate in shared research and writing projects (e.g., primary and secondary sources on a single topic).
- (B) Recall information from experiences or gather information from provided sources to answer a question.

(c) Process and Literacy Skills Standard 3. The student will develop and demonstrate Common Core speaking and listening skills.

(1) Comprehension and Collaboration.

- (A) Participate in collaborative conversations with diverse partners about *Grade 2 Our Democratic Heritage* topics and texts with peers and adults in small and larger groups.
- (B) Recount or describe key ideas or details from a social studies text read aloud or information presented orally or through other media.
- (C) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a social studies topic or issue.

(2) Presentation of Knowledge and Ideas.

- (A) Tell a social studies related story with appropriate facts and relevant, descriptive details, and speaking audibly in coherent sentences.
- (B) Create audio recordings of social studies stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

(d) Social Studies Content Skills.

(1) Citizenship Literacy: Content Standard 1. The student will explain the importance of the basic principles that provide the foundation of the American system of government.

- (A) Summarize the five key individual rights and liberties protected by the First Amendment to the United States Constitution. (CCRIT 2)
- (B) Identify the basic roles of national leaders including the President of the United States and the members of the United States Congress.
- (C) Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, Lady Justice, and the Liberty Bell.

(D) Participate in patriotic traditions including the recitation of *The Pledge of Allegiance* and singing of *The Star Spangled Banner*, and demonstrate proper flag etiquette and appropriate behavior during both.

(E) Describe relationships between people and events of the past as commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Flag Day, and Independence Day. (CCRIT 3)

(2) **Economics Literacy: Content Standard 2.** The student will understand basic economic concepts in the American economy.

(A) Describes ways people are paid for their labor and how goods and services are purchased through means like check, cash, and credit cards and provide examples of interdependence through trade/barter and purchase.

(B) Describe the connection between taxes and community services including schools, sanitation and water, fire and police protection, libraries, and roads. (CCRIT 3)

(3) **Geography Literacy: Content Standard 3.** The student will examine how humans modify their environment.

(A) Construct basic maps using legends, scale, and intermediate directions including the introduction of latitude and longitude and the division of the Earth into four hemispheres.

(B) Identify basic natural landforms and bodies of water and man-made environments including examples found in the community and the United States: plains, mountains, peninsulas, and islands; rivers, lakes, oceans, seas, gulfs, bays, and harbors; and highways, cities, airports, and railroads.

(C) Locate on a physical map of the United States the major natural features including the Mississippi River, Colorado River, Rio Grande, Great Lakes, Rocky and Appalachian Mountain Ranges, the Great Plains, the Atlantic and Pacific Oceans, and the Gulf of Mexico.

(D) Locate on a political map of the United States the state of Oklahoma and the six bordering states, and the major cities of Washington, D.C., New York City, Los Angeles, and Chicago.

(4) **History Literacy: Content Standard 4.** The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government.

(A) Participate in shared and individual research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens and leaders including Abigail Adams, Francis Scott Key, Harriet Tubman, Abraham Lincoln, Chief Joseph, Eleanor Roosevelt, Fred Korematsu, Jackie Robinson, Dr. Martin Luther King, Jr., Rosa Parks, César Chávez, and Senator Daniel Inouye. (CCW 7)

(B) Analyze the significance of historic places including the White House, the United States Capitol, the United States Supreme Court, the Washington Monument, and the Lincoln Memorial.

(C) Commemorate months designated to the contributions the American nation of significant groups to the history of including National Hispanic History Month, Native American Heritage Month, Black History Month, Women's History Month, and Asian-Pacific American Heritage Month.

(D) Understand chronological sequencing and the connection between historic events and individuals through the creation of basic timelines. (CCRIT 3)

210:15-3-93.3. Grade 3: Oklahoma Studies [REVOKED]

(a) **PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1.** The student will develop and demonstrate Common Core informational text reading literacy skills.

(1) **Key Ideas and Details.**

(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

(B) Determine the main idea of a text; recount the key details and explain how they support the main idea.

- (C) Describe the relationship between a series of historic events or social studies concepts, using language that pertains to time, sequence, and cause/effect.
- (2) **Craft and Structure.**
- (A) Determine the meaning of general academic and social studies domain specific words and phrases in a text relevant to *Grade 3 Oklahoma Studies*.
- (B) Use text features and search tools (e.g., timelines, maps, charts, graphs, images, artwork, photographs, key words, sidebars, hyperlinks) to locate information relevant to a given topic.
- (C) Distinguish their own point of view from that of the author of a primary or secondary text.
- (3) **Integration of Knowledge and Ideas.**
- (A) 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).
- (B) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- (C) Compare and contrast the most important points and key details presented in two texts on the same topic.
- (b) **Process and Literacy Skills Standard 2.** The student will develop and demonstrate Common Core writing literacy skills.
- (1) **Text Types and Purposes.**
- (A) Write opinion pieces on topics or texts, supporting a point of view with reasons.
- (B) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- (C) Write narratives based on historic Oklahomans and/or events using descriptive details and clear event sequences.
- (2) **Production and Distribution of Writing.** 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.
- (3) **Research to Build and Present Knowledge.**
- (A) Conduct short research projects that build knowledge about a topic related to Oklahoma.
- (B) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- (4) **Range of Writing.** Write routinely over extended time frames and shorter time frames for a range of social studies tasks, purposes, and audiences.
- (c) **Process and Literacy Skills Standard 3.** The student will develop and demonstrate Common Core speaking and listening skills.
- (1) **Comprehension and Collaboration.**
- (A) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 3 Oklahoma Studies topics and texts*, building on others' ideas and expressing their own clearly.
- (B) Determine the main ideas and supporting details of a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- (C) Ask and answer questions about social studies information from a speaker, offering appropriate elaboration and detail.
- (2) **Presentation of Knowledge and Ideas.**
- (A) Report on a social studies topic or text or tell a social studies related story with appropriate facts and relevant, descriptive details, and speaking clearly at an understandable pace.
- (B) Create engaging audio recordings of social studies stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- (d) **Social Studies Content Skills.**
- (1) **Citizenship Literacy: Content Standard 1.** The student will analyze the traits of good citizens.

~~(A) Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence: We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.*~~

~~(B) Examine and determine the main purposes of State of Oklahoma's government and identify representative leaders of the state of Oklahoma and the three branches of government. (CCRIT2)~~

~~(C) Describe the connection between the historic significance of past events and people and the symbols of Oklahoma's history including the Oklahoma State Seal and the Oklahoma flag. (CCRIT 3)~~

~~(D) Describe relationships between people and events of the past as commemorated on Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Memorial Day, Flag Day, and Independence Day. (CCRIT 3)~~

(2) Economics Literacy: Content Standard 2. The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.

~~(A) Summarize how scarcity and surplus require people to make choices about producing and consuming goods and services. (CCRIT 2)~~

~~(B) Compare differences among human, natural, and capital resources used to produce goods and services.~~

~~(C) Examine how the development of Oklahoma's major economic activities have contributed to the growth of the state including the oil and natural gas industry, agriculture and livestock, aviation, tourism, and military installations.~~

(3) Geography Literacy: Content Standard 3.

~~(A) The student will examine Oklahoma's geography and how people of Oklahoma interact with their environment.~~

~~(i) The student will examine Oklahoma's political and physical features using text features and search tools. (CCRIT 5)~~

~~(ii) Distinguish among map symbols and identify relative location, direction, scale, size and shape using physical and political maps of Oklahoma including the use of latitude and longitude.~~

~~(iii) Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.~~

~~(iv) Identify Oklahoma's major landforms and bodies of water on a physical map including Arbuckle Mountains, Ozark Plateau, Wichita Mountains, Kiamichi Mountains, Black Mesa, Red River, Canadian River, Arkansas River, Lake Texoma, Lake Eufaula, and Lake Tenkiller, Grand Lake of the Cherokees, and the Great Salt Plains.~~

~~(v) Identify Oklahoma's major metropolitan centers and cities on a political map including Oklahoma City, Tulsa, Lawton, Stillwater, Norman, Muskogee, Woodward, McAlester, and Ponca City.~~

~~(vi) Describe the climate and various natural vegetation zones found in Oklahoma including the Great Plains and the Cross Timbers.~~

~~(B) The student will examine through short research projects the interaction of the environment and the peoples of Oklahoma. (CCW 7)~~

~~(i) Describe how early Native Americans used Oklahoma's natural resources to survive including the use of the bison, fur trading, and farming.~~

~~(ii) Describe how pioneers to Oklahoma adapted to and modified their environment including sod houses, wind mills, and crops.~~

~~(iii) Summarize how contemporary Oklahomans affect and change their environments including the Kerr McLellan Navigation System, creation of recreational lakes by the construction of dams, irrigation of croplands, and the establishment of wildlife refuges. (CCRIT 2)~~

~~(4) **History Literacy: Content Standard 4.** The student will analyze the significant events and historic personalities contributing to the development of the state Oklahoma.~~

~~(A) Understand and describe the relationship between historic events and chronology through the creation of basic timelines. (CCRIT 3)~~

~~(B) Read and interpret primary sources related to key events in Oklahoma's past to demonstrate understanding of a text including Catlin's artwork, Sequoyah's syllabary, news accounts and photographs of the land openings, and the Dust Bowl, as well as the musical lyrics of *This Land is Your Land* and the state song, *Oklahoma*. (CCRIT 1)~~

~~(C) Describe the many Native American cultures that have inhabited present-day Oklahoma including the Spiro Mound Builders, the Five Tribes, and the Plains Indians.~~

~~(D) Describe early expeditions in Oklahoma including those of Coronado, Washington Irving, and George Catlin.~~

~~(E) Describe the migrations and settlements by Native Americans including the Trail of Tears.~~

~~(F) Describe cowboy life and cattle drives as typified by experiences along the Chisholm Trail.~~

~~(G) Explain the opening of the Unassigned Lands and distinguish between the points of view of both Native Americans and settlers. (CCRIT 6)~~

~~(H) Commemorate Statehood Day as the joining of Indian and Oklahoma Territories.~~

~~(I) Summarize how the weather and the environment have impacted the economy of Oklahoma in events like the Dust Bowl. (CCRIT 2)~~

~~(J) Conduct short research projects and examine notable historic and present-day Oklahomans utilizing biographies and informational texts to describe their significant contributions including Sequoyah, Bill Pickett, Jim Thorpe, the Kiowa Six (formerly the Kiowa Five), Will Rogers, Wiley Post, Woody Guthrie, Clara Luper, Wilma Mankiller, Gordon Cooper, Shannon Lucid, Mickey Mantle, Carl Albert, and the Five Ballerinas. (CCW 7)~~

~~(K) Develop an understanding and appreciation of the historic and contemporary racial, ethnic, and cultural groups of Oklahoma.~~

~~(L) Identify and describe the historic significance of state and local landmarks including the Buffalo Soldiers' Old Post at Fort Sill, the Nellie Johnstone Number 1, the Oklahoma Capitol, Route 66, and the Oklahoma City National Memorial.~~

210:15-3-94.4. Grade 4: United States Studies: Regional Geography and History – the Why of Where: Places, Patterns of Settlement, and Global Interactions [REVOKED]

~~(a) **PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1.** The student will develop and demonstrate Common Core informational text reading literacy skills.~~

~~(1) **Key Ideas and Details.**~~

~~(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text~~

~~(B) Determine the main idea of a text and explain how it is supported by key details; summarize the text.~~

~~(C) Explain events, ideas, or historic and geographic concepts based on specific information in the text.~~

~~(2) **Craft and Structure.**~~

~~(A) Determine the meaning of social studies-specific words or phrases in a text relevant to United States geography and history.~~

~~(B) Describe the overall structure (e.g., comparison, cause/effect, geographic/historic problem/solution) of events, ideas, concepts, or information in a text.~~

~~(C) Compare and contrast a firsthand (primary source) and secondhand account (secondary source) of the same event or topic.~~

~~(3) **Integration of Knowledge and Ideas.** Interpret qualitative and quantitative information and explain how the information contributes to an understanding of the text.~~

~~(b) **Process and Literacy Skills Standard 2.** The student will develop and demonstrate Common Core writing literacy skills.~~

~~(1) **Text Types and Purposes.**~~

- (A) Write opinion pieces on United States Regional and History topics or texts, supporting a point of view with reasons and information.
- (B) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- (C) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

(2) Production and Distribution of Writing.

- (A) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- (B) 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.
- (C) Conduct short research projects that build knowledge through investigation of different aspects of United States regional geography and history.
- (D) Recall and gather relevant information from experiences or print and digital sources; take notes and categorize information, and provide a list of sources.
- (E) Draw evidence from literary or informational social studies texts to support analysis, reflection, and research.

(3) Range of Writing. Write routinely over extended time frames and shorter time frames for a range of social studies tasks, purposes, and audiences.

(e) Process and Literacy Skills Standard 3. The student will develop and demonstrate Common Core speaking and listening skills.

(1) Comprehension and Collaboration.

- (A) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 United States Regional Geography and History topics and texts*, building on others' ideas and expressing their own clearly.
- (B) Paraphrase portions of a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- (C) Identify the reasons and evidence a speaker provides to support particular points regarding a social studies topic.

(2) Presentation of Knowledge and Ideas.

- (A) Report on a social studies topic or text, tell a social studies related story in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.
- (B) Add audio recordings and visual displays to social studies presentations when appropriate to enhance the development of main ideas or themes.

(d) Social Studies Content Skills.

(1) Content Standard 1. The student will analyze the physical, cultural, political, economic, and the historic features and places of the regions of the United States.

- (A) The student will identify and locate both relative and absolute location (latitude and longitude), the physical features of the regions of the United States including bodies of water, major rivers and drainage systems, mountain ranges, and unique, natural geographic features.
 - (i) Locate landforms and bodies of water on a map of North America: the United States, the Atlantic and Pacific Oceans, and the Gulf of Mexico; the major river drainage systems including the Mississippi, Ohio, Missouri, Arkansas, Colorado, Columbia, and Rio Grande Rivers; the Great Lakes, the Great Salt Lake, and the Chesapeake Bay; the Great Plains and the Continental Divide; and the Appalachian, Rocky, Sierra Nevada, Cascade, and Brooks Mountain Ranges.
 - (ii) Identify, locate, and describe unique, natural geographic features of the United States including Niagara Falls, the Everglades, Death Valley, the Petrified Forest and the Painted Desert, the Grand Canyon, the Great Salt Lake, the Great Basin, the Mojave Desert, the Redwood Forest, the Badlands in South Dakota, Yellowstone and Grand Teton National Parks, Yosemite National Park, and Hawaii Volcanoes National Park.
- (B) The student will identify and analyze the cultural and historic features of the United States.
 - (i) Locate the current boundaries of the United States including Alaska and Hawaii.

- (ii) Identify the states, state capitals, and major cities in each region.
- (iii) Identify the historic significance of major national monuments, historic sites, and landmarks including the Jefferson, Lincoln, and Washington Monuments, the White House, the U.S. United States Capitol, the United States Supreme Court, Mount Vernon, Monticello, Colonial Williamsburg, James Towne Historic Site, Dr. Martin Luther King, Jr. National Historic Site in Atlanta, Ellis Island, the Statue of Liberty, the 9/11 memorials, Independence Hall, the Jefferson National Expansion Memorial /Gateway Arch in St. Louis, the Oklahoma City National Memorial, Mount Rushmore, Little Bighorn National Monument, the Golden Gate Bridge, and Pearl Harbor National Park.
- (iv) Describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture of Native Americans, African Americans, major European groups, major Spanish-speaking groups, and Asian Americans.
- (v) Describe the purpose of local, state, tribal, and national governments in meeting the needs of American citizens including the basic structure of the national government centered in Washington, D.C.
- (vi) Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.*
- (C) Compare and contrast the regional vegetation, climate, and spatial distribution and use of natural resources.
- (D) Analyze natural resources and how they impacted the economy of each region including fishing, farming, ranching, mining, manufacturing, tourism, and oil and gas, and their connections to global trade.
- (E) Summarize how people interact with their environment to resolve geographic challenges including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills. (CCRIT 2)
- (2) **Content Standard 2.** The student will examine Native American groups and European explorations and settlements impacting the development of the major regions of the United States.
 - (A) Identify the major Native American groups and their ways of life in each region including traditional housing and economic activities, customs and storytelling, viewpoints on land usage and ownership, and their contributions to American culture and history.
 - (B) Examine and summarize the reasons for the key expeditions of Spain, France, and England and their impact on the development of each region including the explorers Columbus, Ponce de León, Desoto, Coronado, Marquette and Jolliet, LaSalle, Cabot, Hudson, Drake, and Raleigh. (CCRIT 2)
 - (C) Summarize how France, Spain, England, Russia, and the Netherlands culturally influenced different regions of the United States in which they settled including regional place names, architectural features, customs, and language. (CCRIT 2)
 - (D) Identify and evaluate instances of both cooperation and conflict between Native American groups and European settlers arising from the Columbian Exchange including agriculture, trade, cultural exchanges, military alliances, wars, and control of territory.

210:15 3 95.5. Grade 5: United States Studies: Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1607–1806
 [REVOKED]

(a) **PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1.** The student will develop and demonstrate Common Core informational text reading literacy skills.

(1) Key Ideas and Details.

(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

(B) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

(C) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in United States history primary and/or secondary sources based on specific information in the texts.

(2) Craft and Structure.

(A) Determine the meaning of social studies-specific words and phrases in a text relevant to United States history and government.

(B) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, historic problem/solution) of events, ideas, concepts, or information in two or more texts.

(C) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

(3) Integration of Knowledge and Ideas.

(A) Draw on information from multiple print or digital sources (e.g., timelines, maps, graphs, charts, political cartoons, images, artwork), demonstrating the ability to locate an answer to a question or to solve an historic problem.

(B) Identify and explain how an author uses reasons and evidence to support particular points in a text.

(C) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

(b) Process and Literacy Skills Standard 2. The student will develop and demonstrate Common Core writing literacy skills.

(1) Text Types and Purposes.

(A) Write opinion pieces on topics in U.S. history and government, supporting a point of view with reasons and information.

(B) Write informative/explanatory texts to examine a topic in United States history and government.

(C) Write historically based narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

(2) Production and Distribution of Writing.

(A) Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

(B) 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.

(3) Research to Build and Present Knowledge.

(A) Conduct short research projects that use several primary and secondary sources to build knowledge through investigation of different aspects of United States history and government.

(B) Gather and recall relevant information from experiences, print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

(C) Draw evidence from literary or informational texts to support analysis, reflection, and research.

(4) Range of Writing. Write routinely over extended time frames and shorter time frames for a range of U.S. history and government tasks, purposes, and audiences.

(c) Process and Literacy Skills Standard 3. The student will develop and demonstrate Common Core speaking and listening skills.

(1) Comprehension and Collaboration.

(A) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 United States History topics and texts, building on others' ideas and expressing their own clearly.

(B) Summarize a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

(C) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

(2) Presentation of Knowledge and Ideas.

(A) Report on a United States History topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.

(B) Include multimedia components (e.g., graphics, sound) and visual displays in United States History presentations when appropriate to enhance the development of main ideas or themes.

(d) Social Studies Content Skills.

(1) Content Standard 1. The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society. (CCRIT 3 and 8)

(A) Examine the economic and political reasons and motivations for English exploration and settlement in Virginia as evidenced through the competition for resources and the gaining of national wealth and prestige at Roanoke and James Towne. (CCRIT 8)

(B) Analyze the economic, political, and religious reasons and motivations of free immigrants and indentured servants from the British Isles who came to Virginia. (CCRIT 8)

(C) Explain the contributions, relationships, and interactions of John Smith, Powhatan, and John Rolfe to the establishment and survival of the James Towne settlement including the Starving Times and the development of tobacco as Virginia's cash crop. (CCRIT 3)

(D) Identify and explain the reasons for the English commitment to the permanent settlement of James Towne as evidenced through the foundational events of 1619 including the introduction of:

(i) Representative government with the meeting of the House of Burgesse.

(ii) Private ownership of land, and

(iii) Africans as laborers; initially as indentured servants and later lifetime slavery.

(CCRIT 8)

(E) Use specific textual evidence from primary and secondary sources to summarize the successes and challenges the settlement of Plimoth Plantation experience in regards to their approach to:

(i) Religious motivations for migration,

(ii) Governing institutions as established by the Mayflower Compact,

(iii) Relationship with Native Americans, and

(iv) The contributions of the Pilgrims, William Bradford, Chief Massasoit, and

Squanto. (CCRIT 1 and 3)

(2) Content Standard 2. The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government. (CCRIT 5, 6 and 7; CCW 9)

(A) Compare and contrast the three colonial regions in regards to natural resources, agriculture, exports, and economic growth including the different uses of the labor systems use of indentured servants and slaves. (CCRIT 5 and CCRIT 6)

(B) Analyze the similarities and differences of self-government in the three colonial regions including the role of religion in the establishment of some colonies, the House of Burgesses in Virginia, and town hall meetings in New England. (CCRIT 6)

(C) Explain the international economic and cultural interaction occurring because of the triangular trade routes including the forced migration of Africans in the Middle Passage to the British colonies. (CCRIT 3)

(D) Analyze and explain the relationships and interactions of ongoing encounters and conflicts between Native Americans and the British colonists involving territorial claims including King Phillip's War. (CCRIT 3)

(E) Draw evidence using informational texts and analyze the contributions of important individuals and groups to the foundation of the American system including Roger Williams, the Puritans, William Penn and the Quakers, Lord Baltimore, and James Oglethorpe. (CCRIT 7 and CCW 9)

(F) Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the points of view they represent. (CCRIT 6)

(3) **Content Standard 3.** The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States. (CCRIT 1, 3, 5, 6, and CCW 7, 9)

(A) Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain by drawing evidence from informational texts about the following events including (CCRIT 3, 5, 6 and CCW 7, 9)

(i) The *Proclamation of 1763* by King George III in restricting the perceived rights of the colonists to Native American lands which they believed they had earned by fighting during the French and Indian War,

(ii) The *Sugar and Stamp Acts* as the first direct taxes levied by Parliament on the American colonists,

(iii) The boycotts of British goods and the efforts of the Committees of Correspondence as economic means of protesting British policies the colonists thought were violating their rights to govern themselves including the right of self-taxation in hopes of getting the acts repealed,

(iv) The Quartering Act as a way for the British government to share the costs of defending the colonies and of controlling the growing colonial discontent,

(v) The Boston Massacre as a sign the colonists were beginning to change protest tactics from peaceful means to direct, physical confrontation,

(vi) Colonial arguments that there should be no taxation without representation in Parliament,

(vii) The Boston Tea Party and issuance of the *Coercive Acts* (the Intolerable Acts) as punishment for destroying private property,

(viii) The British raids on Lexington and Concord, which provoked colonial armed resistance resulting in the siege of the British in Boston, and

(ix) The publication of Thomas Paine's pamphlet, *Common Sense*, which made a rational argument for colonial independence.

(B) Draw specific evidence from the *Declaration of Independence* to identify and explain the colonial grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain and establish the ideals in American society of equality, inalienable rights, and the consent of the governed. (CCRIT 8 and CCW 9)

(C) Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*: *We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.*

(D) Draw specific evidence from informational texts and analyze the formation, benefits, and weaknesses of the first American national system of government under the *Articles of Confederation* including conducting and winning the Revolutionary War and management of the western territories. (CCRIT 7 and CCW 9)

(E) Analyze and explain the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, the experiences at Valley Forge, the impact of the battles at Trenton, Saratoga, and Yorktown, as well as the recognition of an independent United States by Great Britain through the *Treaty of Paris*. (CCRIT 3)

(F) Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including Patrick Henry, Samuel Adams,

John Adams, Abigail Adams, Paul Revere, Benjamin Franklin, Thomas Jefferson, Mercy Otis Warren, Phyllis Wheatley, the Sons and Daughters of Liberty, patriots, and loyalists by drawing information from multiple sources. (CCRIT 7, 8 and CCW 7, 9)

(4) **Content Standard 4.** The student will examine the formation of the American system of government following the American Revolution.

(A) Draw specific evidence from informational texts and examine the issues and events encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including a weak national government, the *Northwest Ordinance*, and civil unrest as typified in Shays' Rebellion. (CCRIT 3 and CCW9)

(B) Examine the contributions and leadership of George Washington, James Madison, George Mason, and Gouverneur Morris as evidenced in the great issues, debates, and compromises of the Constitutional Convention including the *Virginia Plan* and the *New Jersey Plan*, slavery, the Three fifths Compromise, and the Great Compromise. (CCRIT 2)

(C) Determine the main purposes of the United States government as expressed in the *Preamble* and as evidenced in the *United States Constitution* including the principles reflected in the separation of powers, checks and balances, and shared powers between the federal and state governments, and the basic responsibilities of the three branches of government. (CCRIT 2)

(D) Explain the process of ratification of the United States Constitution as well as compare and contrast the viewpoints of the Federalists and Anti-Federalists over the addition of a bill of rights. (CCRIT 5)

(E) Examine the *Bill of Rights* and summarize the liberties protected in all 10 amendments. (CCRIT 2)

(5) **Content Standard 5.** The student will compare and contrast the continued formation of the new nation under the leadership of Presidents Washington, Adams, and Jefferson. (CCRIT 5)

(A) Analyze the formation of the new government and the presidential leadership qualities of George Washington including the precedent set by his decision not to seek a third term and the impact of his *Farewell Address*.

(B) Explain the impact of the presidential election of 1800 regarding the peaceful transfer of political power from one party to another.

(C) Examine the transformative impact of the Louisiana Purchase in 1803 upon the American system in regards to the explorations by Lewis and Clark and the concept of Manifest Destiny as America expanded westward.

210:15-3-96.6. Grade 6: World Geography: The Western Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interactions [REVOKED]

(a) **PROCESS AND LITERACY SKILLS: Literacy Skills Standard 1.** The student will develop and demonstrate Common Core Social Studies reading literacy skills.

(1) **Key Ideas and Details.**

(A) Cite specific textual evidence to support analysis of primary and secondary sources.

(B) 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.

(C) 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).

(2) **Craft and Structure.**

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

(B) Describe how a text presents information (e.g., sequentially, comparatively, causally).

(C) 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).

(3) **Integration of Knowledge and Ideas.**

(A) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

(B) Distinguish among fact, opinion, and reasoned judgment in a text.

(C) Analyze the relationship between a primary and secondary source on the same topic.

(4) Range of Reading and Level of Text Complexity. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

(b) Literacy Skills Standard 2. The student will develop and demonstrate Common Core Social Studies writing literacy skills.

(1) Text Types and Purposes.

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

(iii) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

(iv) Establish and maintain a formal style.

(v) Provide a concluding statement or section that follows from and supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.

(i) 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.

(ii) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

(iii) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.

(v) Establish and maintain a formal style and objective tone.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented.

(C) See note; not applicable as a separate requirement.

(2) Production and Distribution of Writing.

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

(D) 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.

(E) 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.

(F) Draw evidence from informational texts to support analysis, reflection, and research.

(3) Range of Writing.

(A) 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.

(B) 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 historic import.

(e) Social Studies Content Skills.

(1) Content Standard 1. The student will analyze data from a geographic perspective using the skills and tools of geography.

(A) Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

(B) Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, elimagraphs, cartagrams, contour/relief maps, GIS systems, and diagrams.

(C) Describe basic types of map projections and compare how they display information including Mercator, Peterson, and Robinson, and apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.

(D) Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface and to organize information about people, places, and environments.

(E) Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.

(F) Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.*

(d) Content Standard 2. The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere.

(1) Define the concept of region and identify major political, physical, and economic regions of the Western Hemisphere including

(A) The political regions of North America, Central America, South America, and the Caribbean.

(B) The physical regions including the Amazon rainforest and the North American Great Plains, and

(C) The economic regions including commercial agriculture in North America and subsistence agriculture of Amazonian communities.

(2) Describe specific political regions of the Western Hemisphere and identify on a political map the major urban centers and countries including

(A) All nations of North America, Central America, South America, and the Caribbean, and

(B) Major metropolitan areas including New York City, Los Angeles, Chicago, Houston, Washington, DC, Miami, Toronto, Montreal, Vancouver, Mexico City, Panama City, San Jose, Rio de Janeiro, Buenos Aires, Santiago, Caracas, Bogota, Sao Paulo, San Juan, and Havana.

(3) Describe the characteristics and relative location of major cultural regions of the Western Hemisphere including

(A) the Maya civilization of Mesoamerica,

(B) the Inca civilization of Latin America,

(C) the Inuit indigenous peoples of the Arctic,

(D) Hispanic communities of the United States and indigenous peoples of North and South America, and French-speaking Quebec.

(4) Explain and summarize how common characteristics can link as well as divide regions including

(A) The question of sovereignty for French-speaking Canadians,

(B) The free trade relationships established by NAFTA, and

(C) The establishment of *maquiladoras* on the United States-Mexican border.

(5) Cite specific textual and visual evidence in order to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Western Hemisphere including:

- (A) The bi-national construction of the St. Lawrence Seaway,
- (B) Disputes between South American nations over fishing rights off the Pacific Coast,
- (C) The strain on international relations caused by immigration, and
- (D) Relief efforts of the United Nations following natural disasters.

(e) **Content Standard 3.** The student will examine the interactions of physical systems that shape the patterns of Earth's surface.

(1) Integrate visual information in order to identify on a physical map and describe the major landforms and bodies of water of the Western Hemisphere including

(A) Bodies of Water—Mississippi, Colorado, MacKenzie, Rio Grande, and Amazon Rivers, Gulf of Mexico, Hudson Bay, Straits of Magellan and the Bering Strait, Atlantic, Pacific, Arctic and Southern Oceans, the Great Lakes, and the concept of drainage systems and the Continental Divide.

(B) Landforms—the Appalachian, Rocky, Andes, and Cascade Mountain Ranges, the Atacama and Sonoran Deserts, the Hawaiian and Greater Antilles archipelagos, the Pampas and Great Plains, the Canadian Shield, the Yucatan Peninsula, the Isthmus of Panama, and the Great Basin.

(2) Describe how the processes and factors of latitude, elevation, Earth-Sun relationship, prevailing winds, and proximity to bodies of water influence climate and how humans respond to regional climate patterns and events including drought and *El Niño*.

(3) Analyze the impact of natural disasters on human populations including forced migration, scarcity of consumer goods, and loss of employment.

(f) **Content Standard 4.** The student will analyze the human systems of the Western Hemisphere in the context of the world's peoples and cultures.

(1) Identify and describe cultural traits of language, ethnic heritage, social systems, religion, and traditions including how cultural diffusion impacts societies.

(2) Describe and compare examples of the market and command economic systems including how governments affect economic activities in such systems.

(3) Describe the major political systems of representative governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship) including the role of the citizen in the selection of government officials, lawmaking, and the liberties guaranteed under different forms of government.

(4) Cite specific textual evidence to explain patterns of global economic interdependence and world trade including the concepts of balance of trade, supply and demand, and measures of economic growth including Gross Domestic Product (GDP).

(5) Analyze the impact of geography on population location, growth, and change, applying geographic concepts of population density, the availability of resources, settlement patterns, and migrational push and pull factors including the twentieth-century Asian and Caribbean refugee migration to North America or the pattern of Hispanic workers migrating to the United States.

(g) **Content Standard 5.** The student will analyze the interactions of humans and their environment in the western hemisphere.

(1) Integrate and compare visual information of the common characteristics of developed and developing countries including access to human and economic capital, the impact of education and technology; and analyze data used by geographers including literacy rate, life expectancy, and per capita income.

(2) Summarize the impact of the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including

- (A) The United States' and Canada's access to fossil fuels, water, iron, and arable soil,
- (B) Agricultural development dependent on the natural aquifers of the Great Plains,
- (C) The nationalized oil production in Venezuela and Mexico, and
- (D) North America's access to iron and coal enabling a productive steel industry.

(3) Evaluate the effects of human modification of and adaptation to the natural environment including

- (A) Terraced farmland of the Andes,
 - (B) Construction of the Panama Canal,
 - (C) Clear-cutting of the boreal forests of North America, and
 - (D) Diversion of the Colorado River for irrigation and municipal water.
- (4) Analyze regional problems of the western hemisphere having spatial dimensions including
- (A) Oil spills in the Gulf of Mexico,
 - (B) Deforestation of Amazonia,
 - (C) Air pollution and urban sprawl of Mexico City, and
 - (D) Water pollution from industrial run-off into the Great Lakes.
- (5) Summarize the role of citizens as responsible stewards of natural resources and the environment including
- (A) Careful use of fertilizer and pesticides to avoid polluting the land and the water supply,
 - (B) Participation in recycling and anti-littering activities,
 - (C) Conservation of natural resources, and
 - (D) Support of alternative and sustainable energy sources.

210:15-3-97.7. Grade 7: World Geography: The Eastern Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interactions [REVOKED]

~~(a) **PROCESS AND LITERACY SKILLS: Literacy Skills Standard 1.** The student will develop and demonstrate Common Core Social Studies reading literacy skills.~~

~~(1) **Key Ideas and Details.**~~

- ~~(A) Cite specific textual evidence to support analysis of primary and secondary sources.~~
- ~~(B) 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.~~
- ~~(C) 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).~~

~~(2) **Craft and Structure.**~~

- ~~(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.~~
- ~~(B) Describe how a text presents information (e.g., sequentially, comparatively, causally).~~
- ~~(C) 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).~~

~~(3) **Integration of Knowledge and Ideas.**~~

- ~~(A) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.~~
- ~~(B) Distinguish among fact, opinion, and reasoned judgment in a text.~~
- ~~(C) Analyze the relationship between a primary and secondary source on the same topic.~~

~~(4) **Range of Reading and Level of Text Complexity.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.~~

~~(b) **Literacy Skills Standard 2.** The student will develop and demonstrate Common Core Social Studies writing literacy skills.~~

~~(1) **Text Types and Purposes.**~~

- ~~(A) Write arguments focused on *discipline-specific content*.~~
 - ~~(i) 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.~~
 - ~~(ii) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.~~
 - ~~(iii) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.~~
 - ~~(iv) Establish and maintain a formal style.~~
 - ~~(v) Provide a concluding statement or section that follows from and supports the argument presented.~~
- ~~(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.~~

- (i) 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.
 - (ii) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - (iii) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - (iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - (v) Establish and maintain a formal style and objective tone.
 - (vi) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- (C) See note; not applicable as a separate requirement.
- (2) Production and Distribution of Writing.**
- (A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - (B) 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.
 - (C) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - (D) 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.
 - (E) 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.
 - (F) Draw evidence from informational texts to support analysis, reflection, and research.
- (3) Range of Writing.**
- (A) 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.
 - (B) 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 historic import.
- (e) Social Studies Content Standards.**
- (1) Content Standard 1.** The student will analyze data from a geographic perspective using the skills and tools of geography.
- (A) Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
 - (B) Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, elimographs, cartagrams, contour/relief maps, GIS systems, and diagrams.
 - (C) Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.
 - (D) Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface and to organize information about people, places, and environments.
 - (E) Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.

(F) Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.*

(2) **Content Standard 2.** The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

(A) Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a political map the major urban areas and countries including:

- (i) Europe—London/United Kingdom, Paris/France, Rome/Italy, Berlin/Germany, and Moscow/Russia;
- (ii) Southwest Asia—Mecca/Saudi Arabia, Jerusalem/Israel, Tehran/Iran, Beirut/Lebanon, and Bagdad/Iraq;
- (iii) South Asia—Mumbai/India, Pakistan, Afghanistan;
- (iv) East and Southeast Asia—Beijing/China, Seoul/South Korea, Tokyo/Japan, Indonesia, Vietnam, and Malaysia;
- (v) Africa—Cairo/Egypt, Nairobi/Kenya, South Africa, Libya, Sudan, and Nigeria, and
- (vi) Oceania—Australia and New Zealand.

(B) Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including

- (i) Physical Regions—
 - (I) Sub-Saharan savannas and rainforests;
 - (II) Pacific Ring of Fire;
 - (III) Rhine-Danube industrial corridor, and
 - (IV) The Himalayan Mountain Range.
- (ii) Cultural Regions—
 - (I) The Sahel's and Sahara's nomadic peoples;
 - (II) Jerusalem's religious significance to Judaism, Christianity, and Islam, and
 - (III) The cultural hearths of the Nile, Indus, Ganges, Hwang He River Valleys, and Mesopotamia.

(C) Explain and summarize how common physical or human characteristics can link as well as divide regions including

- (i) Extensive inland waterway systems of natural rivers and manmade canals that link European trading centers;
- (ii) Ural Mountains that physically divide Europe from Asia;
- (iii) Sahara Desert that physically and culturally divides North Africa from Sub-Saharan Africa;
- (iv) Multiple languages, religion, and the legacy of the caste system in India that present barriers to cultural unity, and
- (v) Cultural differences resulting in civil war and genocide in Darfur and Rwanda.

(D) Cite specific textual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization including

- (i) Multinational peace-keeping efforts to stabilize Arab-Israeli relations;
- (ii) Roots of disputes between India and Pakistan resulting in the threat of conventional war and nuclear war;
- (iii) Impact of multiple ethnic groups on Nigerian political stability;
- (iv) Coordination of currency and free trade zones created by the European Union;
- (v) Humanitarian relief efforts by the United Nations to address hunger in Africa, and
- (vi) The struggle for and achievement of civil liberties and economic opportunities in South Africa's post-apartheid era.

(E) Explain and summarize how and why regions change over time through physical and human processes which operate to modify Earth's surface including the:

- (i) Cultural diffusion brought about by North Africa's location central to trade across multiple continents;
- (ii) Impact of overgrazing and drought leading to desertification in the Sahel;
- (iii) Results of the Green Revolution in Central Asia; and
- (iv) Effects of abundant oil supplies in the Persian Gulf region.

(3) **Content Standard 3.** The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere.

(A) Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including

- (i) Landforms—the Iberian, Scandinavian, and Indochina Peninsulas; the Urals, Pyrenees, Alps, and Himalayan Mountain Ranges; the Sahara, Kalahari, and Gobi Deserts; and the Great Rift Valley.
- (ii) Bodies of water—Danube, Volga, Nile, Congo, Niger, Tigris, Euphrates, Indus, Ganges, and Yangtze Rivers; Mediterranean, Arabian and North Seas; Persian Gulf; Bay of Bengal; Strait of Gibraltar; Atlantic, Arctic, Indian, Pacific, and the Southern Oceans.

(B) Analyze from multiple perspectives the impact of natural disasters on human populations resulting in forced migration, scarcity of consumer goods, and loss of employment including

- (i) The impact of plate tectonics resulting in earthquakes, tsunamis, and volcanic eruptions on human and physical systems bordering the Pacific Ring of
- (ii) Frequent drought of northern Africa and Southwest Asia that creates stress on humans and wildlife;
- (iii) The impact of monsoon patterns and typhoon activity on agriculture and loss of life in South Asia; and
- (iv) Regular flooding of China's rivers resulting in the accumulation of loess.

(4) **Content Standard 4.** The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.

(A) Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.

(B) Describe the world's major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the five major world religions and the significance of religion in contemporary societies.

(C) Integrate visual information to analyze data used by geographers to measure the human characteristics used to define developed versus developing countries including literacy rates, life expectancy, infant mortality rate, Gross Domestic Product (GDP), and per capita income.

(D) Compare and contrast the market and command economic systems and how governments affect economic activities in such systems including

- (i) Economic reforms in China that are moving China from a command system toward a market system.
- (ii) The economic advantages and disadvantages of Sweden's mixed market system;
- (iii) The economic prosperity generated by Japan's market system; and
- (iv) The economic development limitations of North Korea's command economic system.

(E) Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy) including the role of the citizen in the selection of government officials lawmaking, and the liberties guaranteed under different forms of government.

- (i) The symbolic role of the British crown in comparison to the absolute authority of the monarchy of Saudi Arabia.
- (ii) The transformation of the former Soviet Union from an authoritarian system to the limited representative democracy of Russia.

- (F) Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross National Product (GNP), and balance of trade including
 - (i) The European Union's single currency and open single market that link economies and governments.
 - (ii) The relative isolation of Japan and the United Kingdom that require extensive trade patterns for natural resources and markets,
 - (iii) Outsourcing of technological and manufacturing jobs to developing regions of Asia, and
 - (iv) Control over production and supply of global oil reserves as exercised by the Oil Producing and Exporting Countries (OPEC).
- (G) Evaluate and summarize the impact of geography on population location, growth, change and density and on the availability of resources, settlement patterns, and migration including the
 - (i) Impact of push and pull factors on the rural migration to overcrowded urban centers in India,
 - (ii) Challenges of under population on the labor market in developed nations of Europe,
 - (iii) Changing face of European cultures as a result of recent patterns of immigration, and
 - (iv) Impact of China's one child policy on population growth and culture.

(5) Content Standard 5. The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.

- (A) Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including the
 - (i) Abundant energy resources driving China's rapid development,
 - (ii) Reserves of valuable minerals responsible for South Africa's economic growth,
 - (iii) Accessibility of coal and iron reserves contributing to steel industries of western Europe and Russia, and
 - (iv) Value of North Sea petroleum reserves to developed nations' economies.
- (B) Evaluate the effects of human modification of and adaptation to the natural environment including the
 - (i) Deforestation of Indonesia's rainforests,
 - (ii) Creation of living space through the drainage of seawater and the system of dikes in the Netherlands,
 - (iii) Transformation of arid lands of the Arabian Peninsula through introduction of western irrigation methods,
 - (iv) Use of terrace farming and double cropping as solutions to food needs of East Asia, and
 - (v) Benefits and dangers of nuclear power generation as exemplified by the environmental disaster at Chernobyl.
- (C) Integrate visual information to analyze regional problems and policies having spatial dimensions in the Eastern Hemisphere including the
 - (i) Management of the Aral Sea's water resources,
 - (ii) Impact of economic development on Russia's Arctic regions, and
 - (iii) Transformation of the environment and population centers caused by the construction of the Three Gorges Dam in China.

210:15-3-98.8. Grade 8: Creating the United States. The Foundation, Formation, and Transformation of the American Nation, 1754-1877 [REVOKED]

(a) PROCESS AND LITERACY SKILLS: Literacy Skills Standard 1. The student will develop and demonstrate Common Core Social Studies reading literacy skills.

(1) Key Ideas and Details.

- (A) Cite specific textual evidence to support analysis of primary and secondary sources.

(B) 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.

(C) 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).

(2) Craft and Structure.

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

(B) Describe how a text presents information (e.g., sequentially, comparatively, causally).

(C) 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).

(3) Integration of Knowledge and Ideas.

(A) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

(B) Distinguish among fact, opinion, and reasoned judgment in a text.

(C) Analyze the relationship between a primary and secondary source on the same topic.

(4) Range of Reading and Level of Text Complexity.

(A) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

(b) Literacy Skills Standard 2. The student will develop and demonstrate Common Core Social Studies writing literacy skills.

(1) Text Types and Purposes.

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

(iii) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

(iv) Establish and maintain a formal style.

(v) Provide a concluding statement or section that follows from and supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.

(i) 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.

(ii) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

(iii) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.

(v) Establish and maintain a formal style and objective tone.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented.

(C) See note; not applicable as a separate requirement.

(2) Production and Distribution of Writing.

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

(D) 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.

(E) 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.

(F) Draw evidence from informational texts to support analysis, reflection, and research.

(3) **Range of Writing.**

(A) 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.

(B) 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 historic import.

(e) **Social Studies Content Skills.**

(1) **Content Standard 1.** The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

(A) Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire and the precedent of the Albany Plan of Union as an early attempt to unify the colonies.

(B) Cite specific textual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including

(i) The restriction of colonial rights as British subjects including colonial opposition and protests against taxation without representation, the boycotts of British goods, Patrick Henry's *Stamp Act Resolves*, the Committees of Correspondence, and the Boston Massacre,

(ii) The Coercive Acts of 1774 (the Intolerable Acts) as British punishment for the Boston Tea Party and the convening of the First Continental Congress as a colonial response,

(iii) The Battles of Lexington and Concord as a rallying point of armed colonial resistance, and

(iv) Patrick Henry's *Give Me Liberty or Give Me Death* speech and Thomas Paine's pamphlet *Common Sense* advocating the defense of colonial rights and independence.

(C) Cite specific textual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the

(i) Points of views of the Patriots and the Loyalists about independence,

(ii) Writings of Mercy Otis Warren and Phyllis Wheatley,

(iii) Use of Paul Revere's engraving of the Boston Massacre,

(iv) Rejection of the *Olive Branch Petition* by King George III, and

(v) Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain thus creating the United States of America.

(D) Determine the central ideas and grievances expressed in the *Declaration of Independence* and their intellectual origin including

(i) John Locke's theory of natural rights,

(ii) The concept of the social contract,

(iii) The ideals established in the American society of equality, inalienable rights, and the consent of the governed; and

(iv) Evaluate the contributions of Thomas Jefferson and the Committee of Five in drafting the *Declaration of Independence*.

(E) Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence: We hold these truths to be self evident,*

that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

(2) Content Standard 2. The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

(A) Analyze the formation of the first American national system of government under the *Articles of Confederation* including the success of conducting and winning the Revolutionary War.

(B) Compare and contrast the different motivations and choices that various colonial populations had regarding the War for Independence including

(i) Whether to fight for independence, remain loyal to the king, or to be neutral.

(ii) The choices that free and enslaved African Americans had of escaping to freedom, or joining the British or Colonial forces, or remaining enslaved,

(iii) The decisions Native Americans had as to which side to support in hopes of protecting their traditional cultures and native territories, and

(C) Cite specific textual evidence to summarize the impact of key military and diplomatic events including the

(i) Military leadership of George Washington,

(ii) Victories at Boston, Trenton, and Saratoga,

(iii) French Alliance,

(iv) Publication of Thomas Paine's *The Crisis*,

(v) Valley Forge Encampment, and

(vi) Defeat of Lord Cornwallis's army at the Siege of Yorktown.

(3) Content Standard 3. The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

(A) Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including the

(i) Strengths and weaknesses of the *Articles of Confederation*,

(ii) Lack of a common national currency,

(iii) Lack of a common defense,

(iv) Management of the war debts,

(v) Disputes over the western territories as resolved by the *Northwest Ordinance*, and

(vi) Civil unrest as typified in Shays' Rebellion.

(B) Analyze the significance of the Constitutional Convention, its major debates and compromises including the *Virginia Plan*, the *New Jersey Plan*, the Great Compromise, the Three fifths Compromise, and the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.

(C) Cite specific textual evidence to examine the arguments for and against the ratification of the *United States Constitution* as expressed in the *Federalist Papers Number 10 and Number 51*, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.

(D) Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial review.

(E) Cite specific textual evidence and summarize the rights and responsibilities all Americans possess under the *United States Constitution* as guaranteed in the *Bill of Rights* including the freedoms of religion, speech, press, assembly, petition, and the rights to due process and trial by jury.

(4) Content Standard 4. The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

(A) Analyze the impact and consequences of major events and issues facing early presidential administrations including

(i) The suppression of the Whiskey Rebellion and establishment of the government's right to tax,

- (ii) President George Washington's advice for the new nation in his *Farewell Address*;
 - (iii) The restriction of individual rights in the *Alien and Sedition Acts* and the responses of the Republican Democrats in the *Virginia and Kentucky Resolutions*;
 - (iv) The impact of the presidential election of 1800 and the peaceful transfer of political power from one party to another;
 - (v) The acquisition of territory through the *Louisiana Purchase* and the contributions of the explorations of Lewis and Clark;
 - (vi) How the Marshall Court's precedent setting decisions in *Marbury v. Madison* and *McCulloch v. Maryland* interpreted the *United States Constitution* and established the United States Supreme Court as an independent and equal branch of the federal government.
 - (vii) The War of 1812 which confirmed American independence and fueled a spirit of nationalism;
 - (viii) The increased sectional tensions as the nation dealt with the expansion of slavery and attempts to limit it through the *Missouri Compromise*; and
 - (ix) The Monroe Doctrine as an attempt to protect American interests and territory in the western hemisphere.
- (B) Summarize the significance and impact of the Jacksonian Era including the:
- (i) Election of Andrew Jackson as a victory for the common man;
 - (ii) Nullification Crisis and the development of the states' rights debates as typified by the arguments put forth by Senator Daniel Webster and Senator John C. Calhoun; and
 - (iii) Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes.
- (C) Cite specific textual and visual evidence to compare the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.
- (D) Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape via the Underground Railroad network including Harriet Tubman.
- (E) Analyze and summarize the significance of the Abolitionist and Women's Suffrage Movements including the influence of the Second Great Awakening and the *Declaration of Sentiments*, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.
- (F) Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the
- (i) Territorial growth resulting from the annexation of Texas, the *Mexican Cession*, and the *Gadsden Purchase*;
 - (ii) Causes of the rapid settlement of Oregon and California;
 - (iii) Impact upon Native American culture and tribal lands; and
 - (iv) Growing sectional tensions regarding the expansion of slavery.
- (5) **Content Standard 5.** The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.
- (A) Cite specific textual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization as seen in the following significant events including the
- (i) *Compromise of 1850* as a last attempt to reach a compromise regarding slavery;
 - (ii) Publication of *Uncle Tom's Cabin* as fuel for anti-slavery sentiments;
 - (iii) *Kansas-Nebraska Act* as it established the principle of popular sovereignty in new territories, repealed the *Missouri Compromise*, and led to factional feuds in Bleeding Kansas; and

- (iv) *Dred Scott v. Sanford* case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry.
- (B) Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the
 - (i) Secession of South Carolina as expressed in the *Ordinance of Secession*,
 - (ii) Goal of President Abraham Lincoln to preserve the Union,
 - (iii) Formation of the Confederate States of America,
 - (iv) Opening attack on Fort Sumter, and
 - (v) Rising tensions over the strategic Border States.
- (C) Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war including the political/military leadership of President Lincoln to Confederate President Jefferson Davis and the military leadership of Union General Ulysses S. Grant to Confederate General Robert E. Lee.
- (D) Identify and summarize the consequences of the major turning points of the war including the
 - (i) Anaconda Plan and Total War Strategy,
 - (ii) Battle of Antietam as a catalyst for the issuance of the *Emancipation Proclamation* and its role in expanding the goals of the war to include the ending of slavery,
 - (iii) Battle of Gettysburg as inspiration for the *Gettysburg Address* and how Lincoln's speech clarified the Union's motivations for winning the war,
 - (iv) Capture of Vicksburg in securing the Union's control of the Mississippi River,
 - (v) *Second Inaugural Address* of President Lincoln, calling for national reconciliation,
 - (vi) Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox Courthouse, and
 - (vii) Impact of Lincoln's assassination and loss of his leadership on plans for reconstruction.
- (6) **Content Standard 6.** The student will analyze the transformation of politics and society during the Reconstruction Era, 1865 to 1877.
 - (A) Compare and contrast the various policies and plans for the reconstruction of the Confederacy including those proposed by President Lincoln, President Andrew Johnson, and the Radical Republicans.
 - (B) Cite specific textual evidence to analyze the impact of the *13th, 14th and 15th Amendments*, the Black Codes, the Freedmen's Bureau, and Jim Crow laws.
 - (C) Identify points of view regarding the social changes following the Civil War including the role of carpetbaggers and scalawags, the rise of the Ku Klux Klan, elected Black officials, and sharecroppers.
 - (D) Evaluate the impact of the *Homestead Act of 1862* and the resulting movement westward to free land including the impact of continued displacement of Native Americans.
 - (E) Assess the impact of the presidential election of 1876 as an end to the reconstruction of the South.

210:15-3-99.9. High School Economics: Incentives and Disincentives: Land, Labor, Capital, and Entrepreneurship [REVOKED]

(a) **PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1.** Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) **Key Ideas and Details.**

- (A) Cite specific textual evidence to support analysis of primary and secondary sources; attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) **Craft and Structure.**

- (A) 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 science.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) 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.

(3) Integration of Knowledge and Ideas.

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- (B) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- (C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) Range of Reading and Level of Text Complexity. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) Text Types and Purposes.

- (A) Write arguments focused on *discipline-specific content*.
 - (i) 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.
 - (ii) 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.
 - (iii) 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.
 - (iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (v) Provide a concluding statement or section that follows from or supports the argument presented.
- (B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - (i) 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.
 - (ii) 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.
 - (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - (iv) 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.
 - (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (vi) 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).
- (C) See note; not applicable as a separate requirement.

(2) Production and Distribution of Writing.

- (A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

(3) Research to Build and Present Knowledge.

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

(4) Range of Writing.

(A) 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.

(B) 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 historic import.

(e) Social Studies Content Skills.

(1) Content Standard 1. The student will develop and apply economic reasoning and decision-making skills.

(A) Define and apply basic economic concepts of scarcity, surplus, choice, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, disincentive, and trade-off to a variety of economic situations.

(B) Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models including the PACED Decision-Making Model by using the five-step process of:

(i) P = Stating the PROBLEM,

(ii) A = Listing the ALTERNATIVES,

(iii) C = Identifying the CRITERIA,

(iv) E = EVALUATING the options, based on the criteria, and

(v) D = Making a DECISION.

(2) Content Standard 2. The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them, and for whom are they produced.

(A) Compare the world's basic economic systems of market (free enterprise), command, and mixed market economies identifying countries that have adopted each and comparing and contrasting the results those economic systems have produced in those countries as measured by GDP, national prosperity, and individual income and wealth.

(B) Describe the role of the factors of production, land, labor, capital, entrepreneurship, and technology in economic systems.

(3) Content Standard 3. The student will explain how prices are set in a market economy using supply and demand graphs and will determine how price provides incentives to buyers and sellers.

(A) Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.

(B) Explain what causes shortages and surpluses including government-imposed price floors, price ceilings, and other government regulations and the impact they have on prices and people's decisions to buy or sell.

- (4) **Content Standard 4.** The student will evaluate how changes in the level of competition in different markets affect prices.
- (A) Explain how competition impacts the free market including the concepts that competition among sellers lowers costs and prices while encouraging increased production and competition among buyers increases prices and the allocation of goods and services to consumers willing and able to pay higher prices.
 - (B) Explain how people's own self interest, incentives and disincentives influence market decisions.
- (5) **Content Standard 5.** The student will describe the role of economic institutions including banks, labor unions, corporations, governments, and not for profits in a market economy.
- (A) Evaluate the impact of government ensuring the protection of private property rights and the rule of law in a market economy.
 - (B) Describe how banks match savers with borrowers and allow people to pool their incomes and provide future income through investing in stocks.
 - (C) Identify how labor unions, corporations, and not for profits influence a market economy.
- (6) **Content Standard 6.** The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- (A) Explain how individuals, businesses and the overall economy benefit from using and saving money.
 - (B) Identify the components of the money supply, the different functions of money, and give examples of each.
 - (C) Explain how the value of money is determined by the goods and services it can buy.
- (7) **Content Standard 7.** The student will evaluate how interest rates impact decisions in the market economy.
- (A) Analyze the relationship between interest rates and inflation rates.
 - (B) Determine how changes in real interest rates impact people's decisions to borrow money and purchase goods in a market economy.
- (8) **Content Standard 8.** The student will analyze the role of entrepreneurs in a market economy.
- (A) Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product, and determine the financial and nonfinancial incentives that motivate them.
 - (B) Identify an entrepreneur and describe how his/her decisions affect job opportunities for others.
- (9) **Content Standard 9.** The student will evaluate the economic role of government in a market economy.
- (A) Explain the role that government has in dealing with issues such as poverty, pollution, and medical research.
 - (B) Describe the costs and benefits of government assistance programs, education, and other government funded services and projects.
- (10) **Content Standard 10.** The student will examine current economic conditions in the United States.
- (A) Determine how interest rates, unemployment, Consumer Price Index (CPI), individual savings and debt, government debt, labor supply, and inflation impact current economic conditions in the United States.
 - (B) Explain how these conditions have an impact on consumers, producers, and government policymakers.
- (11) **Content Standard 11.** The student will identify Gross Domestic Product (GDP) and Gross National Product (GNP) as basic measures of a nation's economic output and income.
- (A) Explain GDP and GNP and how they are used to describe economic output over time and compare the GDP of various countries representing free market, command, and mixed economies.
 - (B) Describe the impact on the economy when GDP and GNP are growing or declining.
- (12) **Content Standard 12.** The student will explain the role of inflation and unemployment in an economic system.

- (A) Define inflation and determine how it is measured and the impact it has on different sectors of the United States economy.
- (B) Define the different types of unemployment and determine how it is measured and the impact it has on different sectors of the United States economy.
- (13) **Content Standard 13.** The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.
 - (A) Compare and contrast fiscal and monetary policy and their impact on the economy.
 - (B) Evaluate the conditions under which the federal government and the Federal Reserve implement expansionary or contractionary policies.

210:15-3-100.1. Oklahoma History and Government - The Foundation, Formation, and Transformation of the State of Oklahoma [REVOKED]

(a) **PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1. Reading Skills.** The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) **Key Ideas and Details.**

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) **Craft and Structure.**

- (A) 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 science.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) 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.

(3) **Integration of Knowledge and Ideas.**

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- (B) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- (C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) **Range of Reading and Level of Text Complexity.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) **Process and Literacy Standard 2: Writing Skills.** The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) **Text Types and Purposes.**

- (A) Write arguments focused on *discipline-specific content*.
 - (i) 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.
 - (ii) 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.
 - (iv) 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.
 - (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (vi) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.

(i) 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.

(ii) 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.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) 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.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) 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).

(C) See note; not applicable as a separate requirement.

(2) Production and Distribution of Writing.

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

(3) Research to Build and Present Knowledge.

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

(4) Range of Writing.

(A) 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.

(B) 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 historic import.

(e) Social Studies Content Skills.

(1) Content Standard 1. The student will describe the state's geography and the historic foundations laid by Native American, European, and American cultures.

(A) Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.

(B) Summarize the accomplishments of prehistoric cultures including the Spiro Mound Builders.

(C) Compare and contrast the goals and significance of early Spanish, French, and American expeditions including the impact of disease, interactions with Native Americans, and the arrival of the horse and new technologies.

(D) Compare and contrast cultural perspectives of Native Americans and European Americans regarding land ownership and trading practices.

(2) **Content Standard 2.** The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.

(A) Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau's Trading Post at Three Forks.

(B) Describe the major trading and peacekeeping goals of early military posts including Fort Gibson.

(C) Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the *Indian Removal Act of 1830*, and tribal resistance to the forced relocations.

(D) Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty including the

(i) Required enrollment of the Freedmen,

(ii) Second Indian Removal and the role of the Buffalo Soldiers,

(iii) Significance of the Massacre at the Washita,

(iv) Reasons for the reservation system, and

(v) Establishment of the western military posts of Fort Sill, Fort Supply, and Fort Reno.

(E) Cite specific textual and visual evidence to assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.

(F) Analyze the influence of the idea of Manifest Destiny on the Boomer Movement including the official closing of the frontier in 1890.

(G) Compare and contrast multiple points of view to evaluate the impact of the *Dawes Act* which resulted in the loss of tribal communal lands and the redistribution of lands by various means including land runs as typified by the Unassigned Lands and the Cherokee Outlet, lotteries, and tribal allotments.

(3) **Content Standard 3.** The student will analyze the formation and development of constitutional government in Oklahoma.

(A) Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah, the proposal for an all-Black state, and the impact of the *Enabling Act* on single statehood.

(B) Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.

(C) Compare and contrast Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers.

(D) Describe the division, function, and sharing of powers among levels of government including city, county, tribal, and state.

(E) Identify major sources of local and state revenues and the services provided including education, infrastructure, courts, and public safety.

(F) Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.

(4) **Content Standard 4.** The student will examine the transformation of Oklahoma during times of boom and bust of the 1920s through the 1940s.

(A) Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the *Indian Citizenship Act of 1924* and the effects of the Indian boarding schools (1880s-1940s) upon Native Americans' identity, culture, traditions, and tribal government and sovereignty.

(B) Examine multiple points of view regarding the historic evolution of race relations in Oklahoma including *Senate Bill 1* establishing Jim Crow laws, the growth of all-Black towns, the Tulsa Race Riot, and the resurgence of the Ku Klux Klan.

(C) Summarize the impact of the national Socialist movement and organized labor on various segments of Oklahoma society including agriculture, mining, and state politics.

(D) Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities, as well as the role of entrepreneurs including J.J. McAlester, Frank Phillips, E.W. Marland, and Robert S. Kerr.

(E) Cite specific textual and visual evidence to evaluate the impact of the boom and bust cycle of Oklahoma's agricultural production as a response to the needs of World War I, and its effect as a precursor of the Great Depression.

(F) Cite specific textual and visual evidence of the environmental conditions and the impact of human mismanagement of resources resulting in the Dust Bowl including the migration of the Okies, the national perceptions of Oklahomans as shaped by *The Grapes of Wrath*, and the New Deal policies regarding conservation of natural resources.

(G) Describe the contributions of Oklahomans in 1920s and 1930s including Deep Deuce and African American jazz musicians, Will Rogers's and Woody Guthrie's political and social commentaries, Wiley Post's aviation milestones, and the artwork of the Kiowa Six (formerly the Kiowa Five).

(H) Summarize and analyze the impact of mobilization for World War II including the establishment of military bases and prisoner-of-war installations and the contributions of Oklahomans to the war effort including the Native American code talkers and the 45th Infantry Division.

(5) **Content Standard 5.** The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma during the 1950s through the present.

(A) Cite specific textual and visual evidence to evaluate the progress of race relations and actions of civil disobedience in the state including the

(i) Judicial interpretation of the equal protection clause of the *14th Amendment* which ultimately resulted in the desegregation of public facilities, and public schools and universities;

(ii) Landmark Supreme Court cases of *Sipuel v. Board of Regents of the University of Oklahoma (1948)* and *McLaurin v. Oklahoma Board of Regents for Higher Education (1950)*;

(iii) Lunch counter sit-ins organized by Clara Luper and the NAACP, and (iv) Leadership of Governor Gary in the peaceful integration of the public common and higher education systems.

(B) Analyze the impact of economic growth in various sectors including the

(i) Impact of rural to urban migration;

(ii) Development of water and timber resources;

(iii) Emergence of the tourism as an industry;

(iv) Discovery of new fossil fuel resources, Tulsa's designation as Oil Capital of the World, and the opening of the Anadarko Basin, and

(v) Improvement of the state's transportation infrastructures and the Kerr-McClellan Navigation System.

(C) Cite specific textual and visual evidence to describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater and dance including Ralph Ellison and the Five Indian Ballerinas as well as the perceptions of Oklahoma by the rest of the nation because of the musical *Oklahoma*.

(D) Summarize the impact of Oklahoma's leadership on state and national politics including the rise of viable two-party elections, Governor Henry Bellmon, and United States Representative Carl Albert.

(E) Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over Native American lands and resources including issues of joint jurisdiction, taxation, and gaming.

- (F) Cite specific textual and visual evidence to analyze the oil and gas boom of the 1970s and the subsequent bust of the energy industry during the 1980s including the impact of the Penn Square Bank Collapse on the state's economy, employment, and banking.
- (G) Describe the contemporary role the state's agriculture plays in feeding the nation and the world including the wheat, corn, cattle, pork, and chicken industries.
- (H) Explain the leadership of Oklahoma and its people in the field of aeronautics including the Federal Aviation Administration, NASA space program, and the influence of weather research on national disaster preparedness.
- (I) Examine major cultural and ethnic groups' contributions to the social and economic transformation of the modern state of Oklahoma.
- (J) Cite specific textual and visual evidence to analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the event, the concept of the "Oklahoma Standard," and the creation of the Oklahoma City National Memorial and Museum.

210:15-3-100.2. High School Psychology: Foundations and Formation of Human Development [REVOKED]

(a) ~~PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1. Reading Skills.~~ The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) ~~Key Ideas and Details.~~

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) ~~Craft and Structure.~~

- (A) 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 science.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) 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.

(3) ~~Integration of Knowledge and Ideas.~~

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- (B) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- (C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) ~~Range of Reading and Level of Text Complexity.~~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) ~~Process and Literacy Standard 2: Writing Skills.~~ The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) ~~Text Types and Purposes.~~

- (A) Write arguments focused on *discipline-specific content*.
 - (i) 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.
 - (ii) 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.

- (iii) 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.
 - (iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (v) Provide a concluding statement or section that follows from or supports the argument presented.
- (B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.
- (i) 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.
 - (ii) 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.
 - (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - (iv) 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.
 - (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (vi) 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).
- (C) See note; not applicable as a separate requirement.
- (2) Production and Distribution of Writing.**
- (A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - (B) 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.
 - (C) 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.
- (3) Research to Build and Present Knowledge.**
- (A) 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.
 - (B) 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.
 - (C) Draw evidence from informational texts to support analysis, reflection, and research.
- (4) Range of Writing.**
- (A) 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.
 - (B) 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 historic import.
- (e) Social Studies Content Skills.**
- (1) Content Standard 1.** The student will examine the foundations of psychology and its origins as a separate social science discipline.

- (A) Analyze the definition of psychology in the context of psychology as an empirical science and the major approaches to psychology including behavioral, psychoanalytical, cognitive, and humanistic.
 - (B) Evaluate the origins of psychology based on significant historic figures including Wilhelm Wundt, William James, John B. Watson, Carl Jung, and Karen Horney.
 - (C) Classify the various subfields in psychology including vocational applications such as counseling, industrial, clinical, experimental, and educational psychology.
- (2) **Content Standard 2.** The student will examine the development of psychology as an empirical science by describing the scientific method, explaining research strategies and identifying ethical issues.
- (A) Describe the scientific method as the framework for research and apply the principles of research design to an appropriate experiment.
 - (B) Compare and contrast quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology.
 - (C) Identify ethical standards psychologists must address regarding research with human and non-human participants.
 - (D) Explore the various modes of psychological testing including personality, intelligence, and projective while assessing the reliability of each.
- (3) **Content Standard 3.** The student will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.
- (A) Identify and describe the structure and function of the brain including the hypothalamus, prefrontal lobe, corpus callosum, hemispheres, and amygdala.
 - (B) Examine the structure and function of the nervous and endocrine system and how they affect behavior.
 - (C) Identify the parts of a neuron and explain neurotransmission including the role and impact of various neurotransmitters.
 - (D) Explain the processes of sensation and perception, as well as the capabilities and limitations of sensory processes including the visual, auditory, kinesthetic, olfactory, and gustatory sensory systems.
 - (E) Describe the interaction of a person and the environment in determining perception including Gestalt principles and how one's experiences and expectations influence perception.
 - (F) Identify various states of consciousness including sleep and dreams, hypnosis, meditation, and psychoactive drugs.
- (4) **Content Standard 4.** The student will analyze physical, social, emotional, moral, and cognitive development from conception through the latter stages of adulthood.
- (A) Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development.
 - (B) Compare the theories of Jean Piaget, Sigmund Freud, Lawrence Kohlberg, and Erik Erikson regarding human development.
- (5) **Content Standard 5.** The student will understand how organisms adapt to their environment through learning and cognition.
- (A) Identify and explain the major theories of learning including Ivan Pavlov's classical conditioning, B. F. Skinner's Operant conditioning, and Albert Bandura's observational learning.
 - (B) Describe the process, organization, and factors that influence memory and recall.
 - (C) Analyze strategies and impediments involved in problem solving and decision making and how this knowledge could be applied to daily life.
- (6) **Content Standard 6.** The student will understand the principles of motivation and emotion.
- (A) Compare the predominant theories of motivation and emotion including the biological, social cognitive, humanistic, and cultural theories.
 - (B) Analyze the biological and environmental influences on positive and negative emotion.
- (7) **Content Standard 7.** The student will understand how society and culture influence a person's behavior and mental processes.

- (A) Evaluate the factors that lead to conformity, obedience, and nonconformity as demonstrated in experiments including the Stanford Prison Experiment, Milgram Experiment, or Solomon Asch's studies.
- (B) Explain how bias, discrimination, and use of stereotypes influence behavior with regard to gender, race, sexual orientation, and ethnicity as demonstrated in the studies of the Brown Eyed/Blue Eyed Experiment and the Clark Doll Experiment.
- (C) Examine influences on aggression and conflict including the factors associated with the bystander effect as demonstrated in such cases as the Kitty Genovese murder.
- (8) **Content Standard 8.** The student will examine how psychological disorders are diagnosed, classified, and treated.
 - (A) Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders.
 - (B) Describe symptoms and causes of major categories of psychological disorders including schizophrenic, mood, anxiety, personality, somatoform, and dissociative disorders.
 - (C) Compare available treatment options and how they evolved through history and among different cultures.
- (9) **Content Standard 9:** The student will evaluate the many factors that promote mental health.
 - (A) Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.
 - (B) Describe the characteristics of and factors that promote resilience and optimism.
 - (C) Analyze the relationship between psychological health and physiological health.

210:15-3-100.3. High School Sociology: Formations and Patterns of Group Behavior
[REVOKED]

(a) ~~**PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1.**~~ Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) ~~**Key Ideas and Details.**~~

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) ~~**Craft and Structure.**~~

- (A) 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 science.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) 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.

(3) ~~**Integration of Knowledge and Ideas.**~~

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- (B) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- (C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) ~~**Range of Reading and Level of Text Complexity.**~~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) ~~**Process and Literacy Standard 2: Writing Skills.**~~ The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) ~~**Text Types and Purposes.**~~

- (A) Write arguments focused on *discipline-specific content*.

- (i) 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.
 - (ii) 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.
 - (iii) 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.
 - (iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (v) Provide a concluding statement or section that follows from or supports the argument presented.
- (B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
- (i) 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.
 - (ii) 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.
 - (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - (iv) 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.
 - (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (vi) 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).
- (C) See note; not applicable as a separate requirement.
- (2) Production and Distribution of Writing.**
- (A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - (B) 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.
 - (C) 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.
- (3) Research to Build and Present Knowledge.**
- (A) 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.
 - (B) 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.
 - (C) Draw evidence from informational texts to support analysis, reflection, and research.
- (4) Range of Writing.**
- (A) 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.

(B) 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 historic import.

(e) Social Studies Content Skills.

(1) Content Standard 1. The student will recognize sociology as a social science, identify methods and strategies of research, and examine the contributions of sociology to the understanding of social issues.

(A) Describe the development of the field of sociology as a social science.

(B) Identify the contributions of leading theorists within sociology including Auguste Comte, Emile Durkheim, Harriet Martineau, Herbert Spencer, Max Weber, C. Wright Mills, Karl Marx, and W.E.B. Dubois.

(C) Evaluate different sociological research methods including participant observation, natural observation, library research, questionnaires, experiments, interviews, and case studies.

(D) Conduct research on an issue using the scientific method of inquiry including developing a hypothesis, gathering and interpreting data, and drawing conclusions.

(2) Content Standard 2. The student will examine the influence of culture and the way cultural transmission is accomplished.

(A) Examine how relationships, structures, patterns, and processes influence culture.

(B) Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.

(C) Explain the differences between a culture and a society.

(D) Analyze the influences of genetic inheritance and culture on human behavior including the debate over nature versus nurture.

(E) Compare and contrast various subcultures including counter culture, pop culture, ethnic cultures, and religious cultures.

(F) Describe factors that have led to cultural diversity within the United States.

(3) Content Standard 3. The student will identify how social status influences individual and group behaviors.

(A) Describe how social status affects social order including upper class, middle class, lower class, white collar professionals, blue collar workers, and the unemployed.

(B) Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies.

(4) Content Standard 4. The student will examine how social groups are composed of people who share common characteristics including interests, beliefs, behaviors, and feelings.

(A) Examine why individuals become members of or associate with different social groups.

(B) Compare and contrast various types of norms including folkways, mores, laws, and taboos, and explain why rules of behavior are considered important to society.

(C) Evaluate the characteristics of primary groups including small size, intimate settings, and enduring relationships and how members' behaviors are influenced by the primary groups.

(D) Evaluate the characteristics of secondary groups including less permanence, less personal, and having a special purpose, and how members' behaviors are influenced by the secondary groups.

(E) Investigate stereotypes of different groups including gangs, baby boomers, immigrants, and the homeless.

(5) Content Standard 5: The student will identify the effects of social institutions on individual and group behavior, and how these institutions influence the development of the individual.

(A) Analyze the impact of social institutions on individuals, groups, and organizations within society, and how these institutions transmit the values of society including familial, religious, educational, economic, and political.

(B) Examine rites of passage within various social institutions including religious ceremonies, school proms, *quinceañeros*, graduation, marriage, and retirement.

- (C) Define ethnocentrism and xenophobia, and analyze how they can be beneficial or destructive to a culture.
- (6) **Content Standard 6.** The student will examine social change over time and the various factors that lead to these changes.
 - (A) Examine environmental, political, economic, scientific, and technological influences upon immediate and long-term social change.
 - (B) Describe how collective behavior can influence and change society including sit-ins, organized demonstrations, and the use of social media.
- (7) **Content Standard 7.** The student will analyze social problems that affect large numbers of people or result from imbalances within a social system.
 - (A) Distinguish between characteristics of a social problem as compared to an individual problem.
 - (B) Analyze patterns of behavior found within social problems and their implications for society including juvenile crime, drug addiction, and long-term unemployment.
 - (C) Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions.
- (8) **Content Standard 8.** The student will explore both individual and collective behavior.
 - (A) Describe the traditions, roles, and expectations necessary for a society to continue and flourish.
 - (B) Examine factors that can lead to the breakdown and disruption of a society.
 - (C) Differentiate the impact of individual leaders of different social and political movements including Mohandas K. Gandhi, Adolf Hitler, Dr. Martin Luther King, Jr., Osama Bin Laden, and Susan B. Anthony.
 - (D) Interpret how social behavior is influenced by propaganda, the news media, and advertising.
 - (E) Investigate the impact of rumor, gossip, and other inaccurate communications upon group behavior.

210:15-3-101.1. United States government - freedom for all: securing rights and defining responsibilities [REVOKED]

(a) **PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1.** Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) Key Ideas and Details.

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) Craft and Structure.

- (A) 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 science.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) 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.

(3) Integration of Knowledge and Ideas.

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- (B) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- (C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) Range of Reading and Level of Text Complexity. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) Text Types and Purposes.

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) 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.

(iii) 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.

(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(v) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.

(i) 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.

(ii) 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.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) 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.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) 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).

(C) See note; not applicable as a separate requirement.

(2) Production and Distribution of Writing.

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

(3) Research to Build and Present Knowledge.

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

(4) Range of Writing.

(A) 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.

(B) 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 historic import.

(e) Social Studies Content Skills.

(1) Content Standard 1. The student will compare the formation of contemporary governments in terms of access, use, and justification of power.

(A) Contrast the essential characteristics of limited versus unlimited governments with an understanding that the United States' constitutional system establishes legal restraints on governmental power.

(B) Cite specific textual evidence to compare and contrast historic and contemporary examples of unlimited governments, known as authoritarian or totalitarian systems including dictatorships, theocracies, and absolute monarchies to examples of limited systems including direct democracies, representative democracies, constitutional monarchies, and republics.

(C) Summarize and explain how the American system is a representative republic in which the citizenry is sovereign.

(D) Compare the advantages and disadvantages of the major ways governmental power is distributed, shared, and structured in unitary, federal, and confederal systems in terms of effectiveness, prevention of abuse of power, and responsiveness to the popular will.

(E) Compare and contrast the property and due process rights in the United States free-market economy which are protected by the *United States Constitution* to the restricted property and due process rights existing/non-existing under command economic systems.

(2) Content Standard 2. The student will describe the historic and philosophical foundations of the United States republican system of government.

(A) Cite specific textual evidence and compare points of view to examine the philosophical contributions of the Enlightenment including the writings of Montesquieu, Locke, and Thomas Jefferson; the early experiences of colonial self-government; and the influence of religious texts including *The Bible* to the foundation of the American political thought.

(B) Cite specific textual evidence and summarize the impact of major historic events of the Revolutionary Era and major documents contributing to the formation of constitutional government in the United States including the *Mayflower Compact* (1620), the *Fundamental Orders of Connecticut* (1639), the *English Bill of Rights* (1689), the *Albany Plan of Union* (1754), the *Virginia Declaration of Rights* (1776), the *Articles of Confederation* (1781), and the colonial/revolutionary writings of Patrick Henry, Thomas Paine, and James Otis.

(C) Determine the central ideas and importance of the concept of inalienable rights, the social contract or compact, the 27 grievances as stated in the *Declaration of Independence*, and the discussions of enumerated versus implied powers; and cite specific textual and visual evidence explain how the protection of these rights were incorporated in the *United States Constitution* and the federal *Bill of Rights* as a fundamental purpose of the government.

(D) Evaluate the necessity for a written constitution to set forth the organization of government and to distribute powers among the three different branches government and the states, or the people.

(E) Analyze the events and major conflicts, beliefs, and arguments which led to the addition of the *Bill of Rights* to the *United States Constitution*; and compare the points of view as expressed in *Federalist Papers Number 10 and Number 51* and the writings of the Anti-Federalists including Patrick Henry and George Mason.

(F) Analyze the steps of the constitutional amendment process including examples of recent attempts to amend the *United States Constitution* as exemplified in the issues of the *Equal Rights Amendment* and flag desecration.

(3) Content Standard 3. The student will analyze the fundamental principles of the American system of government.

(A) Explain the concept of popular sovereignty as exercised by the nation's people who possess the ultimate source of authority.

(B) Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time.

(C) Analyze the enumerated powers delegated to the federal government by the states in the *United States Constitution*, the limits placed on the powers of the national government, and the powers of the states including the reserved and concurrent powers.

(D) Summarize and explain the relationships and the responsibilities between national and state governments including tribal and local governments.

(E) Cite specific textual evidence and summarize how power is separated as well as shared under the American system including the separation of powers and checks and balance, which is designed to prevent abuse of power by any government body at the local, state, tribal, and federal levels.

(F) Evaluate the importance of the rule of law and on the sources, purposes, and functions of government, and explain how the rule of law provides for the protection of individual liberties, public order, management of conflict, and assurance of domestic and national security.

(G) Analyze the United States government's responsibility to protect minority rights while legitimizing majority rule including the rights of due process and equality under the law.

(H) Cite specific textual evidence and compare points of view regarding the shared values and ideals of American political culture as set forth in basic documents and speeches including the *Declaration of Sentiments*, Abraham Lincoln's *Gettysburg Address*, Franklin Roosevelt's *Four Freedoms* speech, and Dr. Martin Luther King, Jr.'s *Letter From Birmingham Jail*.

(4) Content Standard 4. The student will examine the *United States Constitution* by comparing the legislative, executive, and judicial branches of government as they form and transform American society.

(A) Cite specific textual evidence to explain the purposes expressed in the *Preamble* and how the *United States Constitution* preserves those core principles of American society.

(B) Examine the makeup, organization, functions, and authority exercised by the executive, legislative, and judicial branches of government.

(i) Identify constitutional qualifications for holding public office, the terms of office, and the expressed powers delegated to each branch of the national government including the numbers of members comprising the United States Congress and United States Supreme Court.

(ii) Evaluate the extent to which each branch of government reflects the people's sovereignty including current issues concerning representation such as term limitations and legislative redistricting.

(iii) Describe the process in which public policy is formulated into law including both the constitutional and operational procedures utilized in the modern legislative process.

(iv) Explain why certain provisions of the *United States Constitution* result in tensions among the three branches, and evaluate how the functions of the national government have changed over time through executive actions and judicial interpretation of the necessary and proper clause.

(v) Compare and contrast the structure of the national branches of government to Oklahoma's state government.

(vi) Apply the principles of limited government, federalism, checks and balances, and separation of powers to the workings of the three branches of government in real world situations including current issues and events.

(vii) Identify the issues behind and explain the changes resulting from landmark United States Supreme Court decisions including *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Plessy v. Ferguson* (1896), *Brown v. Board of Education of Topeka, Kansas* (1954), *Mapp v. Ohio* (1961), *Engel v. Vitale* (1962),

- Miranda v. Arizona* (1966), *Furman v. Georgia* (1972), *Roe v. Wade* (1973), *United States v. Nixon* (1974), and *Bush v. Gore* (2000).
- (C) Analyze steps of the political process and its role in the United States' representative government.
- (i) Evaluate the role of political parties, interest groups including organized labor and the media in influencing the public agenda, public opinion, and the actions of government.
 - (ii) Describe the electoral process including the components of national campaigns, the nominative process, campaign funding, and the Electoral College.
- (D) Explain the role of the national government in formulating and carrying out domestic policy.
- (i) Identify major sources of revenues for the federal government and how revenue is budgeted.
 - (ii) Analyze significant policy issues and how they reflect the nation's interests and principle including entitlements and environmental concerns.
- (E) Investigate the role government plays in the growth and stability of the economy including the inseparable relationship between political and economic freedoms.
- (i) Describe the steps of the budget process including examples of economic trade-offs that occur when addressing competing public needs.
 - (ii) Determine how the government influences economic growth by using the tools of fiscal and monetary policy.
 - (iii) Explain how legislation, executive departments, and regulatory agencies affect both economic sectors and individual citizens.
- (F) Summarize and explain the major responsibilities of the national government in formulating and carrying out foreign policy.
- (i) Evaluate the effectiveness of cooperative efforts exercised through international alliances and organizations from the perspective of the United States including the United Nations, the North Atlantic Treaty Organization, and the *North American Free Trade Agreement*.
 - (ii) Examine issues of national sovereignty and human rights on contemporary decisions of foreign policy.
- (5) **Content Standard 5.** Students will be able to evaluate the significance of civic participation in order to insure the preservation of constitutional government.
- (A) Distinguish between civic life and private life by defining civic virtue and explaining the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying taxes for governmental services, and respecting lawful authority.
 - (B) Analyze how the structures of government provide citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.
 - (C) Evaluate historic and contemporary examples of American citizens who have attempted to make the values and principles of the *United States Constitution* a reality.
 - (i) Analyze the rights and liberties guaranteed to all citizens in and protected by the *Bill of Rights*, how they are applied and protected within the states through the *14th Amendment*, and sustained through the actions of individual citizens.
 - (ii) Explain the impact on American politics, both historically and presently, of the racial, religious, socioeconomic, and ethnic diversity of American society including the importance of adhering to constitutional values in managing conflicts over diversity.

210:15-3-102.2. United States History - Creating the United States: The American Nation in Transformation, 1878 to the Present [REVOKED]

(a) **PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1.** Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) **Key Ideas and Details.**

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) Craft and Structure.

- (A) 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 science.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) 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.

(3) Integration of Knowledge and Ideas.

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- (B) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- (C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) Range of Reading and Level of Text Complexity. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) Text Types and Purposes.

- (A) Write arguments focused on *discipline-specific content*.
 - (i) 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.
 - (ii) 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.
 - (iii) 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.
 - (iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (v) Provide a concluding statement or section that follows from or supports the argument presented.
- (B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - (i) 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.
 - (ii) 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.
 - (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - (iv) 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.
 - (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- (vi) 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).
- (C) See note; not applicable as a separate requirement.
- ~~(2) **Production and Distribution of Writing.**~~
 - ~~(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.~~
 - ~~(B) 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.~~
 - ~~(C) 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.~~
- ~~(3) **Research to Build and Present Knowledge.**~~
 - ~~(A) 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.~~
 - ~~(B) 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.~~
 - ~~(C) Draw evidence from informational texts to support analysis, reflection, and research.~~
- ~~(4) **Range of Writing.**~~
 - ~~(A) 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.~~
 - ~~(B) 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 historic import.~~
- ~~(e) **Social Studies Content Skills.**~~
 - ~~(1) **Content Standard 1.** The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.~~
 - ~~(A) Cite specific textual evidence to analyze the post-Reconstruction civil rights struggles.~~
 - ~~(i) Examine the purposes and effects of the *13th, 14th, and 15th Amendments*.~~
 - ~~(ii) Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.~~
 - ~~(B) Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.~~
 - ~~(i) Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.~~
 - ~~(ii) Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the *Dawes Act* on tribal sovereignty and land ownership.~~
 - ~~(iii) Compare the contrasting viewpoints of Native American leadership's resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quannah Parker, and Chief Joseph as expressed in his *I Will Fight No More Forever* speech.~~

(C) Evaluate the impact of industrialization on the transformation of American society, economy, and politics.

(i) Analyze the perception of leading industrialists as "robber barons" and as "philanthropists" including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society.

(ii) Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process.

(iii) Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the *Sherman Antitrust Act*.

(iv) Analyze major social reform movements including the Women's Suffrage and Temperance Movements and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.

(v) Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.

(vi) Evaluate the rise and reforms of the Progressive Movement including the

(I) Direct primary, initiative petition, referendum, and recall,

(II) Impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape, and

(III) Conservation of the environment under the leadership of Theodore Roosevelt.

(IV) Analyze the series of events leading to and the effects of the *16th, 17th, 18th, 19th, and 21st Amendments* to the *United States Constitution*.

(vii) Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.

(viii) Cite specific textual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey in response to rising racial tensions.

(2) **Content Standard 2.** The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

(A) Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.

(i) Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of "white man's burden," the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.

(ii) Assess the role of yellow journalism in inciting American desire to go to war with Spain.

(iii) Examine how the Spanish American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.

(iv) Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, the *Roosevelt Corollary*, Missionary Diplomacy, military interventionism, and the territorial acquisition and construction of the Panama Canal.

(v) Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson, and Eugene V. Debs; and the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the "Bull Moose Party" on the outcome of the election.

(B) Evaluate the long term impact of America's entry into World War I on national politics, the economy, and society.

(i) Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the *Zimmerman Note* and the threats to international trade caused by unrestricted submarine warfare.

- (ii) Analyze the experiences of the war's home front including the use of propaganda, women's increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare.
 - (iii) Cite specific textual and visual evidence to examine Wilson's foreign policy as proposed in his *Fourteen Points* and the reasons for the nation's return to isolationism including the rejection of the League of Nations.
- (3) **Content Standard 3.** The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.
- (A) Examine the economic, political, and social transformations between the World Wars.
 - (i) Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and "talkies" (movies).
 - (ii) Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.
 - (iii) Examine growing labor unrest and industry's reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor resulting in the First Red Scare.
 - (iv) Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.
 - (v) Assess the impact of the *Indian Citizenship Act of 1924* upon the various Native American tribes.
 - (B) Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy.
 - (i) Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's *laissez faire* policy.
 - (ii) Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.
 - (iii) Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.
 - (C) Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.
 - (i) Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.
 - (ii) Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's *First Inaugural Address* and the *Four Freedoms* speech.
 - (iii) Examine how national policies addressed the economic crisis including deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority.
 - (iv) Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government's responses.
- (4) **Content Standard 4.** The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.
- (A) Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.
 - (i) Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the *Neutrality Acts* and the Lend Lease Program.

- (ii) Evaluate the mobilization for war as stated in President Roosevelt's *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese Americans and the *Korematsu v. United States* decision, and the internment of Americans of German and of Italian descent.
 - (B) Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.
 - (C) Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials, which held Nazi leaders accountable for war crimes.
- (5) **Content Standard 5.** The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.
- (A) Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.
 - (i) Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.
 - (ii) Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.
 - (iii) Assess the impact and successes of the *Truman Doctrine* including the American military response to the invasion of South Korea.
 - (iv) Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his *Inaugural Address* to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.
 - (B) Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.
 - (i) Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.
 - (ii) Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of *Sputnik* and the space race.
 - (C) Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act*, and the *26th Amendment*.
 - (D) Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.
 - (i) Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.
 - (ii) Compare and contrast segregation policies of "separate but equal," disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the *Brown v. Board of Education* decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the *24th Amendment*, the passage of the

- Civil Rights Act of 1964* and the *Voting Rights Act of 1965*, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.
- (iii) Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.
 - (iv) Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women's Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.
- (E) Cite specific textual and visual evidence to analyze the ongoing social and political transformation within the United States.
- (i) Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the *Bill of Rights* to the states, thereby securing and further defining individual rights and civil liberties.
 - (ii) Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.
 - (iii) Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM) and the Siege at Wounded Knee.
 - (iv) Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women's Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the *Equal Rights Amendment* (ERA), and the United States Supreme Court's ruling in *Roe v. Wade*.
 - (v) Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China.
 - (vi) Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the *Pentagon Papers*, and the first use of the *25th Amendment*, and President Ford's decision to pardon former President Nixon.
- (6) Content Standard 6.** The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.
- (A) Cite specific textual and visual evidence to evaluate President Carter's foreign policy in the Middle East including the *Camp David Accords*, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.
 - (B) Analyze the economic and political impact of President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's *Tear Down This Wall* speech in West Berlin.
 - (C) Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.
 - (D) Describe the goal of President H.W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.
 - (E) Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.
 - (F) Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the *PATRIOT ACT*, and the creation of the Department of Homeland Security.
- (7) Content Standard 7.** The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.
- (A) Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush's leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama's election on the course of the wars.

(B) Examine the ongoing issues of immigration, employment, climate change, environmental pollution, globalization, population growth, race relations, women's issues, healthcare, civic engagement, education, and the rapid development of technology.

210:15-3-103.3. High school world history - cultural connections, turning points, and transformation of the world into the modern era [REVOKED]

(a) ~~PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1. Reading Skills.~~ The student will develop and demonstrate social studies Common Core reading literacy skills.

~~(1) Key Ideas and Detail.~~

~~(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.~~

~~(B) 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.~~

~~(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.~~

~~(2) Craft and Structure.~~

~~(A) 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 science.~~

~~(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.~~

~~(C) 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.~~

~~(3) Integration of Knowledge and Ideas.~~

~~(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.~~

~~(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.~~

~~(C) Compare and contrast treatments of the same topic in several primary and secondary sources.~~

~~(4) Range of Reading and Level of Text Complexity.~~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) ~~Process and Literacy Standard 2. Writing Skills.~~ The student will develop and demonstrate Common Core social studies writing literacy skills.

~~(1) Text Types and Purposes.~~

~~(A) Write arguments focused on *discipline-specific content*.~~

~~(i) 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.~~

~~(ii) 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.~~

~~(iii) 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.~~

~~(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.~~

~~(v) Provide a concluding statement or section that follows from or supports the argument presented.~~

~~(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.~~

~~(i) 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.~~

- (ii) 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
 - (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - (iv) 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.
 - (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (vi) 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).
- (C) See note; not applicable as a separate requirement.
- (2) **Production and Distribution of Writing.**
- (A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - (B) 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.
 - (C) 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.
- (3) **Research to Build and Present Knowledge.**
- (A) 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.
 - (B) 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.
 - (C) Draw evidence from informational texts to support analysis, reflection, and research.
- (4) **Range of Writing.**
- (A) 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.
 - (B) 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 historic import.
- (e) **Social Studies Content Skills.**
- (1) **Content Standard 1.** The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical-political principles of ancient and classical societies.
- (A) Cite specific textual and visual evidence to evaluate the impact of geography and various trade networks connecting Asia, Europe, and Africa on the spread of religions, philosophies, and political beliefs.
 - (B) Examine the origins, traditions, beliefs, and impact of Judaism on ancient and modern societies including the religious concept of monotheism and its influence into the modern eras.
 - (C) Compare using specific textual evidence the contributions of Greek and Roman political philosophers to political ideas using selections from Plato's *Republic*, Aristotle's *Politics*, Cicero's *On the Republic* and *On the Laws*, and their impact on later political thought in Western societies.

(D) Examine the origins, traditions, and beliefs of Hinduism and Buddhism, and explain their influence on the civilization of India, China, and Southeast Asia, and their influence into the modern eras.

(E) Examine the origins, traditions, beliefs, and impact of Christianity including its spread under the Roman Empire; its preservation by the Roman Catholic Church and the Byzantines and Orthodox churches; and its influence into the modern eras.

(F) Examine the origins, traditions, beliefs, and impact of Confucianism and Daoism including how those ideas and beliefs influenced Asian civilizations into the modern eras.

(G) Examine the origins, traditions, beliefs, and impact of Islam including the religious, political, and economic causes and effects of the Crusades on the spread of Islam, and the influence of Islam into the modern eras.

(2) **Content Standard 2.** The student will analyze patterns of social, economic, political, and cultural changes of the Renaissance and Reformation.

(A) Cite specific textual and visual evidence to assess the significance of the Renaissance on politics and artistic creativity as exemplified by Machiavelli, Michelangelo, and daVinci.

(B) Summarize how the theological movements during the Reformation transformed society by comparing the impact of the ideas of Martin Luther and John Calvin.

(C) Analyze migration, settlement patterns, and cultural diffusion caused by the competition for resources among European nations during the Age of Exploration including the impact of the Columbian Exchange and the Atlantic slave trade.

(3) **Content Standard 3.** The student will evaluate modern revolutionary movements influenced by the European Age of Absolutism and the Enlightenment including political, economic, and social transformations.

(A) Summarize the establishment and authority exercised by absolute monarchies including Louis XIV, Frederick the Great, and Peter the Great.

(B) Compare how scientific theories and technological discoveries including those made by Newton, Copernicus, and Galileo brought about social and cultural changes.

(C) Cite specific textual and visual evidence to analyze the impact of the Enlightenment including the theories of John Locke and Adam Smith on modern government and economic institutions.

(D) Compare and contrast the causes and lasting impact of England's *Glorious Revolution*, the American Revolution, and the French Revolution on the decline of monarchy and on the rise of representative government including the impact of the Napoleonic Wars and the resulting Congress of Vienna.

(E) Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti, Mexico, and Bolivia.

(4) **Content Standard 4.** The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.

(A) Summarize the impact of massive social and economic changes as a result of industrialization including Marxist criticisms of capitalism.

(B) Cite specific textual and visual evidence to explain the rationales and consequences of imperialism on Asia, Africa, and the Americas including colonization and the exploitation of natural resources and peoples.

(C) Analyze socialism, communism, and the Bolshevik Revolution as responses to market economies.

(D) Evaluate the forces of nationalism and militarism, as well as the systems of alliances as causes of World War I.

(E) Examine the causes of World War II including the failure of the *Treaty of Versailles*, the impact of the Great Depression, and the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.

(F) Cite specific textual and visual evidence to analyze the World War II including the leadership of Winston Churchill, Franklin Roosevelt, Josef Stalin, Adolf Hitler, Benito Mussolini, and Hideki Tōjō, the key strategic decisions, and the war's significant turning points.

(G) Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.

(H) Cite specific textual and visual evidence to examine the causes, course, and effects of the Holocaust and compare and contrast eyewitness accounts of camp inmates, survivors, liberators, and perpetrators and summarize world responses resulting in the Nuremberg Trials and the move to establish a Jewish homeland in Palestine.

(5) **Content Standard 5.** The student will evaluate post World War II regional events leading to the transformations of the modern world.

(A) Cite specific textual and visual evidence to describe the creation of the modern state of Israel, the ongoing regional disputes with its Arab neighbors, the continuing hostilities between Iran and Iraq, and the impact of significant regional leaders including Golda Meir, Anwar Sadat, Yasser Arafat, Saddam Hussein, and the Ayatollah Khomeini.

(B) Compare the Chinese Communist Revolution under the leadership of Mao Zedong, the effects of the Great Leap Forward and the Cultural Revolution to recent attempts toward economic and democratic reforms including the Tiananmen Square demonstrations, limited privatization, and foreign investments.

(C) Cite specific textual and visual evidence to examine the origins of India as a modern world power by tracing the struggle for independence achieved through Mohandas K. Gandhi's non-violent civil disobedience movement, the development of India's industrial and service-oriented economy, and the ongoing threat of nuclear warfare between India and Pakistan.

(D) Evaluate the effects of Poland's Solidarity Movement on the Eastern Bloc nations, Soviet President Mikhail Gorbachev's policies of *perestroika* and *glasnost*, the fall of the Berlin Wall, the reunification of Germany, the collapse of Communism and the breakup of the Soviet Union that resulted in new independent countries.

(E) Assess the impact of continuing African independence movements on human rights and the global expansion of democracy including the effects of Pan-Africanism on changing political boundaries, Kwame Nkrumah's struggle for self-government in Ghana, and South Africa dismantling its apartheid system under the leadership of Nelson Mandela and Desmond Tutu.

(F) Compare and contrast multiple perspectives to examine the religious, ethnic and political origins, as well as the lasting impact of modern genocide and conflicts including Northern Ireland's Troubles, acts of genocide by the Khmer Rouge in Cambodia, ethnic cleansing in the Balkans, Rwanda's mass murders, and the ethnic and religious crisis in Darfur.

(6) **Content Standard 6.** The student will evaluate contemporary global issues and challenges.

(A) Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations including the challenges faced by the European Economic Community, the cooperative efforts of OPEC, the emergence of the Pacific Rim economy, and the roles of the World Bank and World Trade Organization.

(B) Cite specific textual and visual evidence to examine the changing patterns of population growth, the cycle of disease and poverty, the impact of the Green Revolution on future food supplies, and the status of women in developing regions.

(C) Cite specific textual and visual evidence to describe the impact of ongoing cultural diffusion as a result of the development of mass communication, social media, transportation systems, and global trade.

(D) Describe the rise of international terrorism including the causes and effects of the attacks on the World Trade Center Towers in 1993, the attacks on 9/11 in 2001, and other acts of international terrorism including London, Madrid, and Mumbai, and analyze the policies and actions of world powers to counter and combat terrorism including the wars in Afghanistan and Iraq.

210:15-3-104.4. World Human Geography - The Why of Where: Places, Patterns of Settlement, and Global Interactions [REVOKED]

(a) **PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1.** Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) **Key Ideas and Details.**

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) Craft and Structure.

- (A) 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 science.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) 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.

(3) Integration of Knowledge and Ideas.

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- (B) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- (C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) Range of Reading and Level of Text Complexity. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) Text Types and Purposes.

- (A) Write arguments focused on *discipline-specific content*.
 - (i) 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.
 - (ii) 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.
 - (iii) 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.
 - (iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - (v) Provide a concluding statement or section that follows from or supports the argument presented.
- (B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - (i) 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.
 - (ii) 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.
 - (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - (iv) 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.
 - (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- (vi) 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).
- (C) See note; not applicable as a separate requirement.
- ~~(2) **Production and Distribution of Writing.**~~
 - ~~(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.~~
 - ~~(B) 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.~~
 - ~~(C) 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.~~
- ~~(3) **Research to Build and Present Knowledge.**~~
 - ~~(A) 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.~~
 - ~~(B) 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.~~
 - ~~(C) Draw evidence from informational texts to support analysis, reflection, and research.~~
- ~~(4) **Range of Writing.**~~
 - ~~(A) 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.~~
 - ~~(B) 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 historic import.~~
- ~~(e) **Social Studies Content Skills.**~~
 - ~~(1) **Content Standard 1.** The student will cite specific textual and visual evidence including maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.
 - ~~(A) Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.~~
 - ~~(B) Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface.~~
 - ~~(C) Define regions and evaluate the regionalization process to characterize and analyze changing interconnections among places.~~
 - ~~(D) Utilize geographic technologies of GIS, remote sensing, and GPS sources of geographical data including census data, population pyramids, climographs, cartograms, and satellite imagery.~~~~
 - ~~(2) **Content Standard 2.** The student will evaluate specific textual and visual evidence to analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.
 - ~~(A) Analyze geographic data measuring population including density; distribution; patterns of composition: age, sex, race, and ethnicity; and population trends and projections.~~
 - ~~(B) Describe and summarize the push and pull theory of migration and its impact on human capital and demographic transitions including the research of major voluntary and involuntary migrations.~~
 - ~~(C) Compare and contrast the impact of population policies on the patterns of fertility, mortality, and health.~~~~

(3) **Content Standard 3.** The student will evaluate specific textual and visual evidence to analyze the components and regional variations of cultural patterns and processes.

(A) Assess the spatial dimensions of culture as defined by language, religion, race, ethnicity, and gender.

(B) Analyze and summarize the role the environment plays in determining a region's culture.

(C) Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.

(D) Compare and contrast the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores and sets of beliefs which determine a sense of place.

(E) Summarize the impact of the world's major religions of Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism on modern societies.

(4) **Content Standard 4.** The student will evaluate specific textual and visual evidence to explain the political organization of space.

(A) Describe and summarize the different forces that shape the evolution of the contemporary world's political map including the rise of nation states.

(B) Analyze the concept of territoriality, the nature and meaning of boundaries, and their influence on identity, interaction, and exchange.

(C) Compare and contrast the world's political patterns of organization including federal and unitary states.

(D) Examine changes and challenges to political/territorial arrangements, the changing nature of sovereignty, and evolution of contemporary political patterns.

(E) Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.

(5) **Content Standard 5.** The student will evaluate specific textual and visual evidence to analyze agricultural and rural land use.

(A) Examine the origin and diffusion of agriculture including the Neolithic Revolution and the Green Revolution.

(B) Describe and summarize the characteristics of modern commercial agriculture including major production regions, variations within major zones, and effects of markets.

(C) Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption.

(D) Research and describe the impact of agricultural practices including irrigation, conservation, desertification, deforestation, organic farming, pesticides and herbicides, and genetic modification on the environment and the quality of life.

(E) Examine common characteristics of rural communities including the impact of the environment on location; the political, economic, and cultural functions of rural communities; the types of transportation, communication, and trade linkages among rural areas; and the impact of modern migration to urban centers.

(6) **Content Standard 6.** The student will evaluate specific textual and visual evidence to analyze the impact of industrialization on economic development.

(A) Examine the changing roles of natural resources, energy, and technology that resulted in the Industrial Revolution.

(B) Evaluate the impact of industrialization and government policies of both market and command economic systems on the availability and use of natural resources, environmental concerns, and sustainable development.

(C) Compare and contrast contemporary patterns of industrialization and development in selected regions of the world including the Pacific Rim, Central Asia, and the Middle East.

(D) Analyze why some economies achieve rapid growth while other economies with similar resources struggle to reach developed status.

(E) Summarize common characteristics of developed nations including variations in levels of development, modern patterns of deindustrialization and economic restructuring, globalization, and international division of labor.

~~(7) **Content Standard 7.** The student will evaluate specific textual and visual evidence to analyze cities and urban land use.~~

~~(A) Examine the origin, development, and character of cities including the impact of the environment on location; the political, economic, and cultural functions of cities; historical distribution of cities; and the types of transportation, communication, and trade linkages among cities.~~

~~(B) Analyze contemporary patterns of rural migration upon urban development including the concept of suburbanization, edge cities, megacities, and global cities.~~

~~(C) Describe the factors that impact cities over time including uneven development, changing economic and demographic structures, transportation and infrastructure, housing, and urban planning.~~

PART 13. THE ARTS [REVOKED]

210:15-3-114. Overview [REVOKED]

~~(a) Since 1990 The Arts have been part of core curriculum in Oklahoma. The PRIORITY ACADEMIC STUDENT SKILLS (PASS) in The Arts is a basic curriculum framework. Visual Arts and General Music objectives are grouped into the following four standards:~~

~~(1) General Music—language of music, music history and culture, music expression, music appreciation.~~

~~(2) Visual Art—language of visual art, visual art history and culture, visual art expression, visual art appreciation.~~

~~(b) Throughout the ages the arts have been used to express happiness, sorrow, love, and many other very real human emotions. The arts are often asked to express that which cannot be expressed through words. The PRIORITY ACADEMIC STUDENT SKILLS (PASS) suggest benchmarks in the understanding of the arts for all students. Why is it important for each student to understand the significance of the arts in a historical, cultural, or aesthetic sense? Should students be encouraged to create meaningful, interpretive, original, or creative expressions? Will meaningful arts instruction give students the confidence they need to explore and create at the very highest of educational standards? Anthropologists have found evidence of the use of art for purposes of discussion as early as 70,000 years ago. The arts that are created today will one day be our contribution to this ongoing discussion of the human experience.~~

~~(c) "There is a vitality, a life force, an energy, a quickening, that is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and will be lost." (Martha Graham)~~

~~(d) A balance of instructional activities will provide students with a basic understanding of their knowledge of the Visual Arts and General Music. A quality fine arts program can contribute greatly to the development of each student's creative thinking and problem-solving skills. Consequently, it is necessary to teach and assess all the competencies at each grade level.~~

~~(e) "In classrooms across the nation, experience has repeatedly demonstrated that when arts are taught in a comprehensive program, they are also a medium for developing cognitive skills that carry over into other areas. These include the abilities to see clearly, analyze, reflect, make judgments, and link information from diverse sources to generate new ideas." (Excerpt from the Getty Education Institute for the Arts publication.)~~

210:15-3-114.1. Definitions for visual art [REVOKED]

~~The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:~~

~~"**Absolute location**" means the location of a point on earth's surface which can be expressed by a grid reference (i.e., latitude and longitude).~~

~~"**Abstract art**" means a twentieth-century art movement which is nonrepresentational and in which the elements and principles of design may be stressed or shapes of real objects may be simplified or distorted. Noted artists include Piet Mondrian, Wassily Kandinsky and Jackson Pollack.~~

~~"**Acrylic paint**" means a nontoxic, water-based pigment available in tubes or jars and may be washed out of brushes.~~

"Aesthetics" means that branch of philosophy which focuses on the nature and value of art, the nature of beauty, and provides a criteria by which works of art are analyzed and evaluated.

"Ancient art" means prehistoric to approximately A.D. 330 (artifacts listed are a few of the noted contributions of these ancient cultures): Egyptian—including the Pyramids, Sphinx, hieroglyphics, columns and wall paintings, Greek—including architecture, pottery/vase decoration and sculpture, Roman—including panel paintings, portrait sculpture, and mosaics.

"Architecture" means the art form of designing and planning the building of structures such as homes, churches, bridges, shopping centers, office buildings, schools, etc. Architecture is common to all cultures throughout history.

"Art criticism" means the field of inquiry that describes, interprets and evaluates works of visual art, often by making comparative judgments.

"Art history" means the field of inquiry into the origins of visual art in worldwide and/or specific cultures, including the social, religious, cultural, philosophical, aesthetic and technological factors which influence changes in their production over time.

"Background" means part of the picture plane that seems furthest from the viewer, usually in the upper portion of the image.

"Ceramics" means making visual art from clay, a naturally occurring earth substance. The pottery is produced using this process, and is then fired in a kiln to make it stronger.

"Commercial art" means graphic art produced for purposes such as advertising and packaging.

"Composition" means arrangement of objects, shapes, colors in a work of art.

"Content" means message or theme the artist is trying to communicate in a particular work of art.

"Contour" means outline or outside edge of shapes. Contour lines will define something in a drawing, painting, or other work of art.

"Create" means The process of producing works of visual art using various materials, media and techniques, usually of an original concept or idea, and involving higher order thinking skills.

"Cubism" means a twentieth century art movement begun in the 1900s, in which subject matter is broken up or separated into cubes and other geometric shapes. These artists rejected the use of proportion and emphasized the flatness of the painted subject and subjects are sometimes shown from several viewpoints at the same time. Noted artists include Pablo Picasso and Georges Braque.

"Design" means organization, plan or arrangement of a work of art.

"Drawing" means the art of representing objects, ideas, etc. on a surface using pencil, crayon, marker, pen, or other marking material to make lines or values usually on a flat surface.

"Easel" means a freestanding upright support for a painter's canvas.

"Elements of art (design)" means the observable components of which all works of visual art are comprised, includes: line, shape, color, texture, value (light and dark), form, and space.

"Engraving" means an intaglio printmaking method in which a sharp tool called a burin is used to scratch lines into a metal plate. This technique is used to create a print.

"Expression" means a process of conveying ideas, feelings and meanings through selective use of the communicative possibilities of the visual arts.

"Folk art" means paintings and decorative objects made in a naive style.

"Foreground" means part of the picture plane that seems closest to the viewer, usually in the lower portion of the image.

"Foreshortening" means a way of drawing or painting an object or person (using linear perspective) so that it seems to go back in space. Prominently used during the Renaissance.

"Impressionism" means a style of painting started in France in the 1860s. This style of art emphasized the effect of sunlight on objects and used small dabs of paint that are blended in the viewer's eyes to imitate reflected light. Noted artists include Edgar Degas, Pierre Auguste Renoir, Mary Cassatt and Claude Monet.

"Landscape" means a painting, drawing, photograph, or other work of art, which shows natural or outdoor scenes, such as rivers, lakes, mountains, or trees.

"Loom" means machine or frame for weaving.

"Materials" means the resources used in (1) the creation of works of visual art, including canvas, clay, fabrics, fibers, film, paint, paper, wood, etc.; and, (2) the study of works of art, such as art reproductions, books, video cassettes, film strips, slides.

"Media" means visual artworks are grouped according to the materials used to produce them, such as film, oils, pen and ink, pencils and watercolors, etc.

"Medium" means material used by an artist to produce a work of art. May also refer to the liquid mixed with pigment to make paint.

"Middle ground" means area of a picture between foreground and background.

"Mixed media" means creating artwork that uses more than one medium or technique in combination.

"Modern art" means the latest styles of art, often associated with revolutionary ideas and styles in art, architecture, and literature. The art that developed in the early 20th century as a reaction to traditional forms.

"Mosaic" means floor or wall decoration made of small pieces of stone, ceramic, shell, or glass set into plaster or cement.

"Original" means artwork not copied or imitated from the work of someone else.

"Paint" means pigments (color) mixed with oil or water. Pigment particles in paint stick to the surface of the support material on which the paint is applied.

"Paint brush" means used to apply paint to the surface of different support materials.

"Paper maché" means modeling material made of mashed newspaper and liquid paste.

"Perception" means visual and sensory awareness, discrimination and integration of impressions, conditions and relationships with regard to objects, images and feelings.

"Perspective" means system for giving the illusion of three dimensional space on a two-dimensional surface.

"Photographer" means person using the technique of photography to capture optical images on light sensitive surfaces.

"Picture plane" means surface of a painting or drawing.

"Portrait" means image of a person's face.

"Post Impressionism" means a French art movement that immediately followed Impressionism, in the 1880s and 1890s. Artists emphasized light, shadow, and color and added dimensions of psychological depth and emotional involvement in their art. Noted artists included Paul Cezanne, Vincent van Gogh and Paul Gauguin.

"Pottery" means ceramic container made from clay, and then fired in a kiln.

"Primary colors" means the basic colors of red, yellow, and blue from which it is possible to mix all other colors on the color wheel.

"Principles of design" means refer to the different ways the elements of design may be used in works of art in the Western European tradition, such as: balance, rhythm, center of interest, emphasis, contrast, repetition, movement, variety, and unity. Although, works from cultures that are not part of the Western European tradition may give evidence of such principles, they were not created according to these principles and should not be judged by them.

"Print, printmaking" means the art process used to produce an impression from one surface to another and may be repeated one or more times to produce identical images. Several basic printing processes used in the classroom include stencil, block, and monoprint.

"Process" means a complex operation involving a number of methods or techniques, such as the additive/subtractive process in sculpture, or the etching/intaglio processes in printmaking.

"Renaissance" means a revival or rebirth. An art movement during the fourteenth and fifteenth century, during which time advances in painting were made, including perspective and foreshortening. Noted artists of the time include Leonardo Da Vinci, Michelangelo and Raphael.

"Rubbing" means technique of transferring textural qualities of a surface to paper by placing the paper over the surface and repeatedly rubbing over the top of the paper with crayon or pencil until the image is clearly visible on the paper.

"Sculpture" means a three dimensional work of art, which may be carved, modeled, constructed, or cast.

"Secondary colors" means the three colors obtained by mixing equal parts of two primary colors: red + yellow = orange; red + blue = violet; blue + yellow = green.

"Shade" means dark value of a color made by adding black to it. Opposite of a tint.

"Shadow" means shaded areas in a drawing painting photograph, or other work of art.

Shadows show the surface of the subject that reflects the least light, and are used to create the illusion of form. Opposite of highlight.

"Still life" means a painting, drawing, photograph, or other work of art that shows an arrangement of inanimate objects.

"Style" means an artist's or group of artists' characteristic way of making art or expression, often typical of a cultural group or time period.

"Subject matter" means the categories for identifying the type of content in visual works of art, such as abstractions, animals, landscapes, genre (people in everyday activities), human figures, cityscapes, seascapes, etc.

"Symbol" means visual image that stands for or represents something else.

"Techniques" means the processes by which art materials and media are used to create/produce works of visual art, such as carving, drawing, painting, printing, etc.

"Technologies" means complex equipment used in the study and creation of art, such as lathes, presses, computers, lasers and video equipment.

"Three dimensional" means having three qualities including depth, height, and breadth, as in a sculpture, for example.

"Tint" means light value of a color made by mixing the color with white.

"Tools" means instruments and equipment used by students to create and learn about art, such as brushes, scissors, brayers, easels, kilns, carving tools and cameras.

"Two dimensional" means flat. Having only two qualities of height and breadth, as in a drawing or painting, for example.

"Vanishing point" means in perspective, the point at which receding lines seem to converge and vanish.

"Visual arts" means a broad category that includes the traditional fine arts, such as drawing, painting, printmaking and sculpture; communication and design arts such as film, television, graphics and product design; architecture and environmental arts such as urban, interior and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper and other materials.

210:15-3-114.2. Definitions for music [REVOKED]

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"AB form" means a musical plan that has two different parts, or sections.

"ABA form" means a musical plan that has three sections. The first and last sections are the same. The middle section is different.

"Accelerando" means perform gradually faster.

"Acoustic instruments" means traditional musical instruments that produce sound and amplify it by natural means (piano, guitar, trumpet, etc.), as opposed to instruments that produce and amplify sound electronically (synthesizers, sound modules, etc.).

"Acoustics" means the science of sound generation.

"Alto" means the lowest female voice.

"Allegro" means a quick and lively tempo.

"Andante (ahn DAHN tay)" means a walking pace, flowing (tempo).

"Articulation" means the degree to which notes are separated or connected such as staccato or legato.

"A tempo" means return to the previous tempo.

"Augmentation" means a compositional device in which a melodic line is repeated in longer note values.

"Aural" means relating to the sense of hearing, listening.

"Ballad" means a narrative song.

"Ballet" means a dance performance, often involving a narrative or plot sequence, usually accompanied by music. A ballet is characterized by conventional steps, poses, and graceful

movements including leaps and spins. Women ballet dancers often wear pointed shoes to perform steps balancing on the tips of their toes.

"Bar" means a vertical line dividing measures on the staff.

"Baroque" means 1600-1750. Secular music predominated over sacred music and there was a certain "theatrical" spirit of elaborate design in the music, painting, and architecture.

Polyphony and counterpoint from the Renaissance still predominate but homophonic texture (melody with chordal accompaniment) gains importance. New instrumental forms (solo sonata, concerto grosso, overture, etc.) and vocal forms (aria, recitative, opera, oratorio, and cantata, etc.) were developed. Noted composers of the time include Bach, Vivaldi, Handel.

"Bass" means the lowest male singing voice.

"Bass clef" means symbol placed on the five-line staff in traditional notation that tells you that the fourth line of the staff is the note F.

"Beat" means the consistent pulse that occurs throughout a rhyme, song or recorded musical selection.

"Body percussion" means sounds produced by the use of the body (e.g., clap, pat, slap, tap, stamp, etc.).

"Bluegrass" means a type of American country music using acoustic instruments.

"Blues" means a genre of African American music often expressing suffering, hardship and longing.

"Brass family" means wind instruments made out of metal with either a cup or funnel-shaped mouthpiece, such as trumpet, cornet, bugle, trombone, tuba, euphonium, saxophone, and French horn.

"Cadence" means a chordal or melodic progression which occurs at the close of a phrase, section or composition which gives the feeling of a temporary or permanent ending.

"Call and response" means a song style that follows a simple question and answer pattern in which a soloist leads and a group responds.

"Chord" means a combination of three or more tones sounded simultaneously.

"Chorus" means the repetitive part of a song that occurs between the verses; also a large group of singers.

"Classical" means 1750-1820, referred to as the "Age of Enlightenment"; the meaning of "classicism" in music relates to the ancient Greek ideals of objectivity, emotional restraint, and a balanced clear musical form of short, regular phrases. Instrumental music surpassed vocal music in popularity. More attention was given to dynamic shading (getting gradually louder or softer). Dissonant sounds were resolved into consonant sounds. Noted composers of the time include Wolfgang Amadeus Mozart, Ludwig van Beethoven, Franz Joseph Haydn.

"Classroom instruments" means instruments typically used in the general music classroom, including, for example: recorder type instruments, autoharp, mallet instruments, simple percussion, keyboard, and electronic instruments.

"Clef" means symbol placed at the beginning of the staff to indicate the pitch of the notes on the staff (treble clef and bass clef).

"Coda" means closing section of a composition.

"Collage" means twentieth-century technique of making art in which various materials, such as paper, photographs, fabric, string, etc., are pasted on a flat surface.

"Common time" means 4/4 meter.

"Compose" means a person who writes music.

"Composition" means the completed arrangement of music.

"Concert" means a musical performance for an audience, requiring the cooperation of several musicians.

"Concerto" means a musical work for a soloist and orchestra.

"Conductor" means director of an orchestra or chorus.

"Contemporary" means 1900 to present. There are many different musical trends occurring simultaneously, including music for film and television. Some of the broader tendencies of modernism are Neoromanticism, Expressionism, Neoclassicism, American jazz/blues, popular music for Broadway and film. Noted composers of the time include Igor Stravinsky, Aaron Copeland, Duke Ellington.

"Contour" means the direction of a melodic line.

"Counter melody" means an independent melody which complements the main melody.

"Crescendo" means gradually louder.

"Cue" means a signal given by the director of a performing group to begin either at the beginning of the music or after they have concluded a section at rest.

"Cut time" means meter in which there are two beats in each measure and a half note receives one beat.

"Dal segno, D.S. al fine" means repeat from the sign to fine (the end).

"D.C. al fine" means to the end.

"Decrescendo" means gradually softer. Synonymous with diminuendo.

"Diminution" means the shortening of note values.

"Duet" means a composition performed by two performers.

"Duration" means how long a sound lasts.

"Dynamics" means varying degrees of loud and soft (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, sforzando).

"Elements of music" means pitch—the highness or lowness of a particular note; rhythm—beats per measure; harmony—two or more tones sounding together; dynamics—varying degrees of loud and soft; number of sounds occurring simultaneously; form—the organization of a musical composition; tempo—the speed or pace of music; melody—a succession or pattern of musical tones or pitches; tone color—the quality of sound of an instrument or voice.

"Flat" means b—a symbol that lowers the pitch of a note one half step.

"Folk music" means music of a particular people, nation or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

"Form" means the organization of a musical composition according to its sections of repetition, contrast, variation or development.

"Forte *f*" means loud (dynamic).

"Fortissimo *ff*" means very loud (dynamic).

"Four sections of an orchestra" means woodwind instruments—include the flute, oboe, piccolo, English horn, clarinet, bassoon, contrabassoon, and saxophone. Many of these instruments are pipes perforated by holes in their sides, which produce musical sound when the columns of air within them vibrate by blowing on a mouthpiece. String instruments—include the violin, viola, cellos (or cello), and double bass. All of these have strings that produce sound when stroked with a bow or plucked. Brass instruments—include the French horn, trumpet, trombone, and tuba, all of which have metal instrument bodies and mouthpieces. Percussion instruments—musical instruments that are struck or shaken to produce a sound, includes tympany, bass drum, snare drum, cymbals, triangle, gongs, glockenspiel, and xylophone and marimba.

"Genre" means a category of musical composition, such as symphony, opera, string quartet, cantata, concerto, etc.

"Harpsichord" means a keyboard instrument of European origin, resembling a piano and having horizontal strings plucked by leather or quill points connected to the keys.

"Harmony" means two or more tones sounding together.

"Impressionism" means 1880–1918. This style was centered mostly in France. The composers developed a new musical "language" that has affected music even to the present day. Composers experimented with: new coloristic effects in instruments and the voice and in harmonies, new combinations of scales and rhythms. There were parallels to the artwork of the time in the "feeling" of lightness and exoticism in the music. Noted composers of the time include Claude Debussy, Maurice Ravel.

"Instrument groupings or instrument families" means classification of instruments by the way or material by which sound is made (i.e. strings, brass, percussion, wind).

"Interval" means the distance between two tones.

"Intonation" means the degree to which pitch is accurately produced in performance, by the musicians in an ensemble.

"Jazz" means a popular style of music characterized by strong, prominent meter, improvisation, and dotted or syncopated patterns.

"Key signature" means the sharps and flats placed at the beginning of a composition or line of music denoting the scale on which the music is based.

"Major scale" means a scale built on the pattern of two whole steps, one half step, three whole steps, and one half step.

"Measure" means a group of beats in written music, set off by vertical lines; the notes and rests comprised between two vertical bar lines.

"Melody" means a succession or pattern of musical tones or pitches. Arranging these pitches creates a specific tonal and rhythmic succession of sounds that makes each piece recognizable and expresses a musical idea or tune.

"Meter" means the grouping of accented and unaccented beats in a pattern of two (ONE, two, ONE, two) or three (ONE, two, three, ONE, two, three) or combinations of two and three, which gives internal organization, consistency and flow to the music.

"Meter signature" means an indication at the beginning of a musical work, the lower number indicates the kind of note to receive one beat, and the upper number indicates the number of beats that make up a measure (see also "time signature").

"Mezzo forte *mf*" means medium loud.

"Mezzo piano *mp*" means medium soft.

"MIDI" means an acronym for Musical Instrument Digital Interface. The standard specifications that enable electronic instruments to communicate with one another and with computers.

"Minor scale" means a scale built on the pattern of one whole step, one half step, two whole steps, one half step, and two whole steps.

"Motive" means a short melodic or rhythmic pattern.

"Movement" means the principal division or section of a musical composition.

"Notation" means method in which music is written down, usually on a staff, indicating specific pitches and the duration of each pitch.

"Note" means a musical symbol that denotes both pitch and duration.

"Opera" means a theatrical performance involving a drama, the text of which is sung to the accompaniment of an orchestra.

"Opera glasses" means small decorative low powered binoculars for use by people in the audience at theatrical, operatic, or ballet performances.

"Orchestra" means group of musicians playing together on instruments. In Western music, the orchestra typically includes string, wind, brass and percussion instrument groupings.

"Overture" means an extended orchestral introduction to an opera, ballet, or similar type of musical presentation.

"Percussion family" means instruments that produce sounds of definite or indefinite pitch when shaken or struck including tympani, bass drum, snare drum, xylophone, marimba, cymbal, triangle, chimes, and piano.

"Percussive sounds" means sounds made by striking, shaking and/or scraping.

"Phrase" means a relatively short portion of a melodic line which expresses a musical idea, comparable to a line or sentence in poetry.

"Phrasing" means dividing musical sentences into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

"Pianissimo" means very soft.

"Piano" means a large musical instrument consisting of a wooden case with wires stretched inside it and a row of white and black keys.

"Piano *p*" means soft; pianissimo ***pp*** very soft (dynamic). Italian for "soft."

"Pitch" means the highness or lowness of a particular note.

"Polyphony" means the simultaneous combination for different melodies and rhythms.

"Prelude" means an introductory movement of a piece.

"Presto" means very fast tempo.

"Prima donna" means the principal female singer in an opera.

"Quartet" means a composition for four instruments or voices.

"Range" means pitches from low to high which a singer or instrumentalist may perform.

"Refrain" means a short section of repeated music which occurs at the end of each stanza.

"Reggae" means Jamaican dance music, mixing African and Caribbean rhythms.

"Renaissance" means 1400-1600. This period is referred to as the "Golden Age of Polyphony" (poly—many, and phony—sounds), where there are two or more melodic lines sounding simultaneously. Vocal music predominated but instrumental music had increased

interest as an independent style. Music was heard in church as well as the households of the aristocracy and upper classes. There was more of a tendency to use major/minor tonality rather than modality, as in the Medieval times. Noted composers of the time include Gabrielli, Monteverdi, Palestrina.

"Repertoire" means a variety of musical pieces.

"Repetition" means music that is the same, or almost the same, as music that was heard earlier.

"Rests" means symbols used to represent silence between notes.

"Rhythm" means the term which denotes the organization of sound in time or the proportion or duration of notes. Beats per measure.

"Rhythm pattern" means a group of long and short sounds/silences.

"Ritardando" means perform gradually slower.

"Romantic" means 1820-1900. During the nineteenth and early twentieth century Romantic music was expressive and exciting, and stressed the expression of feeling using of a wide dynamic range, expanded harmonies of new chords and progressions. Noted composers of the time include Johannes Brahms, Richard Wagner, Franz Schubert, Robert Schumann.

"Rondo" means a composition consisting of a recurring theme alternating with contrasting sections.

"Round" means a song imitated at the same pitch by a second (or third) group of singers who begin at a designated time during the song (e.g., "Row, row, row your boat").

"Scale" means an organization of pitches in ascending or descending sequence.

"Score" means the written depiction of all the parts of a musical ensemble with the parts layered vertically and rhythmically aligned.

"Sequence" means the repetition of a melodic ensemble with the parts layered vertically and rhythmically aligned.

"Sharp #" means a symbol which raises the pitch of a note one half step.

"Solo" means playing or singing alone. A solo performer is called a soloist.

"Sonata" means an instrumental piece in several movements.

"Sonata-allegro form" means a return form consisting of three sections: exposition, development, and recapitulation.

"Soprano" means the highest female voice.

"Soul music" means a form of rhythm and blues.

"Staff" means the musical graph made up of a set of five parallel lines and four spaces on which music is written. The lines and spaces are counted from the bottom up to the top.

"Staves" means the plural of staff. The five parallel lines on which music is written.

"String instrument family" means instruments with strings that produce sound when plucked, bowed, or struck including violin, viola, cello, and bass.

"String quartet" means an ensemble of four stringed instruments including two violins, a viola, and a cello, also music performed by the ensemble.

"Style" means the distinctive or characteristic manner in which the elements of music are treated.

"Swing era" means a period of music from 1935 to 1945.

"Symphony" means a musical work for a large orchestra usually in four movements.

"Syncopation" means deliberate shifting of the pattern of strong and weak beats.

"Synthesizer" means a machine that produces sound electronically.

"Tempo" means the speed or pace of music. Musical tempos are expressed in Italian and include lento, very slow; adagi, slow; moderato; allegro, lively; presto, fast; vivace, very fast.

"Tenor" means the highest male voice.

"Texture" means the way individual parts of music are layered or the number of sounds occurring simultaneously.

"Theme" means a melody that assumes importance in a composition because of its central and continued use.

"Time signature" means the meter (number of beats per measure and kind of note getting one beat, e.g., 2/4 or 3/4 or 4/4 meter).

"Tonality" means the key or tonal center of a piece of music.

"Tone Color" means the quality of sound of an instrument or voice.

"Tone poem" means programmatic work for a symphony.

"Transposition" means the process of changing the key of a composition.

"Treble" means high in pitch.

"Treble clef" means symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating G on the second line from the bottom.

"Two part songs" means songs written for performance by two distinct voices.

"Vibrato" means a slight wavering or pulsating of tone.

"Virtuoso" means a performer with brilliant, flawless technique.

"Unison" means two or more parts performing the same pitches or melody simultaneously.

"Waltz" means a dance in triple meter, made famous in Vienna in the late 1800s.

"Wind instrument family" means instruments originally made of wood, in which sound is produced by the vibration of air including piccolo, flute, clarinet, oboe, English horn, bassoon, and contrabassoon.

210:15-3-115. The arts for grade 1 [REVOKED]

(a) ~~Visual art.~~

(1) ~~**Standard—language of Visual art.** The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject, etc.).~~

~~(A) Use appropriate art vocabulary.~~

~~(B) Name elements of art; line, color, form, shape, texture, value and space.~~

~~(C) Name the principles of design; rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.~~

~~(D) Use the elements of art and principals of design.~~

(2) ~~**Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.~~

~~(A) Understand art reflects a culture.~~

~~(B) Identify connections between visual arts and other arts disciplines.~~

~~(C) Identify specific works of art produced by artists in different cultures, times and places.~~

(3) ~~**Standard—Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.~~

~~(A) Experiment in color mixing with various media.~~

~~(B) Use a variety of subjects, basic media and techniques in making original art including drawing, painting, and sculpture.~~

~~(C) Demonstrate beginning skills of composition using the elements of art and principles of design.~~

~~(D) Use art media and tools in a safe and responsible manner.~~

(4) ~~**Standard—Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.~~

~~(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.~~

~~(B) Demonstrate respect for their work and the work of others.~~

~~(C) Demonstrate thoughtfulness and care in completion of artworks.~~

(b) ~~General music.~~

(1) ~~**Standard—language of music.** The student will read, notate and interpret music.~~

~~(A) Identify the elements of music:~~

~~(i) Melody (high and low, upward and downward, leaps and repeats)~~

~~(ii) Rhythm (strong and weak beats, meter in 2/4, long and short sounds)~~

~~(iii) Harmony (sing accompanied, sing unaccompanied, perform ostinato pattern as accompaniment)~~

~~(iv) Form (introduction, repetition/contrast, solo/chorus, verse/refrain)~~

~~(v) Color (classroom percussion instruments, sounds from nature, machines, or the environment, orchestra instruments from each family of instruments—trumpet, clarinet, violin, tympani)~~

~~(vi) Pitch (high and low)~~

~~(vii) Tempo (fast and slow, getting faster or slower)~~

~~(viii) Dynamics (loud and soft, getting louder or softer)~~

- (B) Use a system of syllables, numbers or letters to demonstrate basic notation:
 - (i) Rhythmic (quarter note, quarter rest, paired eighth notes)
 - (ii) Melodic (sol, mi, la or 5, 3, 6)
- (C) Recognize basic features of familiar and unfamiliar songs:
 - (i) Dynamics—loud and soft
 - (ii) Tempo—fast and slow
 - (iii) Form—same and different
- (2) **Standard—music history and culture.** The student will recognize the development of music from an historical and cultural perspective.
 - (A) Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.
 - (B) Recognize music from our country, work songs, holiday songs and music from different countries.
 - (C) Identify music and instruments from different cultures.
- (3) **Standard—music expression.** The student will perform, imitate, and compose a variety of music within specific guidelines.
 - (A) Participate in music through singing and/or playing instruments.
 - (B) Match pitches, sing in tune and use appropriate tone and expression.
 - (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.
 - (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
 - (E) Play simple pitch patterns (tones) on instruments, such as bells or xylophones.
 - (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
 - (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
- (4) **Standard—music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.
 - (A) and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
 - (B) Demonstrate respect for music performed by the student and by other students and professional performers.
 - (C) Discuss likes and dislikes of music of different styles.

210:15-3-116. The arts for grade 2 [REVOKED]

(a) Visual art.

- (1) **Standard—language of Visual art.** The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject, etc.).
 - (A) Use appropriate art vocabulary.
 - (B) Name and describe elements of art; line, color, form, shape, texture, value and space.
 - (C) Name and describe the principles of design; rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
 - (D) Use the elements of art and principals of design to communicate ideas.
- (2) **Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.
 - (A) Understand art reflects the culture of its origin.
 - (B) Identify connections between characteristics of the visual arts and other arts disciplines.
 - (C) Identify specific works of art produced by artists in different cultures, times and places.
- (3) **Standard—Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.
 - (A) Experiment in color mixing with various media.
 - (B) Use a variety of subjects, basic media and techniques in making original art including drawing, painting, weaving, sculpture, and ceramics.
 - (C) Demonstrate beginning skills of composition using the elements of art and principles of design.

- (D) Use art media and tools in a safe and responsible manner.
- (4) **Standard—Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.
- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
 - (B) Demonstrate respect for their work and the work of others.
 - (C) Demonstrate thoughtfulness and care in completion of artworks.
- (b) **General music.**
- (1) **Standard. language of music.** The student will read, notate and interpret music.
- (A) Identify the elements of music:
 - (i) Melody (steps, leaps, and repeated tones, melody patterns, high and low, upward and downward motives, repeated phrases)
 - (ii) Harmony (sing accompanied, sing unaccompanied, perform ostinato patterns as accompaniment, sing to chordal accompaniment)
 - (iii) Tone Color (classroom percussion instruments, identify trumpet, clarinet, violin, tympani, different tone quality of an individual or group)
 - (iv) Rhythm (strong and weak beats, meter in 2/4 and 3/4, long and short sounds, rhythm patterns in songs and ostinatos).
 - (v) Form (introduction, coda, repetition/contrast, solo/chorus, AB)
 - (vi) Pitch (higher and lower)
 - (vii) Tempo (fast and slow, gradually faster and slower, suddenly faster and slower)
 - (viii) Dynamics (loud and soft, gradually louder and softer, suddenly louder and softer)
 - (B) Use a system of syllable, numbers or letters to demonstrate basic notation:
 - (i) Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest)
 - (ii) Melodic (sol, mi, la, do or 5, 3, 6, 1)
 - (C) Recognize basic features of familiar and unfamiliar songs:
 - (i) Dynamics—loud and soft, gradual change of louder and softer
 - (ii) Tempo—fast and slow, gradual change of faster and slower
 - (iii) Form—same and different
- (2) **Standard—music history and culture.** The student will recognize the development of music from an historical and cultural perspective.
- (A) Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.
 - (B) Recognize music from our country, work songs, holiday songs and music from different countries.
 - (C) Identify music and instruments from different cultures. (i.e. koto, maracas, Native American flute, African talking drum).
- (3) **Standard. music expression.** The student will perform, imitate, and compose a variety of music within specific guidelines:
- (A) In music through singing (echo singing) and/or playing instruments (body percussion and melodic ostinatos).
 - (B) Match pitches, sing in tune (C scale range) and use appropriate tone and expression.
 - (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, sliding, playing classroom instruments, or chanting.
 - (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
 - (E) Play simple melodies by rote on instruments, such as bells or xylophones.
 - (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
 - (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
 - (H) Perform solos and in groups.
- (4) **Standard—music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.
- (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.

- (B) Demonstrate respect for music performed by the student and by other students and professional performers.
- (C) Discuss likes and dislikes of music of different styles.

210:15-3-117. The arts for grade 3 [REVOKED]

(a) Visual art.

(1) **Standard—language of Visual art.** The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject, etc.).

- (A) Use appropriate art vocabulary.
- (B) Name, describe, and understand the elements of art: line, color, form, shape, texture, value and space.
- (C) Name, describe, and understand the principles of design: rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
- (D) Use the elements of art and principals of design to express original ideas.

(2) **Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Understand that art reflects and describes the culture of its origin.
- (B) Identify connections between different styles of the visual arts and other art disciplines.
- (C) Identify specific works of art produced by artists including European, American, Native American, African American, Hispanic, and Asian art produced at different times and places.

(3) **Standard—Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.

- (A) Experiment in color mixing with various media.
- (B) Use a variety of subjects, basic media and techniques in making original art including drawing, painting, weaving, sculpture, printmaking, and ceramics.
- (C) Demonstrate understanding and knowledge of composition using the elements of art and principles of design.
- (D) Use art media and tools in a safe and responsible manner.

(4) **Standard—Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.

- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for their work and the work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.

(b) General music.

(1) **Standard—language of music.** The student will read, notate and interpret music.

- (A) Identify the elements of music:
 - (i) Melody (steps, wide and narrow leaps, and repeated tones, melody patterns, high and low pitches, melodic contour, same, different and similar phrases)
 - (ii) Harmony (chordal harmony, chord changes, ostinato patterns, countermelody, rounds)
 - (iii) Tone Color (classroom percussion instruments: trumpet, clarinet, violin, tympani, and different tone quality of an individual or group)
 - (iv) Rhythm (strong and weak beats, steady beat, silent beat, meter in 2/4, 3/4 and 4/4, dotted rhythms).
 - (v) Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine)
 - (vi) Pitch (higher and lower)
 - (vii) Tempo (fast and slow, faster and slower, gradual and sudden changes in tempo)
 - (viii) Dynamics (loud and soft, gradually louder and softer, suddenly louder and softer)
- (B) Use a system of syllables, numbers or letters to demonstrate basic notation:
 - (i) Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note)
 - (ii) Melodic (sol, mi, la, do ,re or 5, 3, 6, 1, 2)

- (C) Recognize basic features of familiar and unfamiliar songs:
 - (i) Dynamics—loud and soft, gradual change of louder and softer
 - (ii) Tempo—fast and slow, gradual change of faster and slower
 - (iii) Form—same and different, similar
- (D) Identify instrument ensembles (brass, strings, woodwinds, percussion)
- (2) **Standard—music history and culture.** The student will recognize the development of music from an historical and cultural perspective.
 - (A) Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.
 - (B) Recognize music from our country, work songs, holiday songs and music from different countries.
 - (C) Identify music and instruments from different cultures. (i.e., bagpipe, wooden flute, koto, panpipes).
- (3) **Standard—music expression.** The student will perform, imitate, and compose a variety of music within specific guidelines.
 - (A) Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
 - (B) Match pitches, sing in tune (C scale range) and use appropriate tone and expression.
 - (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, sliding, playing classroom instruments, or chanting.
 - (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
 - (E) Play simple melodies by rote on instruments, such as bells or xylophones.
 - (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
 - (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
 - (H) Perform solos and in groups.
 - (I) Sing two part rounds, partner songs and ostinatos.
- (4) **Standard—music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.
 - (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
 - (B) Demonstrate respect for music performed by the student and by other students and professional performers.
 - (C) Use appropriate terms to explain preferences for musical works and styles.

210:15-3-118. The arts for grade 4 [REVOKED]

(a) **Visual arts.**

- (1) **Standard—language of Visual art.** The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol, etc.).
 - (A) Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.
 - (B) Describe and use the principles of design: rhythm, balance, contrast, movement, variety, center of interest (emphasis), and repetition in works of art.
 - (C) Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art.
 - (D) Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes, etc.).
- (2) **Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.
 - (A) Describe and place a variety of specific significant art objects by artist, style and historical and cultural context.
 - (B) Identify themes and purposes of works of art and artifacts in history and culture.
 - (C) Demonstrate a basic knowledge of several fields of art such as painting, sculpture, drawing, computer graphics, printmaking, architecture, and fiber arts.
 - (D) Identify how the visual arts are used in today's world including the popular media of advertising, television, and film.

(3) **Standard—Visual arts expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Make original works of art using a variety materials (media), and techniques (skills), and sources for ideas.

(B) Use observation, memory and imagination in making original works of art.

(C) Apply knowledge of a basic art vocabulary through experiences in making original works of art.

(4) **Standard—Visual arts appreciation.** The student will learn to appreciate visual art as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Demonstrate respect for their work and the work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(b) **General music.**

(1) **Standard—language of music.** The student will read, notate and interpret music.

(A) Use correct terminology to discuss the elements of music.

(i) Melody (steps, wide and narrow leaps, octave leap, and repeated tones, melody patterns, melodic contour, same, different, similar phrases)

(ii) Rhythm (strong and weak beats, steady beat, offbeat, silent beat, meter in 2/4, 3/4, 4/4 and 6/8)

(iii) Harmony (chordal harmony, chord changes, ostinato patterns, counter melody, rounds, thick and thin texture)

(iv) Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C.-al fine)

(v) Tone Color—sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, etc., and ranges (soprano, alto, tenor, bass).

(vi) Pitch—high and low

(vii) Tempo—allegro (fast), lento (slow), andante (walking), moderato (moderate).

(viii) Dynamics—forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).

(B) Use a system of syllables, numbers or letters to demonstrate basic notation:

(i) Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, syncopation, 2/4, 3/4, 4/4, 6/8).

(ii) Melodic (sol, mi, la, do, re, high do, low la, low sol or 5, 3, 6, 1, 2, 8, low 6, low 5, treble clef)

(C) Experiment with variations in and demonstrate understanding of tempo (speed), timbre or tone color (sound quality), dynamics (degree of loudness), and phrasing for expressive purposes.

(D) Identify visually and aurally:

(i) Instrumental ensembles (symphony orchestra, jazz band)

(ii) Families of orchestral instruments (strings, woodwinds, brass and percussion)

(iii) Classification of voice ranges (soprano, alto, tenor, bass)

(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(2) **Standard—music history and culture.** The student will recognize the development of music from an historical and cultural perspective.

(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.

(B) Listen and describe music from a variety of styles, periods and cultures including European, Native American, African American, Hispanic, and Asian.

(C) Identify music and instruments from different cultures. (i.e. bagpipe, wooden flute, koto, panpipes).

(D) Identify and describe roles of musicians in various music settings and cultures.

(3) **Standard—music expression.** The student will perform, imitate, and compose a variety of music within specific guidelines.

- (A) Participate in music through singing (echo-singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
- (B) Match pitches, sing in tune (C scale range) and use appropriate tone and expression.
- (C) Respond to the beat or rhythm in music by clapping, playing classroom instruments.
- (D) Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- (E) Play simple melodies on instruments, such as bells or xylophones.
- (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
- (H) Perform solos and with groups.
- (I) Sing two part rounds, partner songs/ostinatos.

(4) **Standard—music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

- (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- (B) Demonstrate respect for music performed by the student and by other students and professional performers.
- (C) Use appropriate terms to explain preferences for musical works and styles.

210:15-3-119. The arts for grade 5 [REVOKED]

(a) ~~Visual arts.~~

(1) **Standard—language of Visual art.** The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol, etc.).

- (A) Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in their own art work, and the art works of others.
- (B) Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in their own art work, and the art works of others.
- (C) Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.
- (D) Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes, etc.).

(2) **Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

- (A) Describe and place a variety of specific significant art objects by artist, style and historical and cultural context.
- (B) Identify themes and purposes of works of art and artifacts in history and culture.
- (C) Identify how the visual arts are used by artists in today's world, including the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).
- (D) Communicate in depth knowledge gained through integrated study of a visual art theme, historical period, or event.

(3) **Standard—Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

- (A) Make original works of art using a variety materials (media), and techniques (skills), and sources for ideas.
- (B) Use observation, memory and imagination in making original works of art.
- (C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- (D) Apply knowledge of a basic art vocabulary through experiences in making original works of art.
- (E) Demonstrate a basic knowledge of media, techniques and processes in:

- (i) **Painting**
 - (I) media: tempera, watercolor, oil, and acrylic.
 - (II) processes: wet on wet, wet on dry, wash, resist, sponge.
- (ii) **Sculpture or Architecture**
 - (I) media: paper, papier mache, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
 - (II) processes: carving, constructing, and assembling
- (iii) **Drawing**
 - (I) media: pencils, colored pencils, markers, chalks, crayons, oil pastels,
 - (II) processes: sketching, contour line, hatching, crosshatching,
- (iv) **Printmaking**
 - (I) media: printing ink, styrofoam, stencil, found object.
 - (II) processes: relief, silkscreen, and monoprint.
- (v) **Fiber Arts**
 - (I) media: cloth, yarn, ribbon, found objects, paper, and rope
 - (II) processes: weaving, stitchery, braiding, and basketry.

(4) Standard—Visual art appreciation. The student will learn to appreciate visual art as a vehicle of human expression:

- (A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.
- (B) Demonstrate respect for their work and the work of others.
- (C) Demonstrate thoughtfulness and care in completion of artworks.

(b) General music.

(1) Standard—language of music. The student will read, notate and interpret music.

- (A) Define and use correct terminology to identify and discuss the elements of music including:
 - (i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale (five tone scale).
 - (ii) Rhythm (even and uneven rhythm patterns, syncopation, triplets, dotted rhythms).
 - (iii) Harmony (partner songs, countermelody, descant, major and minor chords).
 - (iv) Form (AB, ABA, round, rondo, introduction, coda, interlude, verse and refrain, prelude).
 - (v) Tone color—sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, etc. and ranges (soprano, alto, tenor, bass).
 - (vi) Pitch (high and low)
 - (vii) Tempo—allegro (fast), lento (slow), andante (walking), moderato (moderate)
 - (viii) Dynamics—forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).
- (B) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.
- (C) Use a system of syllables, numbers or letters to demonstrate basic notation:
 - (i) Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, dotted quarter note, syncopation, 2/4, 3/4, 4/4, 6/8)
 - (ii) Melodic (diatonic scale, treble clef, bass clef)
- (D) Identify visually and aurally:
 - (i) instrumental ensembles (marching band, symphony orchestra, jazz band).
 - (ii) families of orchestral instruments (strings, wood winds, brass, and percussion).
 - (iii) classification of voice ranges (soprano, alto, tenor, bass).
- (E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(2) Standard—music history and culture. The student will recognize the development of music from an historical and cultural perspective.

- (A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.

- (B) Recognize, describe and listen to music from a variety of:
 - (i) Styles (jazz, mariachi band, opera, musical, call response);
 - (ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);
 - (iii) Cultures including European, Native American, African American, Hispanic, and Asian.
- (C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).
- (D) Identify and describe roles of musicians in various music settings and cultures.
- (3) **Standard—music expression.** The student will perform, compose, improvise and arrange a variety of music within specified guidelines.
 - (A) Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
 - (B) Match pitches, sing in tune (C scale range) and use appropriate tone and expression.
 - (C) Respond to the beat or rhythm in music by clapping, playing classroom instruments.
 - (D) Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
 - (E) Play simple melodies on instruments, such as bells or xylophones.
 - (F) While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
 - (G) Respond to unfinished short melodic patterns using voice or classroom instruments.
 - (H) Perform solos and with groups.
 - (I) Sing two part rounds, partner songs/ostinatos
 - (J) Identify uses of music in everyday life (film, television, background music, and commercials).
- (4) **Standard—music appreciation.** The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.
 - (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
 - (B) Demonstrate respect for music performed by the student and by other student and professional performers.
 - (C) Use appropriate terms to explain preferences for musical works and styles.
 - (D) Identify criteria for evaluating a musical composition or a musical performance.

210:15-3-120. The arts for grade 6 [REVOKED]

(a) **Visual arts.**

- (1) **Standard—language of Visual art.** The student will identify Visual Art terms (i.e., still life, contour, composition, foreshortening foreground, perspective, etc.).
 - (A) Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work, and the art works of others.
 - (B) Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in his/her own art work, and the art works of others.
 - (C) Compare works which are similar or different in expressive quality, composition, and style.
 - (D) Discuss works of art of different media and styles beyond statements of mere preference.
- (2) **Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.
 - (A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.

(B) Describe and place a variety of specific significant art objects by artist, style, and historical and cultural context.

(C) Identify the variety of art forms used in business and industry, including advertising, television, and film.

(D) Discuss the relationship that exists between visual art and other art forms such as music, dance, and drama.

(E) Communicate in depth knowledge gained through integrated study of a visual art theme, historical period, or event.

(3) **Standard—Visual arts expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Make original works of art using a variety of materials (media), and techniques (skills), and sources for ideas.

(B) Use observation, memory and imagination in making original works of art.

(C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(D) Apply knowledge of a basic art vocabulary through experiences in making original works of art.

(E) Demonstrate a basic knowledge of media, techniques and processes in:

(i) Painting

(I) media: tempera, watercolor, oil, and acrylic.

(II) processes: wet on wet, wet on dry, wash, resist, sponge.

(ii) Sculpture or Architecture

(I) media: paper, papier mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.

(II) processes: carving, constructing, and assembling.

(iii) Drawing

(I) media: pencils, colored pencils, markers, chalks, crayons, oil pastels,

(II) processes: sketching, contour line, hatching, crosshatching,

(iv) Printmaking

(I) media: printing ink, styrofoam, stencil, found object.

(II) processes: relief, silkscreen, and monoprint.

(v) Fiber Arts

(I) media: cloth, yarn, ribbon, found objects, paper, and rope.

(II) processes: weaving, stitchery, braiding, and basketry.

(4) **Standard—Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Demonstrate respect for their work and the work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(b) **General music.**

(1) **Standard—language of music.** The student will read, notate and interpret music.

(A) Define and use correct terminology to identify and discuss the elements of music including:

(i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five tone scale]).

(ii) Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).

(iii) Harmony (partner songs, rounds, descants, counter melody, descant, major and minor chords).

(iv) Form (AB, ABA, round, rondo, theme and variations, introduction, coda, interlude, verse and refrain, prelude).

(v) Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges).

(vi) Pitch (range and register).

(vii) Tempo—allegro (fast), lento (slow), andante (walking), moderato (moderate).

(viii) Dynamics—forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).

(B) Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).

(C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.

(D) Identify visually and aurally:

(i) instrumental ensembles (marching band, symphony orchestra, jazz band).

(ii) families of orchestral instruments (strings, woodwinds, brass, and percussion).

(iii) classification of voice ranges (soprano, alto, tenor, bass).

(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(2) **Standard—music history and culture.** The student will recognize the development of music from an historical and cultural perspective.

(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.

(B) Recognize, describe and listen to music from a variety of:

(i) Styles (jazz, mariachi band, opera, musical, call response).

(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary).

(iii) Cultures including European, Native American, African American, Hispanic, and Asian.

(C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).

(D) Identify and describe the roles of musicians in various music settings and cultures.

(3) **Standard—music expression.** The student will perform, compose, improvise and arrange a variety of music within specified guidelines.

(A) Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).

(B) Demonstrate the ability to read music from basic notation in treble or bass clef (e.g. folk songs, patriotic songs, etc.).

(C) Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.

(D) Compose music using a variety of sound sources, including electronic and computer to compose music.

(E) Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).

(F) Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g. four chord songs on autoharp).

(G) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements (including syncopated patterns, beats and offbeats).

(H) Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.

(I) Identify uses of music in everyday life (film, television, background music, and commercials).

(J) Recognize and identify the appropriate ways to use the following elements of musical style:

(i) Dynamics—(piano, forte)

(ii) Tempo—(allegro, lento, andante, moderato)

(iii) Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8)

(iv) Articulation (staccato, legato, accent)

(4) **Standard—music appreciation.** The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

(A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.

- (B) Demonstrate respect for music performed by the student and by other students and professional performers.
- (C) Use appropriate terms to explain preferences for musical works and styles.
- (D) Identify criteria for evaluating a musical composition or a musical performance.

210:15-3-121. The arts for grade 7 [REVOKED]

(a) ~~Visual art.~~

~~(1) **Standard—language of Visual art.** The student will identify Visual Art terms (i.e., architecture, collage, medium, perspective, symbol, etc.).~~

- ~~(A) Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work, and the art works of others.~~
- ~~(B) Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in his/her own art work, and the art works of others.~~
- ~~(C) Compare works which are similar or different in expressive quality, composition, and style.~~
- ~~(D) Discuss works of art of different media and styles beyond statements of mere preference.~~

~~(2) **Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.~~

- ~~(A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.~~
- ~~(B) Identify and be familiar with a range of art works, identifying artist, culture and style from a historical context.~~
- ~~(C) Identify how the visual arts are used by artists in today's world, including the popular media of advertising, television, and film. (Illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).~~
- ~~(D) Identify the relationship that exists between visual art and other art forms such as music, dance, and drama.~~

~~(3) **Standard—Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.~~

- ~~(A) Use observation, memory and imagination in making original works of art.~~
- ~~(B) Assess and modify art work in progress based on an understanding of art materials and techniques.~~
- ~~(C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.~~
- ~~(D) Depict three-dimensional qualities by overlapping planes, vertical position, size and color intensity, in original art work.~~
- ~~(E) Develop and apply skills and techniques using a variety of art media, and processes in making two and three-dimensional works of art:~~
 - ~~(i) Ceramics~~
 - ~~(I) media: clay, modeling clay, clay substitutes, glazes, paint, stains.~~
 - ~~(II) processes: pinch and pulled forms, slab, coil, incising, etc.~~
 - ~~(ii) Drawing~~
 - ~~(I) media: pencils, colored pencils, markers, chinks, crayons, oil pastels,~~
 - ~~(II) processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading~~
 - ~~(iii) Fiber Arts~~
 - ~~(I) media: cloth, yarn, ribbon, found objects, paper, and rope.~~
 - ~~(II) processes: weaving, stitchery, braiding, and basketry.~~
 - ~~(iv) Mixed Media~~

(I) media: tissue paper, photos, found objects, foil, fiber, paint, paper, and magazines.

(II) processes: collage, bas relief.

(v) Painting

(I) media: tempera, watercolor, oil, and acrylic.

(II) processes: wet on wet, wet on dry, wash, resist, sponge.

(vi) Printmaking

(I) media: printing ink, styrofoam, stencil, found object.

(II) processes: relief, silkscreen.

(vii) Sculpture or Architecture

(I) media: paper, papier mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.

(II) processes: carving, constructing, and assembling.

(4) Standard—Visual art appreciation. The student will appreciate visual art as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Demonstrate respect for their work and the work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(b) General music.

(1) Standard—language of music. The student will read, notate and interpret music.

(A) Define and use correct terminology to identify and discuss the elements of music including:

(i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five tone scale], intervals, major and minor scale).

(ii) Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).

(iii) Harmony (partner songs, rounds, descants, counter melody, major and minor chords).

(iv) Form (Unity and Variety, AB, ABA, round, rondo, theme and variations, march, introduction, coda, interlude, verse and refrain, prelude).

(v) Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, a capella)

(vi) Pitch (range and register, change pitch with compositional devices such as imitation, inversion and transposition).

(vii) Tempo—allegro (fast), lento (slow), andante (walking), moderato (moderate).

(viii) Dynamics—forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft, crescendo and decrescendo).

(B) Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).

(C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.

(D) Identify visually and aurally:

(i) instrumental ensembles (marching band, symphony orchestra, jazz band);

(ii) families of orchestral instruments (strings, woodwinds, brass, and percussion);

(iii) Classification of voice ranges (soprano, alto, tenor, bass).

(E) Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

(2) Standard—music history and culture. The student will recognize the development of music from a historical and cultural perspective.

(A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.

(B) Recognize, describe and listen to music from a variety of:

(i) Styles (jazz, mariachi band, opera, musical, call response)

(ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary)

- (iii) Cultures including European, Native American, African American, Hispanic, and Asian
- (C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).
- (D) Identify and describe the roles of musicians in various music settings and cultures.
- (3) **Standard—music expression.** The student will perform, compose, improvise and arrange a variety of music within specified guidelines.
 - (A) Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).
 - (B) Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs, patriotic songs).
 - (C) Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
 - (D) Compose music using a variety of electronic and computer sound sources.
 - (E) Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).
 - (F) Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g. four chord songs on autoharp).
 - (G) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements (including syncopated patterns, beats and offbeats).
 - (H) Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
 - (I) Identify uses of music in everyday life (film, television, background music, and commercials).
 - (J) Recognize and identify the appropriate ways to use the following elements of musical style:
 - (i) Dynamics—(piano, forte)
 - (ii) Tempo—(allegro, lento, andante, moderato)
 - (iii) Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8)
 - (iv) Articulation (staccato, legato, accent)
- (4) **Standard—music appreciation.** The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.
 - (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
 - (B) Demonstrate respect for music performed by the student and by other student and professional performers.
 - (C) Use appropriate terms to explain preferences for musical works and styles.
 - (D) Identify criteria for evaluating a musical composition or a musical performance.

210:15-3-122. The arts for grade 8 [REVOKED]

(a) Visual art.

- (1) **Standard—language of Visual art.** The student will identify visual art terms (e.g., architecture, collage, medium, perspective, symbol, etc.).
 - (A) Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial), contrast, movement, variety, center of interest (emphasis), and repetition in their own artwork, and the art works of others.
 - (B) Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one, two, and three point perspective, overlap, negative, positive, size, color) in their own artwork, and the art works of others.
 - (C) Compare works which are similar or different in expressive quality, composition, and style.

(D) Discuss works of art of different media and styles beyond statements of mere preference.

(2) **Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.

(A) Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.

(B) Explain the purpose of visual art and artists in history and culture.

(C) Identify how the visual arts are used by artists in today's world, including the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer).

(D) Identify the relationship that exists between visual art and other art forms such as music, dance, and drama.

(3) **Standard—Visual art expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

(A) Use observation, memory and imagination in making original works of art.

(B) Assess and modify art work in progress based on an understanding of art materials and techniques.

(C) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(D) Depict three-dimensional qualities by overlapping planes, vertical position, size and color intensity, in original art work.

(E) Develop and apply skills and techniques using a variety of art media, and processes in making two and three-dimensional works of art.

(i) Ceramics:

(I) media: clay, modeling clay, clay substitutes, glazes, paint, stains.

(II) processes: pinch and pulled forms, slab, coil, incising, etc.

(ii) Drawing

(I) media: pencils, colored pencils, markers, chalks, crayons, oil pastels,

(II) processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading

(iii) Fiber Arts

(I) media: cloth, yarn, ribbon, found objects, paper, and rope

(II) processes: weaving, stitchery, braiding, and basketry.

(iv) Mixed Media

(I) media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines.

(II) processes: collage, bas-relief.

(v) Painting:

(I) media: tempera, watercolor, oil, and acrylic.

(II) processes: wet on wet, wet on dry, wash, resist, sponge.

(vi) Printmaking

(I) media: printing ink, styrofoam, stencil, found object.

(II) processes: relief, silkscreen.

(vii) Sculpture or Architecture

(I) media: paper, papier mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.

(II) processes: carving, constructing, and assembling.

(4) **Standard—Visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Demonstrate respect for their work and the work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(b) **General music.**

(1) **Standard—language of music.** The student will read, notate and interpret music.

(A) Define and use correct terminology to identify and discuss the elements of music including:

- (i) Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five tone scale], intervals, major and minor scale).
 - (ii) Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).
 - (iii) Harmony (partner songs, rounds, descants, countermelody, major and minor chords, polyphony, harmony in thirds and sixths).
 - (iv) Form (Unity and Variety, AB, ABA, round, rondo, theme and variations, march, introduction, coda, interlude, verse and refrain, prelude).
 - (v) Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, a capella and electronic tone color).
 - (vi) Pitch (range and register, change pitch with compositional devices such as imitation, inversion and transposition).
 - (vii) Tempo—allegro (fast), lento (slow), andante (walking), moderato (moderate).
 - (viii) Dynamics—forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft, crescendo and decrescendo).
- (B) Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
- (C) Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and melodic and rhythmic phrasing for expressive purpose in performing music.
- (D) Identify visually and aurally:
- (i) Instrumental ensembles (marching band, orchestra, jazz band).
 - (ii) Families of orchestral instruments (strings, woodwinds, brass, and percussion).
 - (iii) Classification of voice ranges (soprano, alto, tenor, bass).
- (E) Notate (written representation of music) short melodies presented aurally (listening).
- (2) Standard—music history and culture.** The student will recognize the development of music from an historical and cultural perspective.
- (A) Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
 - (B) Recognize, describe and listen to music from a variety of:
 - (i) Styles (jazz, mariachi band, opera, musical, call response);
 - (ii) Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);
 - (iii) Cultures including European, Native American, African American, Hispanic, and Asian.
 - (C) Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk).
 - (D) Identify and describe the roles of musicians in various music settings and cultures.
- (3) Standard—music expression.** The student will perform, compose, improvise and arrange a variety of music within specified guidelines.
- (A) Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).
 - (B) Demonstrate the ability to read music from basic notation (written representation of music).
 - (C) Use a variety of sound sources, including electronic and computer to compose music.
 - (D) Respond physically or using classroom instruments to basic rhythm patterns.
 - (E) Perform in solo or group ensembles through singing and playing instruments.
 - (F) Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements.
 - (G) Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
 - (H) Identify uses of music in everyday life (film, television, background music, and commercials).
 - (I) Recognize and identify the appropriate ways to use the following elements of musical style:
 - (i) Dynamics—(piano, forte)

- (ii) Tempo—(allegro, lento, andante, moderato)
 - (iii) Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8)
 - (iv) Articulation (staccato, legato, accent)
- (4) **Standard—music appreciation.** The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.
- (A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
 - (B) Demonstrate respect for music performed by the student and by other student and professional performers.
 - (C) Use appropriate terms to explain preferences for musical works and styles.
 - (D) Identify criteria for evaluating a musical composition or a musical performance.

210:15-3-123. The arts for high school [REVOKED]

(a) **Visual arts.**

- (1) **Standard—language of Visual art.** The student will identify visual art terms (e.g., content, engraving foreshortening, mosaic, perspective, etc.).
- (A) Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in their own artwork, and the art works of others.
 - (B) Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one, two, and three point perspective, overlap, negative, positive, size, color) in their own artwork, and the art works of others.
 - (C) Describe exhibitions of original works of art seen in the school or community.
 - (D) Differentiate between art criticism and art reviews, recognizing that criticism is positive as well as negative in its evaluation of a work of art.
- (2) **Standard—Visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.
- (A) Proficient: Analyze a work of art within its cultural and historical context.
 - (B) Advanced: Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences.
 - (C) Proficient: Describe the basic ideas underlying several major art movements or historical periods including: Ancient (Egyptian, Greek and Roman), Renaissance, Impressionism/Post Impressionism and 20th Century.
 - (D) Advanced: Analyze issues related to chronology and discuss or debate these issues in relation to historical perspective.
 - (E) Proficient: Compare cultural and ethnic art forms throughout the world that have influenced the visual arts.
 - (F) Advanced: Assign works time periods or movements based upon style.
 - (G) Proficient: Describe the relationship between the visual arts and other arts disciplines such as drama, music and dance.
 - (H) Advanced: Synthesize the creative and analytical principles, themes, and techniques of the visual arts and other disciplines.
 - (I) Proficient: Identify major regional, national, and international collections of art.
 - (J) Advanced: Visit and critique art at local, regional, national, and international museums, and art exhibitions.
 - (K) Proficient: Identify the use of the visual arts in business and industry, advertising, television and film.
 - (L) Advanced: Document and create a visual arts career plan based on portfolio, and an investigation of educational possibilities.
- (3) **Standard—Visual arts expression.** The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.
- (A) Create original two and three dimensional works of art from observation, memory and imagination using a variety of art media

(B) Prepare a portfolio (collection) of the learner's original artwork.
(C) Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art:

(i) Ceramics

(I) media: clay, modeling clay, clay substitutes, glazes, paint, stains.
(II) processes: pinch and pulled forms, slab, coil, incising, etc.

(ii) Drawing

(I) media: pencils, colored pencils, markers, chalks, crayons, oil pastels.
(II) processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading.

(iii) Fiber Arts

(I) media: cloth, yarn, ribbon, found objects, paper, and rope
(II) processes: weaving, stitchery, braiding, and basketry.

(iv) Mixed Media

(I) media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines.
(II) processes: collage, bas-relief.

(v) Painting:

(I) media: tempera, watercolor, oil, and acrylic.
(II) processes: wet on wet, wet on dry, wash, resist, sponge.

(vi) Printmaking

(I) media: printing ink, styrofoam, stencil, found objects.
(II) processes: relief, silkscreen.

(vii) Sculpture or Architecture

(I) media: paper, papier mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire.
(II) processes: carving, constructing, and assembling.

(D) Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

(4) Standard—Visual art appreciation. The student will appreciate visual art as a vehicle of human expression.

(A) Demonstrate appropriate behavior while attending a visual arts exhibition in a museum or art gallery.

(B) Demonstrate respect for their work and the work of others.

(C) Demonstrate thoughtfulness and care in completion of artworks.

(b) Music.

(1) Standard—language of music. The student will read, notate and interpret music.

(A) Identify and define the meaning of symbols for pitch, rhythm, dynamics, tempo, articulation (e.g. staccato, legato, marcato, accent) and expression (phrasing) found in a musical score.

(B) Analyze and discuss the use of appropriate vocabulary of musical elements.

(i) Melody (skips, leaps and repeats, major and minor scales, modes, intervals and phrasing, melodic contour).

(ii) Rhythm (quarter notes, eighth notes, half notes, whole notes, sixteenth and dotted notes and corresponding rests in 6/8, 3/8, and (2/2) meter signatures, combined and compound meter (mix of duple and triple meter), syncopation.

(iii) Harmony (triads, major and minor chords, seventh chords, chord modulation).

(iv) Form (AB, ABA, theme and variations, prelude and fugue, rondo, sonata allegro, concerto, program symphony, 12-bar blues).

(v) Tone color:

(I) Vocal ranges and registers of female voices (soprano, mezzo-soprano, alto, contralto) and male voices (tenor, baritone, bass, basso profundo).

(II) Orchestra instrument families: strings (violin, viola, cell, bass), brass (trumpet, French horn, trombone, tuba), woodwinds (piccolo, flute, clarinet, oboe, English horn, bassoon), percussion (tympani, bass drum, snare drum, xylophone, marimba, cymbal, triangle, chimes).

(vi) Texture

(I) Monophonic—a single melodic line.

(II) Polyphonic—the simultaneous combination of different melodies and rhythms.

(III) Heterophonic—the same melodic line repeated in different ways.

(IV) Homophonic—a single melodic line with chordal accompaniment.

(vii) Pitch (half steps, whole steps, major and minor scales).

(viii) Tempo (accelerando, ritardando, presto, allegro, andante, lento).

(ix) Dynamics (forte, piano, mezzo forte, mezzo piano, fortissimo, pianissimo, crescendo, decrescendo)

(C) Notate simple rhythms and melodies using standard notation.

(D) Choral or Instrumental Ensemble: Proficient: Demonstrate the ability to read an instrumental or vocal score of up to four staves. Demonstrate ability to describe how the elements of music (melody, rhythm, harmony, form, tone color, texture, pitch, tempo and dynamics) are used.

(E) Choral or Instrumental Ensemble: Advanced: Demonstrate the ability to read and interpret a full instrumental or vocal score including nonstandard notation symbols used by 20th century composers. Demonstrate the ability to describe how elements of music are used and explain all transpositions and clefs.

(F) Choral or Instrumental Ensemble: Proficient: Notate rhythms and melodies in simple meters.

(G) Choral or Instrumental Ensemble: Advanced: Notate rhythms and melodies in compound meters.

(H) Choral or Instrumental Ensemble: Proficient: Identify compositional devices used in choral or instrumental compositions such as key changes, cadences, and articulation.

(I) Choral or Instrumental Ensemble: Advanced: Identify use of compositional devices used in choral or instrumental compositions such as key changes, augmentation and diminution, motives, and imitation.

(J) Choral or Instrumental Ensemble: Proficient: Describe the characteristic features of particular instrumental composition.

(K) Choral or Instrumental Ensemble: Advanced: Identify use of formal devices characteristic of a string quartet, march, tone poem, suite or symphony.

(2) **Standard—music history and culture.** The student will recognize the development of music from a historical and cultural perspective.

(A) Proficient: Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind the classifications. Example: Upon hearing works that have been studied name the genre (such as opera), style (such as jazz, blues) and historical background (national anthems), period in history (Baroque, Classical, Romantic, Contemporary), and culture for each, including composers.

(B) Advanced: Compare and contrast music from a variety of genres, styles, periods, and cultures. Example: In a small group, prepare a class presentation comparing the Baroque, Classical, Romantic and Contemporary period orchestras including representative instrumentation, composers and style of composition, using visual and aural examples.

(C) Proficient: Describe origins and development of American genres such as musicals, jazz and rock music including composers.

(D) Advanced: Identify and differentiate two or more cultural sources of influence and determine the historical context that created a synthesis of influences.

(3) **Standard—music expression.** The student will perform, imitate, compose a variety of music within specific guidelines:

(A) Choral Ensemble: Proficient: Sing with expression and accuracy, including proper technique and breath control, intonation, diction, correct pitches and rhythms, appropriate for a large and varied repertoire of vocal literature (e.g., madrigal, jazz, barbershop).

(B) Choral Ensemble: Advanced: Sing with expression and accuracy, including proper technique, breath control, diction and a variety of articulations appropriate for a large and varied repertoire of vocal literature.

(C) Choral Ensemble: Proficient: Sing music written in four parts, with and without accompaniment at a moderate level of difficulty.

(D) Choral Ensemble: Advanced: Sing music written for a variety of voicings (first soprano, second soprano, alto, tenor, baritone, bass) with and without accompaniment (a capella) at a moderate level to professional level of difficulty.

(E) Choral Ensemble: Proficient: Perform instrumental music accurately and in tune, and following the conductor.

(F) Choral Ensemble: Advanced: Perform instrumental music accurately (pitch, rhythm, phrasing, intonation, articulation in tune) balancing with the rest of the ensemble and responding to the conductor's cues.

(G) Choral Ensemble: Proficient: Perform with expression and technical accuracy a large and varied repertoire of instrumental literature.

(H) Choral Ensemble: Advanced: Perform on an instrument with expression (phrasing and interpretation) and accuracy (varied meters and keys), including appropriate technique specific to the instrument (i.e. breathing techniques, mallet techniques and bowing techniques), using appropriate dynamics, tempo and articulations appropriate for the style of the music.

(4) **Standard—music appreciation.** The Student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

(A) Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed. For example, symphony concert behavior includes the following guidelines:

(i) Arrive on time.

(ii) Refrain from talking during the performance.

(iii) Do not use cameras during a performance.

(iv) Do not applaud until the conductor steps off the podium. (One does not applaud after separate movements of a composition).

(v) Prepare for the performance by researching information about the music to be performed.

(B) Demonstrate respect for music performed by the student and by other student and professional performers.

(C) Use appropriate terms to explain preferences for musical works and styles.

PART 15. OKLAHOMA STANDARDS FOR WORLD LANGUAGES [REVOKED]

210:15-3-133. Overview [REVOKED]

(a) The Oklahoma State Board of Education has identified the study of languages (foreign, Native American, American Sign Language) as core curriculum along with science, mathematics, social studies, language arts, and the arts (visual art and general music). All districts are required to implement a sequential program of study of at least one language other than English in the curriculum. THE STATE SCHOOL LAWS OF OKLAHOMA 2001 state "Students must learn about cultures and environments—their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science." (70 O.S. § 11-103.6)

(b) The content standards for language learning included in this document are based on an instructional program in world languages other than English for all students, beginning in kindergarten and continuing through 12th grade. These standards reflect the latest research in the field of second language instruction as presented in the profession's national standards document, STANDARDS FOR FOREIGN LANGUAGE LEARNING: PREPARING FOR THE 21ST CENTURY. As in the national standards, there are five overarching goals in Oklahoma's curriculum framework: communication, cultures, connections, comparisons, and communities. With communication and culture as the cornerstone for all language learning, the state's goal is for all Oklahoma students to learn "how, when, and why to say what to whom" in a language other than English (NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT, 1996, p.11).

(c) LANGUAGES AWARENESS (Grades K-3) is to be a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own. Districts will implement an exploratory program that will expose the student to several languages and cultures. The goal of this program model is to learn about language(s) and

culture(s), and is not intended to lead to any proficiency in the language(s) studied. The student may be exposed to several languages and cultures.

(d) In addition to the required language(s) awareness program, districts may choose to start a sequential, articulated language program beginning in kindergarten that focuses on communication. The goal of this K-12 program model is communication that will lead to proficiency as students progress through the sequential, articulated program in their elementary and secondary schools. Heining Boynton maintains that for those schools and/or districts that desire their students to begin the early study of foreign languages in a meaningful context with a highly structured curriculum articulated in a long sequence, then this is the model of choice (Heining Boynton, 1998, p. 2).

(e) For those districts who have not chosen to implement a sequential, articulated language program in K-3, Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. Language(s) selection is determined by each district. The students will continue the sequential and articulated program in the same language every year through Grade 8. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document. To reach the Novice Level proficiency requirement for the Grade 4-8 program, it is recommended that students will need to meet a minimum total of 365 hours of instruction in a standards-based curriculum classroom.

(f) Districts should be aware of federal legislation which offers monetary awards to districts who have implemented elementary foreign language programs that lead to student proficiency in the language. The Foreign Language Incentive Program of the No Child Left Behind Act of 2001 awarded "incentive payments to public elementary schools that provide students with a foreign language program designed to lead to communicative competency. A program leading to communicative competency is comparable to a program that provides at least 45 minutes of instruction per day for not less than 4 days per week throughout an academic year." (Federal Register, 2002, Vol. 67).

(g) Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same world language is part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates. (70 O.S. §11-103.6c)

(h) In Oklahoma's 4th grade through 8th grade sequential language program requirement, students should reach the Novice Level benchmark by the end of their language learning experience. If students choose to continue the study of the same language through high school, students should reach the Intermediate benchmark. Students should reach the Pre-advanced benchmark if they begin a sequential, articulated program in kindergarten and continue through 12th grade. This instructional sequence represents a vision for how well Oklahoma world language learners will perform in languages if they start early and continue language learning throughout their school experience.

(i) Realistic performance levels for students enrolled in a sequential language learning experience at various points are outlined in the AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) PERFORMANCE GUIDELINES FOR K-12 LEARNERS. This document describes realistic performance levels depending upon entry and exit into a sequential and articulated language program. It reflects the influence of time on language performance ability and shows what ability is reasonable to expect of students who begin foreign language study at various points in the K-12 spectrum. This information is based on the assumption that "elementary programs (K-5) meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs meet daily for no less than 40-50 minutes; and high school programs meet the required time that equals four Carnegie units of credit (480 hours of seat time)" (ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS, 1999, p. 6) A K-12 language program sequence following these minimum guidelines would meet for no less than 1400 hours in order to reach Pre-advanced Learner Range performance.

(j) Varying learning rates, different learning styles, and the general language learning ability of students all affect how well second language acquisition will happen. The amount of time spent in language instruction greatly influences performance ability. It is important to note that

language proficiency is best developed when students start early and stay late in a sequential, articulated program. Haas (1998) states that learning a foreign language is not much different from learning other core curriculum subjects. In any area, students benefit from starting early and continuing through a long sequence of learning that grows and deepens as they mature (p. 43).

(k) For elementary sites, language certification for teachers is not required. However, teachers with language certification or teachers with language proficiency are preferred. In K-8 elementary sites, language certification for teachers of Grade 7 and/or 8 is required if students will receive high school credit for foreign language on their high school transcript.

(l) For middle school and junior high sites, language certification for teachers is required. For middle school and junior high sites giving high school credit for world languages, teachers must have secondary certification, and curriculum standards at the middle school or junior high level must equal requirements at the high school level.

(m) Oklahoma's world languages educators envision a future in which "ALL students will develop and maintain proficiency in English and at least one other language, modern or classical" (NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT, 1996, p. 7). As stated in the profession's national goals, communication is at the heart of second language study, whether the communication takes place face to face, in writing, or through reading. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language. Learning languages provides connections to additional bodies of knowledge that are unavailable to monolingual English speakers. Through comparisons and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways (NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT, 1996, p. 27). Students learn a language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency. Active use of language is central to the learning process; therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs (NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT, 1996, p. 37). The following graphic is a visual summary of Oklahoma Standards for World Languages. The communication goal is central to the attainment of all other goals. The other four goals (cultures, connections, comparisons, and communities) serve as a context for the development of interpretive, interpersonal, and presentational communication.

(n) In the Oklahoma World Languages Standards document there are five goals for each level of proficiency: communication, cultures, comparisons, connections and communities. For each of the five goals there are two or more student standards that describe what students should know and be able to do in the target language. For each standard, there are a list of progress indicators that specifically describe what students need to know and do within a specified proficiency range. After the progress indicators for each standard, there is a list of performance guidelines based on the ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS (1998). The performance guidelines describe how well a student will be able to perform the standard within the specified proficiency range. Following the performance guidelines there is a set of classroom examples that describe what types of sample activities appropriately reflect the standard addressed.

(o) The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Pre-advanced Level Range. These proficiency ranges represent a continuum of student development, reflecting the diversity of individual student learning, as opposed to levels of instruction which are typically defined by years or semesters of classroom instruction.

(p) Typically, the levels of language instruction are based on the time involved in the instruction. Because the implementation of world language programs in Oklahoma varies greatly from one context to another and entry into a foreign language program can occur at various grades, the levels of instruction are described as follows:

(q) Level I instruction may be achieved in three ways: (1) in the elementary grades, kindergarten through Grade 5 (depending on the type of program offered); or (2) varying programs of

instruction in middle school (comparable in content and contact hours to the course equivalent offered in high school); or (3) one Carnegie Unit (120 hours) of instruction in Grades 9-12.

(r) Level II is described as (1) instruction in middle school (depending on the type of program offered) after the successful completion of Level I in elementary school; or (2) one Carnegie Unit (120 hours) of instruction in high school after the successful completion of Level I in middle school or high school.

(s) Subsequent levels (Level III-VI) are described each as one Carnegie unit (120 hours) of instruction in high school after the successful completion of the previous level.

(t) Each proficiency range (Novice, Intermediate, Pre-advanced) may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, scheduling logistics, and other variables affecting student learning. The Novice Level Range starts in Level I and generally carries over into Level II. The Intermediate Level Range may be initiated in Level II with some students, and generally includes Level III, extending into Level IV. The Pre-advanced Level Range will usually incorporate instruction initiated in Level IV and possibly continuing through Level VI.

(u) The standards written in this Oklahoma world languages curriculum framework are for all languages taught in Oklahoma schools. Some languages, such as American Sign Language, Native American languages, and classical languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Native American languages emphasize oral skills, while written skills receive less emphasis. American Sign Language emphasize visual-gestural and interpretive communication.

210:15-3-133.1. Definitions [REVOKED]

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Articulation" means a foreign language program which provides for a gradual, sequential progression of knowledge and skills from level to level of language development.

"Authentic assessment" means assessments that evoke demonstrations of knowledge and skills in ways that are applied in the real world.

"Authentic materials" means resources including books, magazines, newspapers, brochures, menus, videos, recordings, etc., which are used by people in the target culture.

"Benchmark" means an interpretation of a performance standard according to age, grade, or developmental level.

"Circumlocution" means using alternate (roundabout) words and phrases to convey meaning or express an idea.

"Classical languages" means the forms of Latin and Greek used in ancient Greek and Latin literature.

"Cognate" means a word in the target language that looks like, or sounds like a word with the same meaning in English.

"Culture" means the term generally understood to include the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society.

"Curriculum framework" means a comprehensive document developed for a content area consisting of overarching goals, content standards, and performance standards. The curriculum framework serves as a guide to local school districts as they create a curriculum unique to their needs.

"Developmentally appropriate materials" means materials that correlate to age, grade, or proficiency level of the student.

"False start" means the natural tendency of a speaker to restate what has just been uttered in order to correct, clarify, or improve upon it.

"Idiomatic expressions" means expressions in one language that cannot be directly translated into another language.

"Intangible" means examples of these types of products: a dance, an oral tale, a sacred ritual, a system of education.

"Interpersonal mode of communication" means communication that is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and

clarifications can be made accordingly. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages. (ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS, 1998).

"Interpretive mode of communication" means communication that is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. (ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS, 1998).

"Overarching goals" means relatively brief, very general statements that describe what students should know and be able to do. They should reflect the best and most recent theory and research in that area. They are more general than content standards, but provide a framework into which content standards can be organized.

"Performance standards" means standards that describe how well students perform the content standards. Performance standards gauge the degree to which content standards have been attained by individuals or groups, indicating the nature of the evidence and the quality of student performance on agreed-upon tasks or measurement instruments.

"Perspectives" means the attitudes, ideas, beliefs, viewpoints, or values of a cultural group.

"Presentational mode of communication" means communication that refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. (ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS, 1998).

"Proficiency" means ability to communicate effectively in everyday real-life situations in both oral and written forms in the cultures where the language is spoken.

"Recombination" means the ability to use previously learned vocabulary and structures to create new and unique expressions.

"Sequential language learning" means language learned in a continuous related order. In an articulated, sequential program, courses are scheduled every year and teachers follow a curriculum that spirals learning objectives from year to year for the purpose of the students attaining communicative proficiency in the language learned.

"Tangible" means these types of products: a toy, a painting, an article of clothing, a cathedral, a piece of literature, a pair of chopsticks.

"Target culture" means the culture of the people who speak the target language.

"Target language" means the language that is being taught or learned.

210:15-3-134. Language(s) awareness k-grade 3 [REVOKED]

(a) **Standard—communication.** Students will communicate in languages other than English.

(1) Understand limited one- and two-word phrases, cognates, and social greetings.

(2) Speak with one- or two-word phrases such as reciting numbers, colors, classroom objects, etc.

(3) Develop careful listening skills.

(4) Read isolated words when strongly supported by visuals.

(5) Copy familiar words for labeling, identifying, and organizing purposes.

(b) **Standard—cultures.** Students will gain knowledge and understanding of other cultures.

(1) Develop an awareness of other cultures.

(2) Be able to identify areas of the world where the languages studied are spoken.

(3) Participate in developmentally appropriate cultural activities such as games and songs.

(4) Identify and reproduce distinctive cultural products of the culture of the languages studied.

(5) Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and daily classroom interactions.

(c) **Standard—connections.** Students will connect with other disciplines and acquire information.

(1) Use isolated words from other content areas (math, science, geography, etc.) in foreign language class activities.

- (2) View and listen to developmentally appropriate programs in the target language on topics from other content areas (math, science, geography, etc.);
- (d) **Standard—comparisons.** Students will develop insight into the nature of language and culture.
- (1) Be aware of the differences among cultures and respect those differences.
 - (2) Develop awareness that the world has many languages.
 - (3) Compare holidays and celebrations.
 - (4) Compare daily practices of people in the target cultures with their own.
- (e) **Standard—communities.** Students will use the language both within and beyond the school setting.
- (1) Develop an interest in future language(s) study.
 - (2) Explore the value of communicating in another language.
 - (3) Identify the target language in school and community environments.
 - (4) Participate in activities related to special events celebrated in the target culture(s).

210:15-3-135. Novice level range [REVOKED]

- (a) **Standard—interpersonal communication—speaking/writing.** Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.
- (1) Progress indicators.
 - (A) Initiate greetings, introductions, and leave taking.
 - (B) Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.
 - (C) Express personal needs, preferences, and feelings.
 - (D) Initiate simple commands.
 - (2) **Performance guidelines.**
 - (A) Use memorized phrases and short sentences when communicating.
 - (B) Use words and phrases primarily as lexical items without awareness of grammatical structure.
 - (C) Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.
 - (D) Rely on visual aids, gestures and repetitions to enhance communication.
 - (E) Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
 - (F) Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.
 - (G) Are understood primarily by those very accustomed to interacting with language learners.
 - (3) **Classroom examples.**
 - (A) Make five statements about yourself to a partner who must then agree or disagree with your self perception.
 - (B) Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.
 - (C) Ask/Answer questions with a partner about the age and names of family members.
 - (D) Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.
 - (E) Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.
 - (F) Introduce friends and family members to others.
- (b) **Standard—interpretive communication—listening/reading/Viewing.** Students will understand and interpret written and spoken language on a variety of topics.
- (1) **Progress indicators.**
 - (A) Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
 - (B) Understand key words in written material such as advertisements, schedules, and menus, etc.

(C) Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.

(D) Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.

(E) Respond to simple commands, familiar vocabulary, and language structures.

(2) Performance guidelines.

(A) Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.

(B) Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.

(C) Rely on personal background experience to assist in comprehension.

(D) Rely on repetition for understanding.

(E) Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.

(3) Classroom examples.

(A) Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).

(B) Read and understand simple official forms (e.g., hotel registration, passport and visa applications).

(C) Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.

(D) Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.

(E) Read advertisements from authentic magazines and list all of the cognates found in the ads.

(F) Listen to authentic songs and write the main ideas expressed.

(G) Listen to a conversation of two native speakers. Answer simple comprehension questions in English.

(H) Listen to a simple story several times. Then draw what happened in the story.

(e) Standard presentational communication—speaking/writing. Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

(1) Progress indicators.

(A) Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.

(B) Give simple commands and make requests of another person or group.

(C) Retell a simple story using familiar vocabulary and language structures.

(D) Write personal journals and send brief messages to friends.

(E) Dramatize student-created and/or authentic songs, short poems, skits or dialogs.

(2) Performance guidelines.

(A) Use memorized, short phrases and sentences in oral and written presentations based on familiar material.

(B) Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.

(C) Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.

(D) Reproduce familiar material in written presentations.

(E) Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.

(F) Are understood primarily by those very accustomed to interacting with language learners.

(3) Classroom examples.

(A) Give short, simple directions to a person about how to get to the grocery store from your school parking lot.

(B) Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.

(C) Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.

(D) Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.

(E) Use a highly practiced vocabulary and visuals, retell a children's story to the class or group.

(d) **Standard—practices of culture.** Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

(1) **Progress indicators.**

(A) Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.

(B) Identify some customs and traditions such as celebrations and holiday practices of the target culture.

(C) Participate in cultural activities such as games, songs, and dances of the target culture.

(D) Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members.

(E) Recognize and explore the process of stereotyping other cultures.

(2) **Performance guidelines.**

(A) Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.

(B) Use memorized phrases and short sentences when communicating in spoken or written formats.

(C) Rely on visual aids, gestures, and repetition to enhance comprehensibility.

(D) Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.

(E) Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own.

(F) Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

(3) **Classroom examples.**

(A) Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.

(B) Write your key pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key pal to respond with lists of personal interests.

(C) Identify and illustrate or perform a traditional custom or celebration.

(D) Initiate and respond to formal and informal telephone calls.

(e) **Standard—products of culture.** Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

(1) **Progress indicators.**

(A) Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture.

(B) Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts.

(C) Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports.

(D) Identify countries, regions, and geographic features where the target language is spoken.

(E) Extract samples of the culture's perspectives from popular media in the target culture.

(2) **Performance guidelines.**

(A) Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.

(B) Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.

(C) Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.

(D) Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.

(E) Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

(3) Classroom examples.

(A) Recite a poem/sing a song of the target language.

(B) Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.

(C) Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.

(f) Standard—interdisciplinary studies. Students will reinforce and further their knowledge of other content areas through the foreign language.

(1) Progress indicators.

(A) Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.

(B) Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content area classrooms (the arts, health, social studies, sciences, mathematics, English, etc.).

(2) Performance guidelines.

(A) Use memorized phrases and short sentences when communicating about selected content areas.

(B) Rely on visual aids, gestures and repetitions to enhance communication about other content areas.

(C) Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.

(D) Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.

(E) Rely on personal background experience to assist in comprehension.

(F) Rely on repetition for understanding.

(G) Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.

(3) Classroom examples.

(A) Use currency of the target culture to make change using bills and coins.

(B) Prepare a healthy menu using typical foods of the target culture.

(C) Use authentic instruments of the target culture to explore music and rhythms.

(D) Learn the solar system, parts of a plant, life cycle of a butterfly.

(g) Standard—distinctive Viewpoints. Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

(1) Progress indicators.

(A) Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).

(B) Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.

(2) Performance guidelines.

(A) Understand general oral and written information when enhanced by illustrations within highly predictable contexts.

(B) Increase their comprehension by looking for and recognizing key words or phrases.

(C) Rely on personal background information to help in understanding something they read or hear.

(D) Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.

(E) Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.

(3) Classroom examples.

(A) With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.

- (B) Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.
- (C) Use authentic sources to identify the current popular products of the target culture.
- (h) **Standard—language comparisons.** Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.
- (1) **Progress indicators.**
- (A) Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.
 - (B) Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation, etc.
 - (C) Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement, etc.
 - (D) Recognize identified idiomatic expressions that cannot be directly translated into their own language.
- (2) **Performance guidelines.**
- (A) Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.
 - (B) Rely heavily on visuals to get ideas across to the audience.
 - (C) Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.
- (3) **Classroom examples.**
- (A) Create a graphic organizer to compare language structures in English and the target language.
 - (B) Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.
 - (C) Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.
- (i) **Standard—culture comparisons.** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- (1) **Progress indicators.**
- (A) Identify similarities and differences in verbal and nonverbal behavior between cultures.
 - (B) Recognize cross-cultural similarities and differences in the practices of the culture studied.
 - (C) Identify cross-cultural similarities and differences in the products of the culture studied.
 - (D) Recognize cross-cultural similarities and differences in the perspectives within the target culture.
- (2) **Performance guidelines.**
- (A) Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.
 - (B) Rely heavily on visuals to get ideas across to the audience.
 - (C) Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own.
- (3) **Classroom examples.**
- (A) Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.
 - (B) Identify the significance of signs and symbols in the target culture.
 - (C) Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.
 - (D) Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.
 - (E) Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.
- (j) **Standard—school and community.** Students will use the language both within and beyond the school setting.

(1) Progress indicators.

(A) Identify professions/occupations which are enhanced by proficiency in another language.

(B) Practice oral or written use of the foreign language with people outside the classrooms.

(C) Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.

(D) Produce short skits, stories, poems, multimedia shows, etc., and present their works at school and/or in the community.

(2) Performance guidelines.

(A) Use memorized phrases or short sentences with very familiar topics.

(B) Write simple tasks, such as short messages or notes.

(C) Be accurate in pronunciation when presenting well-rehearsed materials.

(D) Understand general information when enhanced by visuals or gestures.

(3) Classroom examples.

(A) Keep an in-class log or chart of personal encounters with the target language outside of the school.

(B) Establish a pen pal/key pal correspondence with someone from the target culture.

(C) Locate/visit stores within the community that cater to the target culture.

(D) Listen to radio broadcasts and list recognizable words from the target culture.

(E) Teach basic expressions and level-appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.

(k) Standard—personal enrichment. Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

(1) Progress indicators.

(A) Demonstrate a willingness to interact with native speakers.

(B) Discover and explore a variety of entertainment sources representative of the target culture.

(C) Identify current issues of interest within the target culture.

(D) Discover and explore samples of art, literature, music, etc., representative of the target culture.

(2) Performance guidelines.

(A) Be understood primarily by those very accustomed to interacting with language learners.

(B) Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.

(C) Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.

(D) Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.

(3) Classroom examples.

(A) Use Web sites in the target language to make plans for a vacation in the target culture.

(B) Select an audio clip of favorite music in the target language and share it with other members of the class.

(C) Attend cultural events of the target culture within the community.

(D) Visit art exhibits of artists from the target culture.

(E) Learn a dance of the target culture and host a dance with music only from the target culture.

210:15-3-136. Intermediate level range [REVOKED]

(a) Standard—interpersonal communication—speaking/writing. Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

(1) Progress indicators.

- (A) Sustain a conversation on selected topics about themselves and others, using details and descriptions.
- (B) Ask and answer a variety of questions, giving reasons for their answers.
- (C) Express personal preferences and feelings with some explanation.
- (D) Initiate a series of commands.

(2) **Performance guidelines.**

- (A) Use strings of sentences when communicating on familiar topics.
- (B) Recombine learned vocabulary and structures to express their own thoughts within familiar contexts.
- (C) Use some paraphrasing and can find another way to express an idea/term to avoid a breakdown in communication, and can ask for clarification.
- (D) May mispronounce words in new context or words being read for the first time.
- (E) Continue to communicate with false starts and pause frequently to search for words when interacting with others.
- (F) Are understood by those accustomed to interacting with language learners.
- (G) Demonstrate control of present time and show evidence of some control of other time frames.

(3) **Classroom examples.**

- (A) Write an apology (e.g., for missing a birthday, date, hurting someone's feelings)
- (B) Tell what you or others will be doing five years from now and ask someone else about his/her future plans.
- (C) Give instructions to someone to do something (how to study for a test, what to do in case of an emergency).

(b) **Standard—interpretive communication listening/reading/Viewing.** Students will understand and interpret written and spoken language on a variety of topics.

(1) **Progress indicators.**

- (A) Understand spoken language that incorporates familiar vocabulary and structures including high frequency idioms.
- (B) Understand more detailed information in written advertisements, schedules, and menus.
- (C) Comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.
- (D) Comprehend the main idea and some supporting ideas of selected authentic written materials such as short stories, narratives, advertisements, and brochures on topics of personal interest.
- (E) Respond to a series of commands.

(2) **Performance guidelines.**

- (A) Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts.
- (B) Identify main ideas and some specific information on a limited number of predictable topics.
- (C) Use background knowledge to comprehend simple stories and personal correspondence.
- (D) Depend on the use of paraphrase and restatement in order to understand the message.
- (E) Infer meaning of some unfamiliar words in order to understand the gist of an oral or written text.

(3) **Classroom examples.**

- (A) Read and understand the directions for assembling a child's toy.
- (B) Read and understand the general meaning of a movie review.
- (C) Listen to and understand a native speaker describe a significant life event (e.g., obtaining his/her driving license, important sporting event, passing an exam, getting a job).
- (D) Listen to and understand a sequence of directions about what to do during a tornado.

(c) **Standard—presentational communication—speaking and writing.** Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

(1) **Progress indicators.**

- (A) Describe in written or spoken format a short presentation on familiar topics (e.g., school, community, or personal experiences).
- (B) Give directions to someone in order to complete a multistep task.
- (C) Recount an event incorporating some description and detail.
- (D) Write one-page compositions and letters.
- (E) Present student-created and/or authentic short plays, stories, skits, poems and songs.

(2) **Performance guidelines.**

- (A) Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about familiar topics.
- (B) Communicate oral and written information with sufficient accuracy that listeners and readers understand most of what is presented.
- (C) Make occasional use of paraphrasing and can find another way to express an idea/term to avoid a breakdown in communication, and make efforts at self-correction.
- (D) Supplement their basic vocabulary for both oral and written presentations with expressions acquired from other sources such as dictionaries.
- (E) Continue to pause to search for words and shows some interference from the native language when attempting to present less familiar material.
- (F) Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners.
- (G) Formulate oral and written presentations primarily in present time but also, with preparation, in past and future time.

(3) **Classroom examples.**

- (A) Give excuses or explanations for why you were late for class or why you did not do your work.
- (B) Retell a familiar fairy tale or short story.
- (C) Write a diary entry about an event that happened in the past, including background information and circumstances.

(d) **Standard—practices of culture.** Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

(1) **Progress indicators.**

- (A) Interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.
- (B) Explain in simple terms the reasons for different traditions and customs of the target culture.
- (C) Experience cultural and social activities common to a student of similar age in the target culture such as school life, sports, music and other entertainment.
- (D) Identify and discuss perspectives typically associated with the target culture's business practices.
- (E) Discuss some commonly held generalizations about the target culture.

(2) **Performance guidelines.**

- (A) Begin to use culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors outside the memorized context.
- (B) Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about cultural practices.
- (C) Demonstrate some cultural knowledge in oral and written presentations.
- (D) Recognize the reflections of practices, products, and perspectives of the target culture in oral and written texts.
- (E) Use knowledge of their own culture and that of the target culture to communicate more accurately about cultural practices.
- (F) Supplement their basic vocabulary about cultural practices from other sources such as dictionaries.
- (G) Use the student's native language when the investigation of cultural perspectives extends beyond the Intermediate Level Range.

(3) **Classroom examples.**

- (A) Prepare messages on video or audio tape to be sent to peers in the target culture on topics of shared personal interest in their daily lives at home or at school.
- (B) Teach the class how to play a game/sport of the target country.

(C) Prepare a presentation (written report, poem, dramatization) which describes ways in which the learner's views about the target culture have changed over time.

(D) View a video depicting a cultural celebration and write a short letter in the language describing it and explaining its origin.

(E) Using the Internet, research information about several common businesses in the target country and document such things as store hours, requirements for employment, and acceptable methods of payments.

(e) **Standard—products of culture.** Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

(1) **Progress indicators.**

(A) Explain the significance of objects, images, and symbols, and products of the target culture.

(B) Describe major contributions and historical figures from the target culture including contributions in science, mathematics, government, and fine arts.

(C) Identify the influence of the target culture on the products of the U.S.

(D) Explain the impact of the target country's geography on daily life in the target culture.

(E) Identify the target culture's basic perspectives in its art, literature, music, dance, etc.

(2) **Performance guidelines.**

(A) Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about cultural products.

(B) Recognize the reflections of practices, products, and perspectives of the target culture in oral and written texts.

(C) Demonstrate some cultural knowledge about cultural products in oral and written presentations.

(D) Use the student's native language when the investigation of cultural perspectives extends beyond the intermediate proficiency range.

(3) **Classroom examples.**

(A) After reading about the lives of famous people of the target culture, the learner will summarize in writing and present orally information about one of the famous people.

(B) Create and explain a visual display which illustrates the influence of the target culture on the student's home culture.

(C) Develop a timeline which illustrates major contributions of the culture to the world community.

(D) Write a letter describing how to get to a specific place in the target culture, including means of transportation, directions, landmarks, and distance.

(E) Paint an animal of your choice in the style of an artist from the target country.

(F) Research and report on the symbolism found in the colors and symbols on the national flag of the target culture.

(f) **Standard—interdisciplinary studies.** Students will reinforce and further their knowledge of other content areas through the foreign language.

(1) **Progress indicators.**

(A) Transfer and apply information and skills from other content areas (the arts, health, social studies, sciences, mathematics, English, etc.) to the target language classroom.

(B) Apply the information gathered through target language resources in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English) in order to supplement learning.

(2) **Performance guidelines.**

(A) Use strings of sentences when communicating in oral or written contexts on familiar topics in selected content areas.

(B) Recombine learned vocabulary and structures to express their own thoughts within familiar contexts.

(C) Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts about selected content areas.

(D) Identify main ideas and some specific information on a limited number of predictable topics in selected content areas.

(3) **Classroom examples.**

- (A) Explore the measuring system used in the target culture.
- (B) Present a dramatization of an historical event.
- (C) Prepare, conduct, and record results of a science experiment in the target language.
- (D) Use weather reports in newspapers to compare temperatures in Fahrenheit and Celsius.
- (E) Explain the historical reason for the origin or the geographical names found in the United States that are derived from the target language.

(g) **Standard—distinctive Viewpoints.** Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

(1) **Progress indicators.**

- (A) Using authentic target language sources, (such as the Internet, books and magazines) acquire and apply information about the target culture.
- (B) Use authentic sources to explore the distinctive perspectives of the foreign culture.

(2) **Performance guidelines.**

- (A) Understand longer, more complex oral and written information in familiar contexts.
- (B) Identify main ideas and some specific information on a limited number of topics found in the target culture.
- (C) Determine meaning by using contextual clues.
- (D) Are helped by the use of redundancy, paraphrase, and restatement in order to understand the message.
- (E) Use strings of sentences to describe distinctive viewpoints of the target culture.
- (F) Use the student's native language only when the discussion of distinctive viewpoints extends beyond the Intermediate Level Range.

(3) **Classroom examples.**

- (A) Using a Web site for a department store in the target culture, identify the popular product lines you might not find in the U.S.
- (B) Apply the grammatical knowledge acquired in the foreign language to achieve a better understanding of English grammatical structures.
- (C) Show how the works of artists in the target culture have influenced the arts in the home culture.

(h) **Standard—language comparisons.** Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

(1) **Progress indicators.**

- (A) Explore the historical and cultural reasons for cognates and borrowed words.
- (B) Use knowledge of sound and writing systems (including stress, intonation, punctuation, etc.) to communicate on topics of personal interest.
- (C) Contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in their own language.
- (D) Use appropriate idiomatic expressions in limited settings.

(2) **Performance guidelines.**

- (A) Understand general concepts about language comparisons.
- (B) Express their own thoughts using sentences/strings of sentences when describing language structure comparisons.
- (C) Rely on paraphrase and restatement in order to understand or communicate about language structure comparisons between cultures.

(3) **Classroom examples.**

- (A) Compare the target language and English titles for movies originating in the U.S. to determine whether the title in the target language is a literal translation of the English title, or if the title in the target language is meant to be a representation of the movie content.
- (B) Identify terms of respect and terms of affection used in the target language and compare them to terms used in English.
- (C) Discuss the various command forms of the target language compared with only one command form of English.
- (D) Discuss the idea of past tense in English and compare it to the past tense(s) of the target language.

(i) **Standard—culture comparisons.** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

(1) **Progress indicators.**

(A) Give simple descriptions of the similarities and differences in verbal and non-verbal behavior between cultures.

(B) Give basic descriptions of cross-cultural similarities and differences in the practices of the target culture.

(C) Give basic descriptions of cross-cultural similarities and differences in the products of the target culture.

(D) Give simple descriptions of cross-cultural similarities and differences in the perspectives of the target culture.

(2) **Performance guidelines.**

(A) Express their own thoughts using sentences/strings of sentences when describing cultural comparisons between the culture studied and their own.

(B) Understand general concepts about cultural similarities and differences.

(C) Rely on paraphrase and restatement in order to understand or communicate about cross-cultural comparisons.

(3) **Classroom examples.**

(A) Listen to a song always associated with a particular celebration in the target culture and compare it to the song sung in the U.S. for the same celebration.

(B) Use Web sites, magazines, movies, and television programs to collect information about the favorite stars in the target culture. Compare them with the favorites in the U.S.

(C) Compare the symbols/landmarks of the American culture to those found in the target culture.

(j) **Standard—school and community.** Students will use the language both within and beyond the school setting.

(1) **Progress indicators.**

(A) Investigate and/or participate in activities where the ability to communicate in a second language is beneficial, such as local business visitations, exchange programs, and sister city projects.

(B) Communicate with others who speak or have a working knowledge of the language about a variety of topics, such as sports, hobbies, or current events.

(C) Establish contact with a native speaker through Internet, e-mail, personal travel, etc.

(D) Take part in language-related activities to benefit their school and/or community such as tutoring, interpreting, or public performance.

(2) **Performance guidelines.**

(A) Express their own thoughts using sentences/strings of sentences on familiar topics.

(B) Demonstrate control of present time and some control of other time frames.

(C) Describe and narrate in oral and written presentations on familiar topics.

(D) Understand main ideas and some specific information on a limited number of topics.

(3) **Classroom examples.**

(A) Use the target language to communicate with speakers of the target culture while on community service projects/trips.

(B) Listen to personal accounts from people who speak more than one language.

(C) Keep a log of personal encounters with the target language in the school and community.

(D) Research topics of interest in magazines, newspapers or on the Web.

(k) **Standard—personal enrichment.** Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

(1) **Progress indicators.**

(A) Exchange information with native speakers about topics of personal interest.

(B) Explore various target language resources to expand their knowledge of individual hobbies or interests.

(C) Research current issues of interest using various foreign language/culture sources.

(D) Demonstrate extracurricular use of target language media as a source of entertainment.

(2) **Performance guidelines.**

- (A) Are understood by those very accustomed to interacting with language learners.
- (B) Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven.
- (C) Rely on the use of paraphrase and restatement in order to enhance comprehensibility in both oral and written presentations.
- (D) Express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics.

(3) **Classroom examples.**

- (A) Students will identify their "ideal home" and then use a Web site of homes for sale in the target culture to find a good match.
- (B) View videos, television programs, and/or movies of interest in the target language.
- (C) Invite/interact with classmates who are native speakers of the target language to school functions and interact with them in the target language.
- (D) Attend a service or meeting conducted in the target language.

210:15-3-137. Pre-advanced level range [REVOKED]

(a) ~~Standard interpersonal communication speaking/writing.~~ Students will engage in conversations, and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

(1) **Progress indicators.**

- (A) Initiate, sustain and conclude communication on a variety of topics.
- (B) Ask and answer a variety of questions that require follow-up questions and responses for more information.
- (C) Support personal preferences, feelings, opinions with more complete explanation.
- (D) Persuade another person to do something.

(2) **Performance guidelines.**

- (A) Use connected sentences and/or paragraphs when communicating on a variety of familiar topics, making use of transition words and phrases.
- (B) Interact with others in more complicated or unfamiliar contexts using vocabulary from a variety of topics.
- (C) Ask for clarification and suggest alternative words to ensure understanding.
- (D) Be able to use rules of pronunciation to correctly pronounce new words.
- (E) Use language more confidently and with fewer pauses.
- (F) Be understood by native speakers unaccustomed to interacting with language learners.
- (G) Demonstrate sustained control of basic structures in present time and partial control of more complex structures and time frames in the past and future.

(3) **Classroom examples.**

- (A) In a panel discussion, discuss what constitutes a healthy diet and its impact on health.
- (B) Introduce yourself to an incoming freshman and give him/her pointers on how to survive at your school.
- (C) With three or four classmates debate the issue of whether family life is more or less important in today's world.

(b) ~~Standard interpretative communication listening/reading/Viewing.~~ Students will understand and interpret written and spoken language on a variety of topics.

(1) **Progress indicators.**

- (A) Understand spoken language that incorporates more advanced vocabulary and structures, including idiomatic expressions.
- (B) Understand more complex written materials in both concrete and abstract contexts.
- (C) Comprehend the main ideas and supporting ideas of oral and written presentations, and selected authentic materials, including videos, radio and television broadcasts, and Internet resources.
- (D) Analyze the main elements of authentic literary texts.
- (E) Respond appropriately to compound directions, instructions, and commands.
- (F) Research and synthesize information from a variety of sources.

(2) **Performance guidelines.**

- (A) Demonstrate growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.
- (B) Understand main ideas and significant details on a variety of topics.
- (C) Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use.
- (D) Apply rules of language to construct meaning from oral and written text.
- (E) Move beyond literal comprehension toward more critical reading and listening.

(3) **Classroom examples.**

- (A) Read and understand an article in popular magazines and be able to give a brief global summary and find specific facts.
- (B) As the teacher describes the scene in a well-known painting, draw as you visualize it.
- (C) Listen to and understand excerpts from a film/play and demonstrate comprehension of plot and character traits.

(e) **Standard—presentational communication—speaking/writing.** Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

(1) **Progress indicators.**

- (A) Describe in written or spoken format a presentation on a topic of personal interest.
- (B) Give a series of directions to someone, coaching the person in order to complete the tasks.
- (C) Recount an event with substantive description and detail.
- (D) Write formal compositions and letters for a variety of purposes.
- (E) Present student-created works and excerpts of authentic literature.

(2) **Performance guidelines.**

- (A) Report, narrate, and describe, using paragraph length and longer forms of discourse in oral and written presentations on topics of personal, school, and community interest.
- (B) Demonstrate conscious efforts at correct formulation and self-correction by use of self-editing.
- (C) Make use of simplification, reformulation, and circumlocution to enhance written and oral communication.
- (D) Demonstrate control of an extensive vocabulary from a variety of topics.
- (E) Use language with ease and with few pauses.
- (F) Make use of a variety of resource materials and presentation methods to enhance communication.
- (G) Possibly show some inaccuracies and interference from the native language when presentations deal with multiple time frames.

(3) **Classroom examples.**

- (A) Narrate an accident that you have experienced or witnessed.
- (B) Write and perform an original dialog based on two characters from a film or text.
- (C) Write a complaint about a familiar topic (dress code, food in the cafeteria, choice of course offerings) and give suggestions for changes.
- (D) Speculate about what life would be like elsewhere (on the moon, under the sea, in the target culture).
- (E) Present yourself in a job interview, explain your qualifications, why you want the job, why you would be better than other applicants, etc. (This presentation may be videotaped.)

(d) **Standard—practices of culture.** Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

(1) **Progress indicators.**

- (A) Interact according to the social and cultural requirements of most social and some formal contexts.
- (B) Discuss inappropriately used verbal and nonverbal expressions and analyze the cultural implications.
- (C) Participate in and analyze cultural events.
- (D) Exhibit deeper knowledge of historical background of the target culture that explain their cultural practices.
- (E) Analyze some commonly held generalizations about the target culture.

(2) **Performance guidelines.**

- (A) Use language increasingly reflective of authentic cultural practices and perspectives.
- (B) Describe cultural practices by using connected narrative and descriptive sentences in present and other time frames.
- (C) Use culturally appropriate vocabulary, idioms, and nonverbal behaviors in an authentic situation.
- (D) Integrate culturally embedded words, phrases, and idioms in everyday communication.
- (E) Communicate with a fairly high degree of facility when making oral and written presentations about well-researched topics of cultural practices.
- (F) Apply understanding of cultural practices to enhance comprehension of oral and written texts.

(3) Classroom examples.

- (A) Read a short passage about the origins of a custom or cultural celebration in the language and do a presentation on it using the language.
- (B) Report on information gained from authentic texts (newspapers, magazines, letters, e-mail) on how people in the target culture view the role of the U.S. in world affairs.
- (C) Write a report giving examples of how media and texts in the target language reflect patterns of behavior, beliefs, and attitudes.

(e) Standard—products of culture. Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

(1) Progress indicators.

- (A) Research the cultural significance of objects, images, and symbols of the target culture.
- (B) Describe the target culture through its visual arts, architecture, literature, and music.
- (C) Describe the role and significance of the contributions of the target culture in today's world.
- (D) Research an environmental issue from the target country and use the language to tell/write of its impact on the target country.
- (E) Identify some of the target language's literary masterpieces and authors and explore the cultural perspectives representative of their work.

(2) Performance guidelines.

- (A) Describe cultural products by using connected narrative and descriptive sentences in present and other time frames.
- (B) Integrate culturally embedded words, phrases, and idioms in everyday communication.
- (C) Use language increasingly reflective of authentic cultural products and perspectives.
- (D) Communicate with a fairly high degree of facility when making oral and written presentations about well-researched topics on cultural products.

(3) Classroom examples.

- (A) You are a tour guide in a tourist area of the target country. Give information about the sites to the group of tourists as the tour bus drives through the area.
- (B) While participating in a conversation with peers and/or adults, exchange information/opinions about causes and consequences of an historical event in the target language country.
- (C) After reading a literary text (short story, poem, novel, drama or viewing a film in the target language), participate in a panel presentation and share viewpoints/opinions about the text/film.
- (D) Prepare a display and orally present information about commercial trade patterns between the home and target culture.

(f) Standard—interdisciplinary studies. Students will reinforce and further their knowledge of other content areas through the foreign language.

(1) Progress indicators.

- (A) Interpret information and apply skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) to the target language classroom.
- (B) Locate target language resources in order to analyze and synthesize information for use in other content areas (such as the arts, health, social studies, sciences, mathematics, English).

(2) Performance guidelines.

- (A) Use connected sentences and/or paragraphs when communicating on a variety of familiar topics studied in selected content areas.
- (B) Interact with others on information learned in other selected content areas.
- (C) Understand main ideas and significant details on topics studied in selected content areas.
- (D) Make use of a variety of resource materials and presentation methods to enhance communication.

(3) Classroom examples.

- (A) Measure and record distances, weights, and capacities of a variety of objects using the measuring system of the target cultures.
- (B) Make a display and orally present information about careers that require communicative competence in the target language.
- (C) Research the importance of a major historical event in the target culture.
- (D) Read newspaper accounts of the same event in English and the target language to compare the treatment of the event.
- (E) Demonstrate understanding of maps, graphs, charts, and other visuals by responding to questions that require the learner to identify patterns, note trends, and draw conclusions.

(g) Standard—distinctive Viewpoints. Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

(1) Progress indicators.

- (A) Synthesize information about the target culture, using authentic sources.
- (B) Use authentic sources to analyze the distinctive perspectives of the target culture.

(2) Performance guidelines.

- (A) Understand more complex written materials in both concrete and abstract contexts.
- (B) Apply rules of language to construct meaning from oral and written text.
- (C) Comprehend the main ideas and supporting ideas of oral and written presentations.
- (D) Use connected sentences and/or paragraphs when communicating about distinctive viewpoints of the target culture.

(3) Classroom examples.

- (A) Access the Internet to find information about AIDS in the target culture.
- (B) Using authentic popular music, identify cultural perspectives associated with the target culture.
- (C) Use information gained from authentic texts to develop a timeline which illustrates major contributions of the target culture to the world community.
- (D) Research the interpretation of the same historical event from the home culture and the target cultures' points of view.

(h) Standard—language comparisons. Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

(1) Progress indicators.

- (A) Have some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future.
- (B) Apply knowledge of sound and writing systems in spontaneous communicative situations.
- (C) Use knowledge of structural patterns of their own language and the target language for effective communication.
- (D) Apply idiomatic expression in a variety of social contexts.

(2) Performance guidelines.

- (A) Use connected sentences and/or paragraphs when communicating about basic language comparisons between cultures.
- (B) Use more specialized and precise vocabulary when describing language structure comparisons.
- (C) Use background knowledge to deduce meaning and to understand complex information about language structures.
- (D) Be able to clarify details about language structures by asking questions.

(3) Classroom examples.

- (A) Compare how people express apologies, condolences, praise, reprimands, requests, etc., in the target language and English.
- (B) Analyze the differences among grammatical structures in English and the target language.
- (C) Explore authentic materials to find new words adapted from English.
- (D) Role-play a shopping situation in a foreign market place using appropriate idiomatic expressions.

(i) **Standard—culture comparisons.** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

(1) **Progress indicators.**

- (A) Apply appropriate verbal and nonverbal behavior between cultures.
- (B) Analyze cross-cultural similarities and differences in the practices of the culture studied.
- (C) Analyze cross-cultural similarities and differences in the products of the culture studied.
- (D) Analyze and infer cross-cultural similarities and differences in the perspectives of the culture studied.

(2) **Performance guidelines.**

- (A) Use connected sentences and/or paragraphs when communicating about similarities and differences between the culture studied and their own.
- (B) Use more specialized and precise vocabulary when describing cultural similarities and differences between cultures.
- (C) Use background knowledge to deduce meaning and to understand complex information about cultural similarities and differences.
- (D) Be able to clarify details about cultural differences by asking questions.

(3) **Classroom examples.**

- (A) Study murals painted in both the USA and in the target culture and compare their artistic styles and political messages.
- (B) Discuss the similarities and differences of folk legends in the target culture with those found in the student's own culture.
- (C) Analyze the differences of the concept of life/death between the target culture and the student's own culture.
- (D) Discuss the similarities and differences in the perspectives of time/money/work ethic between the two cultures.
- (E) Explore how ceremonies such as weddings or funerals differ between the target culture and the student's own culture.

(j) **Standard—school and community.** Students will use the language both within and beyond the school setting.

(1) **Progress indicators.**

- (A) Research the benefits of being able to communicate in more than one language.
- (B) Interact appropriately in the target language in real-life situations.
- (C) Maintain ongoing personal contact with a native speaker.
- (D) Provide services such as tutoring, interpreting, and public performances within and beyond the school community using the target language.

(2) **Performance guidelines.**

- (A) Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting on topics of personal, school, and community interest.
- (B) Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.
- (C) May encounter difficulty comprehending language dealing with abstract topics.
- (D) Understand main ideas and significant details on a variety of topics, although comprehension may be uneven.

(3) **Classroom examples.**

- (A) Using e-mail communication, survey students in the target culture concerning U.S. involvement in world affairs and then compile and analyze the data.
- (B) Intern with someone from the business community who uses the target language at work.

- (C) Volunteer to interpret for a community service, such as a clinic, that serves speakers of the target language.
 - (D) Interview bilingual professionals to find out how being bilingual has enhanced opportunities in their field.
 - (E) Prepare and conduct a survey among corporations and businesses to identify second language skills required of their employees.
- (k) **Standard—personal enrichment.** Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
- (1) **Progress Indicators.**
 - (A) Initiate and sustain long-term associations with others proficient in the language.
 - (B) Use a variety of sources for entertainment or personal growth such as films, books, Internet, or social events.
 - (C) Critically discuss current issues of the target culture.
 - (D) Pursue personal interests in various aspects of the target culture.
 - (2) **Performance guidelines.**
 - (A) Are able to be understood by those with whom they interact, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message.
 - (B) Understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven.
 - (C) Occasionally do not comprehend but usually are able to clarify details by asking questions.
 - (D) Formulate paragraph-length and longer oral and written presentations in present time, on topics of personal, school, community and global interest.
 - (E) May show some inaccuracies and/or interference from the native language when presentations deal with multiple time frames and/or other complex structures.
 - (3) **Classroom examples.**
 - (A) Participate in a study abroad program and/or host an exchange student from the target culture.
 - (B) Interact with an exchange student in the target language.
 - (C) Volunteer in the community where the target language can be utilized.
 - (D) Attend performances presented in the target language.
 - (E) Using electronic media, report on current events from the target culture.
 - (F) Using the target language, teach others the rules and strategies of a popular sport of the target culture.

PART 17. HEALTH/SAFETY EDUCATION [REVOKED]

210:15-3-147. Health and safety education [REVOKED]

- (a) The PRIORITY ACADEMIC STUDENT SKILLS (PASS) for Health and Safety represent standards that describe what students should know concerning health and safety. The standards are categorized under the following: Health and Safety Literacy, Responsible Health and Safety Behavior, and Health and Safety Advocacy. A well-informed, self-directed student has the foundation for leading a healthy, productive life. By recognizing that many health problems and causes of premature death can be prevented, children can reduce many of the risks generally encountered during adolescence and adulthood.
- (b) Children and adolescents must be healthy in order to learn, and must learn in order to be healthy. The knowledge, attitudes, and skills developed as a result of effective Comprehensive School Health and Safety Education programs will enable individuals to make informed choices that affect personal, family, and community health for a lifetime.

210:15-3-147.1. Definitions for health and safety [REVOKED]

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Abstinence" means refraining from an addictive behavior.

"Addiction" means the unhealthy, continued involvement with a mood-altering object or activity in spite of harmful consequences.

"Conflict" means simultaneous existence of incompatible demands, opportunities, needs, or goals; an emotional state that arises when the behavior of one person interferes with the behavior of another.

"Conflict resolution" means a concerted effort by all parties to resolve points of contention in a constructive manner.

"Drug abuse" means the excessive use of a drug.

"Health promotion" means combining educational, organizational, policy, financial, and environmental supports to help people change negative health behaviors.

"HIV (human immunodeficiency virus)" means the slow-acting virus that causes AIDS.

"Nonverbal communication" means all unwritten and unspoken messages, both intentional and unintentional.

"Pathogen" means a disease-causing agent.

"Refusal skills" means skills used to say "NO" to an unhealthy behavior, action or to leave a situation of danger.

"Stress" means mental and physical responses to change.

"Stress management skills" means techniques that can be used to cope with the harmful effects produced by stress.

210:15-3-148. Health and safety education for grades 1 through 4 [REVOKED]

(a) ~~Health and safety literacy.~~

(1) ~~Standard.~~ The student will comprehend concepts related to health promotion, disease prevention, and safety practices.

~~(A) Describe the various responsibilities of family members for health promotion and disease prevention.~~

~~(B) Determine the first-aid methods for bee stings, burns, bleeding, and choking.~~

~~(C) Explain the need for obeying safety rules at home, school and play (i.e., bicycle, water, fire, vehicle, firearm, bus, playground, pedestrian).~~

~~(D) Name signs and symptoms for eye, ear, and dental problems and demonstrate good practices of self-care.~~

~~(E) Identify the major parts of the body (e.g., head, trunk, and limbs) and describe their functions.~~

~~(F) Define the term "illegal drug" and understand the use of prescribed medicine versus using drugs abusively.~~

~~(G) Identify ways that injuries may be prevented.~~

~~(H) Examine the relationship between physical and emotional health.~~

~~(I) Analyze how the family influences personal health and safety.~~

~~(J) Identify common health problems of children and adolescence.~~

~~(K) Identify the basic structure and functions of the human body systems.~~

(2) ~~Standard.~~ The student will demonstrate the ability to access accurate health and safety information.

~~(A) Identify the need for medical checkups and other health-care procedures and the role of health-care workers.~~

~~(B) Demonstrate and describe fire-escape routines, seat belt and bicycle helmet use, burn prevention and traffic signs and signals.~~

~~(C) Identify potential safety hazards at home, school, and play; and name places and people who can provide help.~~

~~(D) Investigate sources of health information (e.g., people, place, and products).~~

~~(E) Interpret the meaning of warning labels and signs on hazardous substances.~~

~~(F) Determine the characteristics of valid health information and health-promoting products and services.~~

~~(G) Compare the costs and validity of health products.~~

~~(H) Identify situations requiring professional health services.~~

~~(I) Define "addiction" and examine the addictive effects of alcohol, tobacco and other drugs.~~

~~(J) Investigate the harmful effects of nicotine on the human body.~~

(b) ~~Responsible health and safety behavior.~~

(1) **Standard.** The student will know health-enhancing behaviors and how to reduce health risks:

- (A) Identify and practice good personal health habits.
- (B) Examine safe and unsafe behaviors.
- (C) Handle anger in a positive way.
- (D) Differentiate between threatening and nonthreatening environments.
- (E) Demonstrate methods and procedures of avoiding threatening situations and how to seek help.
- (F) Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources.
- (G) Practice refusal skills (saying "no") pertaining to the use of alcohol, nicotine, inhalants, and other harmful substances.
- (H) Identify appropriate behavior for interacting with others at school and identifying positive ways to resolve problems.
- (I) Practice refusal skills (saying "no") pertaining to contact with strangers.
- (J) Describe and compare behaviors that are safe to those that are risky or harmful.
- (K) Apply skills to manage stress.

(2) **Standard.** The student will analyze the influence of media, technology, culture, and other factors on health and safety:

- (A) Identify ways in which media, technology, and other sources provide information about health and safety.
- (B) Examine cultural differences that impact health and safety practices.
- (C) Describe how media influences thoughts, feelings, and health/safety behaviors.
- (D) Analyze how information from school and family influences health and safety.
- (E) Identify and define bullying behaviors.
- (F) Practice skills to diffuse and avoid a "bully."
- (G) Understand how to report bullying behaviors.

(3) **Standard.** The student will demonstrate the ability to use interpersonal communication skills to enhance health and well-being:

- (A) Interpret various kinds of verbal and nonverbal communication.
- (B) Demonstrate care and consideration of others.
- (C) Utilize positive communications skills when expressing needs, wants, and feelings.
- (D) Practice conflict resolution skills.
- (E) Identify the skills needed to be a responsible friend and family member. (e.g., helping others, sharing, doing chores).
- (F) Formulate refusal skills to use in potentially harmful or dangerous situations.
- (G) Describe healthy ways to handle feelings and emotions.
- (H) Practice anger management skills.
- (I) Identify forms of harassing behaviors.
- (J) Recognize the difference between teasing and bullying behaviors.

(4) **Standard.** The student will demonstrate the ability to use goal setting and decision-making skills to enhance health and safety:

- (A) Describe health problems or situations that require the help of a trusted adult. (e.g., child abuse).
- (B) Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules).
- (C) Demonstrate the ability to apply a decision-making process to health and safety issues and problems.
- (D) Establish a personal health goal and track progress toward its achievement.

(5) **Standard.** The student will become an advocate for health and safety enhancement of self, family and community:

- (A) Describe various ways to share health information.
- (B) Examine in a variety of ways the ability to convey accurate health information and ideas to both individuals and groups.
- (C) Identify community agencies that support healthy families, individuals, and communities.
- (D) Practice methods for assisting others in making positive healthy and safe choices.

(E) Demonstrate the ability to work cooperatively when advocating for health and safety for individuals, family, and community.

210:15-3-149. Health and safety education for grades 5 through 8 [REVOKED]

(a) ~~Health and safety literacy.~~

(1) ~~Standard.~~ The student will comprehend concepts related to health promotion, disease prevention, and safety practices.

(A) Analyze how environment and personal health are interrelated.

(B) Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.

(C) Examine potential hazards at home, school and play; describe methods for prevention and procedures to follow in the event of an emergency.

(D) Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels.

(E) Identify and demonstrate violence prevention skills such as peer mediation, anger management, conflict resolution and impulse control skills.

(F) Demonstrate basic first aid skills.

(G) Describe the effects various diseases (e.g., cancer, diabetes) have on the body systems.

(H) Determine the structure and purpose of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal.

(I) Identify ways to protect oneself from abuse.

(J) Examine the risks and identify destructive effects of alcohol, tobacco, steroids and other drugs on body systems.

(K) Analyze the interrelationship of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal.

(L) Describe the dangers of prescription medication abuse.

(M) Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control.

(N) Identify individual and community responsibilities for protecting the environment and promoting community health and safety.

(2) ~~Standard.~~ The student will demonstrate the ability to access valid health information and health promoting products and services.

(A) Analyze situations requiring professional health services.

(B) Analyze the cost and accessibility of health care services.

(C) Demonstrate the ability to utilize resources including technology from home, school, and community in locating valid health information.

(D) Analyze how media influences the selection of health information and products.

(b) ~~Responsible health and safety behavior.~~

(1) ~~Standard.~~ The student will demonstrate the ability to practice health enhancing behaviors and reduce health and safety risks.

(A) Describe and practice refusal skills pertaining to the use of alcohol, nicotine, caffeine, inhalants, and other harmful substances.

(B) Practice positive ways to resolve conflicts.

(C) Examine how social pressures affect participation in risk taking activities (e.g., using inhalants, steroids).

(D) Identify ways to resolve problems and prevent violence.

(E) Describe techniques for coping with personal loss.

(F) Interpret physical and mental consequences of a poorly balanced diet and explain how diet choices, based upon fads, may provide inadequate nourishment and cause health problems.

(G) Distinguish between safe, risky, and harmful behaviors in relationships.

(H) Analyze a personal health assessment to determine strengths and risks.

(I) Demonstrate strategies to manage stress.

(J) Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs.

- (K) Investigate how to report potential dangerous situations to appropriate authorities (e.g., violence, health, or safety risks).
- (2) **Standard.** The student will analyze the influence of culture, media, technology, and other factors on health and safety.
- (A) Analyze the influence of technology on personal and family health and safety.
 - (B) Examine the influence of cultural beliefs on health behaviors and use of health services.
 - (C) Analyze knowledge of how information from peers influences health and safety.
 - (D) Identify how media messages influence health behavior and choices.
- (3) **Standard.** The student will use interpersonal skills to enhance health and safety.
- (A) Identify verbal and nonverbal communication.
 - (B) Describe and identify a need, want, and feeling.
 - (C) Formulate refusal skills that enhance health and safety.
 - (D) Demonstrate nonviolent strategies to resolve conflict.
 - (E) Distinguish between positive and negative behaviors used in conflict situations.
 - (F) Demonstrate the ability to communicate consideration, caring, and respect for self and others.
 - (G) Identify characteristics of good listening skills that build and maintain healthy relationships.
- (4) **Standard.** The student will demonstrate the ability to use goal setting and decision-making skills to enhance health.
- (A) Establish personal health goals and record progress towards achievement.
 - (B) Identify healthy leisure time activities (e.g., family outing, sports, board games).
 - (C) Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively.
 - (D) Analyze how personal health goals are influenced by changing information, priorities, and responsibilities.
 - (E) Develop a plan that identifies personal strengths, needs, and health risks.
- (5) **Standard.** The student will become an advocate for health and safety enhancement of self, family, and community.
- (A) Interpret information and analyze personal opinions concerning health and safety issues.
 - (B) Demonstrate the ability to work cooperatively when advocating for healthy and safe communities.
 - (C) Demonstrate the ability to influence and support others in making positive health and safety choices.
 - (D) Examine various methods for communicating health information and ideas.

210:15-3-150. Health and safety education for grades 9 through 12 [REVOKED]

- (a) **Standard.** The student will comprehend concepts related to health promotion, safety, and disease prevention.
- (1) Illustrate how nutritional requirements vary in relationship to age, gender, physical activity and health conditions.
 - (2) Identify and demonstrate ways to protect oneself from abuse.
 - (3) Describe the structure and function of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal.
 - (4) Analyze how behavior can impact health maintenance and disease prevention.
 - (5) Describe the impact of personal health behaviors and their influence on the health of individuals.
 - (6) Analyze how the prevention and control of health problems are influenced by research and medical advances.
 - (7) Examine how public health policies and government relations influence health promotion and disease prevention.
- (b) **Standard.** The student knows how to access valid health information, health products and services.
- (1) Identify sources of accurate information regarding health and safety information, products, and services.

- (2) Examine and evaluate media messages.
 - (3) Demonstrate the ability to access school and community health services for self and others.
 - (4) Evaluate factors that influence personal choices of health products and services.
 - (5) Examine how "media" influences the use of tobacco products.
 - (6) Describe how our culture, media, videogames, and internet usage influences perceptions of violence.
- (e) **Standard.** The student will analyze the influence of culture, media, technology, and other factors on health.
- (1) Examine and evaluate how culture influences health behaviors.
 - (2) Analyze how information from media, technology, and the community effects health and safety behavior.
 - (3) Interpret and evaluate media messages and other factors on personal, family, and community health and safety.
- (d) **Standard.** The student will demonstrate the ability to use interpersonal communication skills to enhance health and safety.
- (1) Demonstrate ability to communicate effectively with family, peers, and others.
 - (2) Practice skills and techniques for decision making and problem solving.
 - (3) Demonstrate ways to communicate care, consideration, and respect of others.
 - (4) Demonstrate refusal, negotiation, and collaboration skills to avoid harmful situations.
 - (5) Analyze possible causes of conflict in schools, families, and communities.
 - (6) Examine how interpersonal communication affects relationships.
 - (7) Demonstrate anger management and conflict resolution skills through assertive communication skills.
 - (8) Investigate how to report potential dangerous situations to appropriate authorities (e.g., violence, health, or safety risks).
- (e) **Standard.** The student will develop plans for a healthy future through individual goal setting and decision making.
- (1) Analyze and predict immediate and long term impact of health and safety decisions on individual, family, school, and community.
 - (2) Establish personal health goals and evaluate progress toward achieving those goals.
 - (3) Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
 - (4) Demonstrate refusal and resistance skills for unhealthy risk behaviors (e.g., alcohol, tobacco, drugs).
- (f) **Standard.** The student becomes an advocate for health and safety for self, family, and community.
- (1) Investigate and present information about health and safety issues utilizing technology.
 - (2) Demonstrate the ability to influence and support others in positive health and safety choices.
 - (3) Demonstrate the ability to work cooperatively when advocating for healthy schools and communities.
 - (4) Utilize strategies to overcome barriers in communicating information, ideas, feelings, and opinions concerning health and safety issues.
 - (5) Examine bullying prevention strategies and the effect of bystander influence on violent behavior situations.

210:15 3 151. HIV/AIDS prevention education [REVOKED]

—School districts shall make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students that will be involved with the curriculum and materials. Furthermore, the curriculum must be limited in time frame to deal only with factual medical information for AIDS prevention. The school districts, at least one (1) month prior to teaching AIDS prevention education in any classroom, shall conduct for the parents and guardians of the students involved during weekend and evening hours at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation. 70 O.S. § 11-103.3

210:15-3-152. HIV/AIDS prevention education for grades 7 through 12 [REVOKED]

- (a) Investigate and examine current information about HIV/AIDS in order to differentiate related facts, opinions, and myths.
- (b) Examine and identify the importance of sexual abstinence in adolescent relationships.
- (c) Demonstrate refusal skills (saying "no"), negotiation skills and peer resistance skills related to sexual health.
- (d) Analyze the transmission and methods of prevention for sexually transmitted disease (STD) and Human Immunodeficiency Virus (HIV).
- (e) Identify risk behaviors and situations involving possible exposure to HIV.
- (f) Examine the relationships between injecting drug use (IDU) and contact with contaminated blood products and the transmission of HIV.
- (g) Analyze the efficiency of artificial means of birth control in preventing the spread of HIV and other sexually transmitted diseases.

PART 19. PHYSICAL EDUCATION [REVOKED]

210:15-3-153. Overview for physical education [REVOKED]

- (a) The overall goal of Oklahoma's PRIORITY ACADEMIC STUDENT SKILLS (PASS) for Physical Education is to promote the health and well being of each student and guide them toward becoming and physically active for life.
- (b) According to the National Association for Sport and Physical Education (NASPE), a physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activity and its contribution to a healthy lifestyle.
- (c) The Priority Academic Student Skills (PASS) are categorized under three major areas: Motor Skill and Lifetime Activity Development; Health Enhancing Activity Development; and Personal and Social Skill Development. It is important to realize some skills are repeated because of the need for emphasizing those skills. Skills have been selected and placed under major headings to demonstrate the appropriateness of what is expected at the various grade levels.

210:15-3-153.1. Definitions [REVOKED]

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Absolute location" means the location of a point on earth's surface which can be expressed by a grid reference (i.e., latitude and longitude).

"Aerobic" means the metabolic function in which oxygen is used to produce energy. Aerobic training conditions the cardiorespiratory and muscular skeletal system.

"Authentic assessment" means assessing the student in the actual or natural setting in which the skill is performed.

"Ballistic" means bouncing type movements, as in bouncing a stretch which is not recommended.

"Biomechanical principles" means the principles of human movement.

"Body composition" means the ratio of lean body mass (bone, muscle, organs) to body fat.

"Cardiovascular endurance" means a measure of the heart's ability to pump oxygen rich blood to the working muscles during exercise, and the muscle's ability to take up and use the delivered oxygen to produce the energy needed to continue exercising.

"Combatives" means activities that allow students the opportunity to match physical strength, skill, and agility against other students.

"Cooperation" means the ability to work with others in pursuit of a mutual goal.

"Creative movement" means allowing students to express feelings, ideas, emotions, and creativity through rhythmical movement.

"Flexibility" means the ability of a joint to move freely through a full range of motion.

"Health related fitness" means fitness components (i.e., muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance).

"Healthy lifestyle" means health-related behaviors over which the individual has personal decision-making control, including proper diet, adequate exercise, and appropriate rest which promotes both physical and emotional well-being.

"Locomotor skills" means skills used to move from one place to another or to raise the center of gravity (i.e., walking, running, sliding, skipping, galloping, jumping, hopping).

"Manipulative skills" means skills such as catching, throwing, kicking, striking, that involves the handling of an object or objects.

"Motor skills" means movement skills classified as locomotor, nonlocomotor, rhythmical and manipulative.

"Muscular endurance" means the ability of a muscle or muscle group to apply force repeatedly or to sustain a contraction for a period of time.

"Muscular strength" means the ability of a muscle or muscle group to exert force against a resistance.

"Nonlocomotor skills" means movement in place or around the axis of the body such as bending, twisting, swaying, or raising and lowering of body parts.

"Physically educated" means a person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates regularly in physical activity; knows the implications of and the benefits from involvement in physical activities; and values physical activity and its contribution to a healthful lifestyle.

"Principle of specificity" means choosing specific exercises for the development of specific components of physical fitness (e.g., jogging for improving cardiorespiratory fitness, push-ups for strengthening the chest and triceps).

"Recovery heart rate" means the heart rate measured at certain intervals after exercise, most often at one, three, and five minutes after completion.

"Schottische" means a folk dance step; three steps and a hop (right, left, right—hop; repeat left).

"Static" means stationary; in reference to muscle contractions no movement takes place.

"Target heart rate" means the heart rate range which corresponds to an exercise intensity sufficient to improve health-related physical fitness.

210:15-3-154. Physical education for pre-kindergarten and kindergarten [REVOKED]

(a) **Standard.** The student will participate in activities that involve large motor skills.

(1) Demonstrate basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).

(2) Demonstrate nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).

(3) Combine various movement patterns to music, but not necessarily in time.

(4) Kick a slowly rolling ball.

(5) Balance on one foot for approximately five seconds.

(6) Walk and balance on a four-inch line or balance beam.

(7) Coordinate large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, catching, and tossing).

(b) **Standard.** The student will participate in activities that involve small motor skills.

(1) Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, fingerpaint, scissors, glue, and a variety of puzzles.

(2) Hold and use pencils, crayons, and markers using thumb and two fingers.

(c) **Standard.** The student will participate in health-enhancing activities for the development of lifetime health and fitness.

(1) Associate physical activity with the benefit of maintaining fitness and personal wellbeing.

(2) Experience sustained moderate physical activity for short periods of time.

(d) **Standard.** The student will participate in activities to develop the skills necessary for interacting with others and caring for oneself.

210:15-3-155. Physical education for grade 1 [REVOKED]

(a) **Motor skills for lifetime activity development**

(1) **Standard.** The student demonstrates competency in many movement forms and proficiency in a few movement forms.

(A) Demonstrate the ability to move in various locomotor patterns (e.g., galloping, skipping, hopping, sliding).

(B) Demonstrate the ability to move in various nonlocomotor patterns (e.g., bending, swaying, twisting).

(C) Combine various movement skills and patterns to music, but not necessarily in time.

(D) Demonstrate understanding by responding appropriately to the conceptual terms of over, under, behind, alongside, through.

(E) Roll smoothly in a forward direction.

(F) Perform a log roll without hesitating or stopping.

(2) **Standard.** The student applies movement concepts and principles to the learning and development of motor skills.

(A) Demonstrate manipulative skills of throwing, catching, kicking, and jumping a swinging rope.

(B) Use different locomotor skills to move at different speeds, levels, and directions.

(C) Demonstrate ability to travel forward, backward, and sideward without falling.

(D) Demonstrate ability to balance on a variety of body parts.

(E) Be introduced to evasive techniques (e.g., escaping, catching, dodging).

(b) Health-enhancing activity development

(1) **Standard.** The student exhibits a physically active lifestyle.

(A) Participate in a variety of moderate to vigorous physical activity in and out of the school setting.

(B) Identify activities that provide pleasure and enjoyment through participation.

(C) Identify and participate in activities that promote cardiovascular endurance.

(D) Identify changes in the body during physical activity.

(E) Identify physical activities that promote muscular strength.

(2) **Standard.** The student achieves and maintains a health-enhancing level of physical fitness.

(A) Be introduced to physical activities and their benefits for maintaining fitness and personal well-being.

(B) Recognize changes in heart rate during physical activity.

(C) Explain the function of the heart and lungs.

(D) Experience moderate to vigorous activity for short periods of time.

(E) Be introduced to the following components of health-related fitness: muscular strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.

(F) Identify proper and improper stretching techniques.

(c) Personal and social skill development

(1) **Standard.** The student demonstrates responsible personal and social behavior in physical activity settings.

(A) Identify the benefits that accompany sportsmanship, cooperation, and following rules.

(B) Demonstrate safety skills while participating in physical activity with or without equipment or apparatus.

(C) Demonstrate self-discipline and responsibility while actively participating in group, individual, and partner activities.

(D) Follow directions while participating in class activity.

(2) **Standard.** The student demonstrates understanding and respect for differences among people in physical activity settings.

(A) Demonstrate respect for others in the learning environment.

(B) Demonstrate cooperation without regard to personal differences.

(C) Resolve conflicts with others in socially acceptable ways.

(3) **Standard.** The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

(A) Enjoy participation in physical activity while alone or with others.

(B) Identify physical activities that allow for self-expression and enjoyment.

- (C) Be willing to try new challenges and activities.
- (D) Participate in a wide variety of physical activities that allows for self-expression.

210:15-3-156. Physical education for grade 2 [REVOKED]

(a) ~~Motor skill and lifetime activity development.~~

~~(1) **Standard.** The student demonstrates competency in many movement forms and proficiency in a few movement forms.~~

~~(A) Demonstrate the movement concepts of body awareness, spatial awareness, and body movement relationships.~~

~~(B) Demonstrate mature form in a variety of manipulative, locomotor and nonlocomotor skills performed individually and with a partner.~~

~~(C) Demonstrate control in traveling, weight bearing, and balance activities.~~

~~(D) Demonstrate motor patterns in simple combinations (e.g., dribble a ball while running).~~

~~(2) **Standard.** The student applies movement concepts and principles to the learning and development of motor skills.~~

~~(A) Demonstrate manipulative skills of catching, throwing, kicking, striking, and dribbling with hand and foot.~~

~~(B) Perform locomotor patterns in time to music.~~

~~(C) Jump and land using a combination of one and two foot takeoffs and landings.~~

~~(D) Change speed and direction in response to a variety of rhythms.~~

~~(E) Roll smoothly in a forward direction without hesitating or stopping.~~

~~(F) Transfer body weight to the hands (e.g., handstand, pull up, arm hang).~~

~~(G) Jump a turned rope held by others.~~

~~(H) Jump a self turned rope.~~

~~(I) Kick a slowly rolling ball into the air or on the ground, using the instep of the foot.~~

~~(J) Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition.~~

~~(K) Catch an object gently thrown to him/her using proper hand position.~~

~~(L) Strike a ball with a bat from a tee or cone, using a correct grip and side orientation.~~

~~(M) Demonstrate evasive skills of chasing, fleeing, and dodging to avoid or catch others.~~

(b) ~~Health enhancing activity development~~

~~(1) **Standard.** The student exhibits a physically active lifestyle.~~

~~(A) Participate in individual and group fitness activities in and out of the school setting.~~

~~(B) Identify at least one activity associated with each component of health related fitness.~~

~~(C) Identify favorite physical activities and the reasons for enjoyment.~~

~~(D) Explain the benefits of increased heart rate following an aerobic activity.~~

~~(E) Participate daily in moderate to vigorous physical activity.~~

~~(2) **Standard.** The student achieves and maintains a health enhancing level of physical fitness.~~

~~(A) Associate physical activities and the benefits for maintaining fitness and personal well being.~~

~~(B) Demonstrate proper and improper stretching technique.~~

~~(C) Identify and explain the health related components of fitness: muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance activities.~~

~~(D) Explain the heart is a muscle and becomes stronger as a result of aerobic activity.~~

~~(E) Locate various pulse points.~~

(c) ~~Personal and social skill development~~

~~(1) **Standard.** The student demonstrates responsible personal and social behavior in physical activity settings.~~

~~(A) Demonstrate safety skills while participating in physical activity.~~

~~(B) Follow instructions while participating in class activity.~~

~~(C) Demonstrate consideration of others while participating in physical activities (e.g., taking turns, sharing equipment, encourages others).~~

~~(D) Follow class rules and procedures and apply them to all activities.~~

~~(2) **Standard.** The student demonstrates understanding and respect for differences among people in physical activity settings.~~

- (A) Demonstrate cooperation and respect for others in the learning environment.
- (B) Resolve conflicts with others in socially acceptable ways.
- (C) Demonstrate consideration of others regardless of personal differences.
- (3) **Standard.** The student understands that physical activity provides opportunities for enjoyment, challenge self-expression, and social interaction.
 - (A) Identify physical activities that are enjoyable.
 - (B) Be willing to try new challenges and activities.
 - (C) Participate in a wide variety of physical activities that allow for self-expression.

210:15-3-157. Physical education for grade 3 [REVOKED]

(a) ~~Motor skills and lifetime activity development.~~

(1) **Standard.** The student demonstrates competency in many movement forms and proficiency in a few movement forms.

- (A) Travel in different directions, using a variety of locomotor skills in a combination of simple rhythmic patterns.
- (B) Demonstrate different locomotor skills on a low-elevated surface.
- (C) Combine intermediate movement patterns to music.
- (D) Demonstrate ability to strike a softly thrown lightweight ball back to a partner using a variety of body parts (e.g., bump in volleyball, instep kick in soccer).
- (E) Demonstrate mature form of throwing, catching, and kicking.
- (F) Jump a self-turned rope utilizing basic jump rope skills.
- (G) Kick a rolling ball using the inside or instep of the foot.
- (H) Continuously jump a swinging rope held by others.
- (I) Catch an object gently thrown to him/her from various distances using proper hand position.
- (J) Dribble and/or strike a ball towards a target by using various parts of the body.

(2) **Standard.** The student applies movement concepts and principles to the learning and development of motor skills.

- (A) Demonstrate evasive techniques (e.g., escaping, catching, dodging).
- (B) Consistently strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- (C) Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition with accuracy and control.
- (D) Enter and/or exit a turned rope turned by others.
- (E) Perform a roll in a forward direction without hesitating or stopping for two consecutive rolls.
- (F) Leap, landing with either foot.
- (G) Balance with control on a variety of moving objects (e.g., balance boards, skates).

(b) ~~Health-enhancing physical activity development.~~

(1) **Standard.** The student exhibits a physically active lifestyle.

- (A) Identify at least one activity for participation on a regular basis.
- (B) Participate in physical activity for the purpose of developing a healthy lifestyle.
- (C) Participate in individual and group fitness activities.
- (D) Engage in appropriate activity for the development of muscular strength and endurance.

(2) **Standard.** The student achieves and maintains a health-enhancing level of physical fitness.

- (A) Maintain continuous aerobic activity for a specified time.
- (B) Explain the health-related components of fitness and identify appropriate exercises for development of each component: muscular strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.
- (C) Locate and name some of the various pulse points.
- (D) Demonstrate physical activities and the benefits for maintaining fitness and personal well-being.
- (E) Identify proper and improper stretching exercises and demonstrate proper technique.

(c) ~~Personal and social skill development.~~

(1) **Standard.** The student demonstrates responsible personal and social behavior in physical activity settings.

(A) Practice and distinguish between appropriate and inappropriate behavior for participating with others in physical activity.

(B) Demonstrate safety in movement while participating in physical activity with or without equipment or apparatus.

(C) Demonstrate cooperation in group activities.

(D) Explain the benefits that accompany sportsmanship, cooperation and following rules.

(2) **Standard.** The student demonstrates understanding and respect for differences among people in physical activity settings.

(A) Recognize differences and similarities in others while participating in physical activity.

(B) Show consideration of others in physical activity settings.

(C) Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior.

(3) **Standard.** The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

(A) Express personal feelings of accomplishment from participation in physical activity.

(B) Motivate and encourage others to participate in physically challenging activities.

(C) Identify the benefits that accompany cooperation and participation with others in physical activity settings.

210:15-3-158. Physical education for grade 4 [REVOKED]

(a) Motor skill and lifetime activity development.

(1) **Standard.** The student demonstrates competency in many movement forms and proficiency in a few movement forms.

(A) Perform various intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.

(B) Balance safely on a variety of objects (e.g., balance beam, bench).

(C) Transfer weight from feet to hands at fast and slow speeds (e.g., mule stand, handstand, cartwheel).

(D) Perform basic tumbling skills using proper form.

(E) Escape, catch, or dodge an individual or object while moving.

(F) Be introduced to survival skills concerned with being in, on, and around water.

(G) Be introduced to equipment used in a variety of activities.

(H) Be introduced to lifetime outdoor activities available in the community.

(2) **Standard.** The student applies movement concepts and principles to the learning and development of motor skills.

(A) Demonstrate intermediate jump rope skills.

(B) Jump and land, throw, catch and kick using proper techniques.

(C) Hand dribble and/or foot dribble a ball while participating in an organized group activity.

(D) Strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane.

(E) Explain the importance of appropriate practice for improving performance.

(b) Health enhancing activity development.

(1) **Standard. The student exhibits a physically active lifestyle.**

(A) Recognize some of the opportunities for physical activity in the community.

(B) Describe the health benefits that result from regular participation in physical activity.

(C) Participate in physical activity for the development of a healthy lifestyle.

(2) **Standard.** The student achieves and maintains a health enhancing level of physical fitness.

(A) Describe and participate in physical activity associated with healthy lifetime skills.

(B) Regularly participate in activities for the purpose of improving fitness and physical skills.

(C) Participate in aerobic activity for a specified time.

(D) Support, lift and control body weight in a variety of activities while practicing appropriate body alignment.

(E) Monitor heart rate before and after activities.

(F) Describe the components of health related fitness and demonstrate appropriate exercises associated with each component.

(e) Personal and social skill development.

(1) **Standard.** The student demonstrates responsible personal and social behavior in physical activity settings.

(A) Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.

(B) Be considerate of others while participating in physical activity.

(C) Identify equipment used and safety precautions necessary for participation in a variety of activities.

(2) **Standard.** The student demonstrates understanding and respect for differences among people in physical activity settings.

(A) Show respect for persons from different backgrounds and cultures.

(B) Recognize differences among individuals associated with physical ability and participation in various games and activities.

(C) Willingly participate in group games and activities without regard to cultural differences.

(3) **Standard.** The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

(A) Participate in physical activities that are personally interesting and enjoyable.

(B) Express joy in personal successes and achievements of self and others.

(C) Participate in activities that are challenging.

210:15-3-159. Physical education for grade 5 [REVOKED]

(a) Motor skills and lifetime activity development.

(1) **Standard.** The student demonstrates competency in many movement forms and proficiency in a few movement forms.

(A) Demonstrate various advanced/intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.

(B) Participate in advanced/intermediate rhythmic activities involving physical movement with or without music.

(C) Transfer weight from feet to hands at fast and slow speeds using large extensions (e.g., handstand, cartwheel, round off).

(D) Demonstrate basic tumbling skills using proper form and technique.

(E) Consistently strike a ball, so that it travels in an intended direction and height, using various apparatus (e.g., racket, bat, hockey stick, golf club).

(F) Hand dribble and/or foot dribble while preventing an opponent from stealing the ball.

(2) **Standard.** The student applies movement concepts and principles to the learning and development of motor skills.

(A) Design and refine a routine combining various jump rope movements to music so that it can be performed without error.

(B) Design and perform gymnastic sequences that combine rolling, traveling, balancing, and weight transfer, in smooth transition, which includes changes in speed, direction and flow.

(C) Perform basic dance patterns in time to music (e.g., schottische, two-step, polka).

(D) Create and perform a rhythmic routine utilizing dance skills, in time to music.

(E) Demonstrate ability to detect, analyze and correct errors in motor skill performance.

(b) Health enhancing activity development.

(1) **Standard.** The student exhibits a physically active lifestyle.

(A) Participate daily in physical activity that is health enhancing.

(B) Explain the "principle of specificity" as applied to an exercise program.

(C) Analyze strengths and weaknesses in regard to personal exercise behavior.

(D) Explain the meaning of "recovery heart rate" as applied to exercise.

~~(2) **Standard.** The student achieves and maintains a health-enhancing level of physical fitness.~~

- ~~(A) Participate in moderate to vigorous physical activity in and out of the school setting.~~
- ~~(B) Monitor intensity of exercise.~~
- ~~(C) Explain the "FIT" principle as applied to exercise (frequency, intensity, and time).~~
- ~~(D) Pursue personal fitness goals with minimal supervision.~~

~~(e) **Personal and social skill development.**~~

~~(1) **Standard.** The student demonstrates responsible personal and social behavior in physical activity settings.~~

- ~~(A) Remain on task without close supervision.~~
- ~~(B) Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.~~
- ~~(C) Show respect and consideration of others in physical activity.~~
- ~~(D) Identify equipment used and safety precautions necessary for participation in a variety of activities.~~
- ~~(E) Practice sportsmanship, rules, and safe behavior while participating in sports and games.~~

~~(2) **Standard.** The student demonstrates understanding and respect for differences among people in physical activity settings.~~

- ~~(A) Show respect for persons of like and different skill levels.~~
- ~~(B) Recognize and explain the role of games, sports and dance in different cultures.~~
- ~~(C) Demonstrate cooperation with others, regardless of gender, race, or ethnicity in physical activity settings.~~

~~(3) **Standard.** The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.~~

- ~~(A) Demonstrate enjoyment from participating in physical activity.~~
- ~~(B) Participate in personally challenging physical activities.~~
- ~~(C) Recognize physical activity as a positive opportunity for social and group interaction.~~
- ~~(D) Use physical activity as a tool for self-expression and challenge.~~

210:15-3-160. Physical education for grades 6 and 7 [REVOKED]

~~(a) **Motor skill and lifetime activity development.**~~

~~(1) **Standard.** The student demonstrates competency in many movement forms and proficiency in a few movement forms.~~

- ~~(A) Consistently throw, catch, hand and foot dribble a ball while guarded by opponents.~~
- ~~(B) Design and refine a routine combining various jump rope skills to music.~~
- ~~(C) Perform a variety of multicultural dances and creative movements to music.~~
- ~~(D) Demonstrate accuracy and distance in throwing of a variety of objects (e.g., saucer-shaped disks, deck tennis rings, footballs).~~
- ~~(E) Consistently strike a ball so that it travels in an intended direction and height using a long-handled implement.~~
- ~~(F) Demonstrate basic skills in modified net games (e.g., tennis, volleyball, badminton) and invasive games (teams moving into the opponents territory, e.g., soccer, basketball).~~
- ~~(G) Volley an object in a small group, without catching it (e.g., balloon, ball, foot bag).~~
- ~~(H) Consistently strike a ball to a wall or a partner with a paddle/racket using both forehand and backhand strokes.~~

~~(2) **Standard.** The student applies movement concepts and principles to the learning and development of motor skills.~~

- ~~(A) Identify the critical elements of performing more advanced movement skills.~~
- ~~(B) Apply specific knowledge in skill development.~~
- ~~(C) Identify characteristics of highly skilled performance in a few movement forms.~~

~~(b) **Health enhancing activity development.**~~

~~(1) **Standard.** The student exhibits a physically active lifestyle.~~

- ~~(A) Participate in an individualized fitness program.~~
- ~~(B) Monitor heart rate before, during and after activity.~~
- ~~(C) Identify benefits of participation in different forms of physical activities.~~

~~(2) **Standard.** The student achieves and maintains a health-enhancing level of physical fitness.~~

~~(A) Set goals for achieving and maintaining acceptable body composition levels.~~

~~(B) Identify benefits of participation in different forms of physical activities.~~

~~(C) Explain the importance of the components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, and body composition.~~

~~(D) Identify proper warm-up, conditioning, cool-down techniques, and safe principles of exercise.~~

~~(e) **Personal and social skill development.**~~

~~(1) **Standard.** The student demonstrates responsible personal and social behavior in physical activity settings.~~

~~(A) Design and play small group games that involve cooperating with others.~~

~~(B) Apply rules and etiquette in physical activities.~~

~~(C) Accept and respect the decisions made by game officials, whether they are fellow students, teachers, or volunteers.~~

~~(2) **Standard.** The student demonstrates understanding and respect for differences among people in physical activity settings.~~

~~(A) Participate with and show respect for persons of like and different skill levels.~~

~~(B) Demonstrate sensitivity to the feelings of others during interaction with others in a physical activity setting.~~

~~(3) **Standard.** The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.~~

~~(A) Enjoy the challenges of learning new activities.~~

~~(B) Become more skilled in participation of favorite activities.~~

~~(C) Identify the creative aspects of performance of physical activity.~~

210:15-3-161. Physical education for grades 8 and 9 [REVOKED]

~~(a) **Motor skill and lifetime activity development.**~~

~~(1) **Standard.** The student demonstrates competency in many movement forms and proficiency in a few movement forms.~~

~~(A) Design and perform rhythmic activities involving physical movement with or without music, encompassing a variety of multicultural forms of movement and/or manipulative objects (e.g., tinkling, jump rope, creative movement).~~

~~(B) Design sequences demonstrating rhythmic movement incorporating the manipulation of objects.~~

~~(C) Design smooth sequences demonstrating traveling, jumping, rolling, balancing, and weight transfer with intentional changes in direction, speed, and flow.~~

~~(2) **Standard.** The student applies movement concepts and principles to the learning and development of motor skills.~~

~~(A) Demonstrate competency in a variety of movement forms.~~

~~(B) Demonstrate basic skills and safety procedures for participating in selected outdoor pursuits.~~

~~(C) Use offensive and defensive strategies in modified activities of team and individual sports.~~

~~(D) Evaluate and select strategies for improved performance in selected activities.~~

~~(E) Demonstrate basic to intermediate proficiency in at least one activity from the following categories: individual, dual, and team sports.~~

~~(F) Demonstrate basic to intermediate proficiency in at least one of the following categories: aquatics, dance, gymnastics, and outdoor pursuits.~~

~~(G) Perform a variety of dances with fluency and in time to music (e.g., folk, square, social, creative).~~

~~(b) **Health enhancing activity development.**~~

~~(1) **Standard.** The student exhibits a physically active lifestyle.~~

~~(A) Establish personal fitness goals.~~

~~(B) Participate regularly in and out of the school setting in health-enhancing physical activity to accomplish personal goals.~~

(C) Demonstrate knowledge of long-term physiological and psychological benefits that may result from regular participation in physical activity.

(D) Correctly demonstrate various weight training principles.

(E) Describe principles of training and conditioning for specific activities.

(2) **Standard.** The student achieves and maintains a health-enhancing level of physical fitness.

(A) Analyze and categorize activities and exercises according to potential fitness benefits.

(B) Evaluate the role of exercise and other factors to be considered in weight control.

(C) Design and participate in an individual fitness program that emphasizes health-related fitness components: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition.

(D) Use results from fitness assessments to guide changes in personal program.

(E) Design and implement a personal fitness profile that relates to total wellness.

(F) Utilize technology to research fitness, health, and wellness information.

(e) **Personal and social skill development.**

(1) **Standard.** The student demonstrates responsible personal and social behavior in physical activity settings.

(A) Demonstrate appropriate conduct as an individual and as part of a group.

(B) Apply appropriate safety rules and precautions inherent to physical education.

(C) Recognize the influence of peer pressure.

(D) Solve problems by analyzing causes and potential solutions.

(E) Work cooperatively with a group to achieve group goals.

(2) **Standard.** The student demonstrates understanding and respect for differences among people in physical activity settings.

(A) Show respect for persons of like and different skill levels.

(B) Discuss the historical role of various games, sports, and dance in the cultural life of a population.

(C) Utilize technology in gathering information concerning the history of sports and other cultural games and dances.

(3) **Standard.** The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

(A) Try new and challenging activities.

(B) Recognize physical activity as a means for self-expression and enjoyment.

(C) Become more skilled in a selected favorite activity.

210:15-3-162. Physical education for grades 10 through 12 [REVOKED]

(a) **Motor skill and lifetime activity development.**

(1) **Standard.** The student demonstrates competency in many movement forms and proficiency in a few movement forms.

(A) Demonstrate basic to intermediate knowledge and skill proficiency in at least one of the following categories: aquatics, combative, dance, individual and team sports, and outdoor pursuits.

(B) Demonstrate intermediate to advanced knowledge and skill proficiency in at least one of the following categories: aquatics, combative, dance, individual and team sports and outdoor pursuits.

(C) Perform at least one intermediate/advanced level of rhythmic activity, in time to music, from the following categories: folk, square, social, or creative dance.

(D) Explore introductory outdoor activities (e.g., orienteering, hiking, cycling).

(2) **Standard.** The student applies movement concepts and principles to the learning and development of motor skills.

(A) Apply biomechanical principles and concepts to analyze and improve performance of self and others.

(B) Compare and contrast offensive and defensive patterns in sports.

(C) Identify and apply critical elements to enable the development of movement proficiency.

(D) Utilize technology for increased specialized knowledge of the development of movement proficiency.

(b) Health-enhancing activity development.

(1) **Standard.** The student exhibits a physically active lifestyle.

(A) How physical activity is likely to change at various stages of life and develop strategies to deal with those changes.

(B) Plan a lifetime physical fitness program profile.

(C) Self test personal fitness status of health-related components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

(D) Contrast health-related components with skill-related components of physical fitness.

(2) **Standard.** The student achieves and maintains a health-enhancing level of physical fitness.

(A) Maintain and improve health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).

(B) Evaluate risks and safety factors that may affect physical activity preferences.

(C) Use results of fitness assessments to guide changes in his/her personal program.

(D) Utilize technology to critically evaluate claims and advertisements made about commercial products, programs, and services in the fitness and health fields.

(E) Categorize activities that can be pursued in the local community according to benefits and participation requirements.

(F) Analyze time, cost, and accessibility factors related to regular participation in physical activities.

(c) Personal and social skill development.

(1) **Standard.** The student demonstrates responsible personal and social behavior in physical activity settings.

(A) Accept responsibility in a leadership role and willingly follow to accomplish group goals.

(B) Avoid potential conflicts by communicating with other participants.

(C) Encourage others to apply appropriate etiquette in all physical activity settings.

(D) Demonstrate appropriate conduct and etiquette as an individual and as a part of a group.

(E) Accept and respect the decisions made by game officials, whether fellow students, teachers, or volunteers.

(2) **Standard.** The student demonstrates understanding and respect for differences among people in physical activity settings.

(A) Participate with and show respect for persons of like and different skill levels.

(B) Respect physical and mental limitations of self and others.

(C) Participate in a variety of games, sports, and rhythmic activities representing various multicultural backgrounds.

(D) Identify the effects (e.g., physical fitness level, climatic conditions) of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.

(3) **Standard.** The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

(A) Identify factors that contribute to the enjoyment of participation in physical activity.

(B) Make meaningful contributions to the achievement of a team.

(C) Recognize that participation in physical activity can provide opportunities for positive social interaction.

(D) Voluntarily participate in physical activity in and out of the school setting.

PART 21. INFORMATION LITERACY [REVOKED]

210:15-3-172. Overview [REVOKED]

(a) Information literacy is no longer a simple matter of being able to locate information in reference books. Digital information has increased the complexity of information literacy to include digital, visual, and technological literacy, in addition to textual literacy. These literacy skills are essential to success in the modern world.

(b) ~~STANDARDS FOR THE 21ST CENTURY LEARNER~~, by the American Association of School Librarians (AASL) (2007), addresses the new complexity of information literacy. Because these standards outline the skills our students will need for future success, they have

been adopted as the ~~PRIORITY ACADEMIC STUDENT SKILLS~~ for Information Literacy with the permission of AASL. These standards consist of skills, dispositions, responsibilities, and self-assessment strategies. Skills are the key abilities needed for understanding, learning, thinking, and mastering subjects (AASL). Dispositions are ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken (AASL). Responsibilities are common behaviors used by independent learners in researching, investigating, and problem solving (AASL). Self-assessment strategies are reflections of one's own learning to determine that the skills, dispositions, and responsibilities are effective (AASL). Taken together, these four strands, or components, outline the knowledge and skills a student must possess to become a responsible digital citizen.

(e) ~~Information literacy standards are to be taught as an integral part of curriculum content in science, social studies, language arts, reading, etc. To facilitate the identification of information literacy skills, a book icon follows each standard or objective within the curriculum document which has information literacy embedded within the curriculum. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist. The classroom teacher and media specialist should provide opportunities for students to use information literacy skills in completion of class assignments.~~

(d) ~~Specific benchmarks for each of the standards are provided in the Benchmarks for Information Literacy document. This document is excerpted from STANDARDS FOR THE 21ST CENTURY LEARNER IN ACTION by the American Association of School~~

210:15-3-172.1. Definitions [REVOKED]

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"**AASL**" means American Association of School Librarians.

"**Access(es)**" means ability to obtain and to make use of.

"**Accurate**" means conforming exactly to fact; errorless.

"**Assimilate**" means to incorporate and absorb into the mind.

"**Bias(ed)**" means a preference or an inclination, especially one that inhibits impartial judgment, or to influence in a particular, typically unfair direction; prejudice.

"**Collaboration**" means to work together, especially in a joint intellectual effort.

"**Cooperation**" means to work or act together toward a common end or purpose.

"**Credibility of authorship**" means reliable.

"**Embed(ded)**" means an integral part of the whole.

"**Format(s)**" means the material form or layout of a publication; the arrangement of data.

"**Genre(s)**" means category of literature marked by a distinctive style.

"**Icon**" means an image; a representation.

"**Information literacy**" means the ability to find and use information.

"**Ownership of information**" means exclusive right of any author, composer, or computer programmer to protect against unauthorized reproduction, display, performance, or translation of his/her original works.

"**Perspective(s)**" means point of view.

"**Proactively**" means acting in advance to deal with an expected difficulty.

"**Relevancy**" means having a bearing on or connection with the matter at hand.

"**Retrieve**" means the process of accessing information from memory or other format.

210:15-3-173. Information literacy [REVOKED]

(a) ~~**Standard 1: Inquire, think critically, and gain knowledge.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST CENTURY LEARNER)~~

~~(1) **Skills.**~~

~~(A) Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.~~

~~(B) Use prior and background knowledge as context for new learning.~~

~~(C) Develop and refine a range of questions to frame the search for new understanding.~~

~~(D) Find, evaluate, and select appropriate sources to answer questions.~~

~~(E) Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.~~

- (F) Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- (G) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- (H) Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- (I) Collaborate with others to broaden and deepen understanding.

(2) Dispositions.

- (A) Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- (B) Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- (C) Demonstrate creativity by using multiple resources and formats.
- (D) Maintain a critical stance by questioning the validity and accuracy of all information.
- (E) Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- (F) Display emotional resilience by persisting in information searching despite challenges.
- (G) Display persistence by continuing to pursue information to gain a broad perspective.

(3) Responsibilities.

- (A) Respect copyright/ intellectual property rights of creators and producers.
- (B) Seek divergent perspectives during information gathering and assessment.
- (C) Follow ethical and legal guidelines in gathering and using information.
- (D) Contribute to the exchange of ideas within the learning community.
- (E) Use information technology responsibly.

(4) Self Assessment Strategies.

- (A) Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.
- (B) Use interaction with and feedback from teachers and peers to guide own inquiry process.
- (C) Monitor gathered information, and assess for gaps or weaknesses.
- (D) Seek appropriate help when it is needed.

(b) Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST CENTURY LEARNER)

(1) Skills.

- (A) Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- (B) Organize knowledge so that it is useful.
- (C) Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- (D) Use technology and other information tools to analyze and organize information.
- (E) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- (F) Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

(2) Dispositions.

- (A) Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- (B) Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- (C) Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- (D) Demonstrate personal productivity by completing products to express learning.

(3) Responsibilities.

- (A) Connect understanding to the real world.
- (B) Consider diverse and global perspectives in drawing conclusions.
- (C) Use valid information and reasoned conclusions to make ethical decisions.

(4) Self Assessment Strategies.

- (A) Determine how to act on information (accept, reject, modify).
- (B) Reflect on systematic process, and assess for completeness of investigation.
- (C) Recognize new knowledge and understanding.
- (D) Develop directions for future investigations.

(e) Standard 3: Share knowledge and participate ethically and productively as members of our democratic society. (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST CENTURY LEARNER)

(1) Skills.

- (A) Conclude an inquiry based research process by sharing new understandings and reflecting on the learning.
- (B) Participate and collaborate as members of a social and intellectual network of learners.
- (C) Use writing and speaking skills to communicate new understandings effectively.
- (D) Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- (E) Connect learning to community issues.
- (F) Use information and technology ethically and responsibly.

(2) Dispositions.

- (A) Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- (B) Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- (C) Demonstrate teamwork by working productively with others.

(3) Responsibilities.

- (A) Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- (B) Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- (C) Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- (D) Create products that apply to authentic, real-world contexts.
- (E) Contribute to the exchange of ideas within and beyond the learning community.
- (F) Use information and knowledge in the service of democratic values.
- (G) Respect the principles of intellectual freedom.

(4) Self Assessment Strategies.

- (A) Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- (B) Assess the quality and effectiveness of the learning product.
- (C) Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

(d) Standard 4: Pursue personal and aesthetic growth. (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST CENTURY LEARNER)

(1) Skills.

- (A) Read, view, and listen for pleasure and personal growth.
- (B) Read widely and fluently to make connections with self, the world, and previous reading.
- (C) Respond to literature and creative expressions of ideas in various formats and genres.
- (D) Seek information for personal learning in a variety of formats and genres.
- (E) Connect ideas to own interests and previous knowledge and experience.
- (F) Organize personal knowledge in a way that can be called upon easily.
- (G) Use social networks and information tools to gather and share information.
- (H) Use creative and artistic formats to express personal learning.

~~(2) **Dispositions.**~~

- ~~(A) Demonstrate curiosity by pursuing interests through multiple resources.~~
- ~~(B) Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.~~
- ~~(C) Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.~~
- ~~(D) Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.~~

~~(3) **Responsibilities.**~~

- ~~(A) Participate in the social exchange of ideas, both electronically and in person.~~
- ~~(B) Recognize that resources are created for a variety of purposes.~~
- ~~(C) Seek opportunities for pursuing personal and aesthetic growth.~~
- ~~(D) Practice safe and ethical behaviors in personal electronic communication and interaction.~~

~~(4) **Self Assessment Strategies.**~~

- ~~(A) Identify own areas of interest.~~
- ~~(B) Recognize the limits of own personal knowledge.~~
- ~~(C) Recognize how to focus efforts in personal learning.~~
- ~~(D) Interpret new information based on cultural and social context.~~
- ~~(E) Develop personal criteria for gauging how effectively own ideas are expressed.~~
- ~~(F) Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.~~

PART 23. INSTRUCTIONAL TECHNOLOGY [REVOKED]

210:15-3-183. Overview [REVOKED]

~~—These PRIORITY ACADEMIC STUDENT SKILLS are the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NET-S), used with their permission.~~

210:15-3-183.1. Definitions [REVOKED]

~~The following words or terms, when used in this Chapter, shall have the following meaning, unless the context clearly indicates otherwise:~~

~~"**Browser**" means the program used to search and locate information on the World Wide Web.~~

~~"**Collaborative Electronic Authoring Tools**" means the tools that allow multiple authors from multiple locations simultaneously. Examples: Google™ Documents or wikis~~

~~"**Digital Citizenship**" means the Mike Ribble and Gerald Bailey definition of digital citizenship as the norms of appropriate and responsible behavior with regard to technology use, indicated through nine elements. The nine elements are:~~

~~(A) **Digital Etiquette.** Electronic standards of conduct or procedure. Technology users often see this area as one of the most pressing problems when dealing with Digital Citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.~~

~~(B) **Digital Communication.** Electronic exchange of information. One of the significant changes within the digital revolution is a person's ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught~~

how to make appropriate decisions when faced with so many different digital communication options.

(C) **Digital Literacy.** Process of teaching and learning about technology and the use of technology. While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies are finding their way into the work place that are not being used in schools (e.g., videoconferencing, online sharing spaces such as wikis). In addition, workers in many different occupations need immediate information (just in time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, learners need to learn how to use that technology quickly and appropriately. Digital Citizenship involves educating people in a new way these individuals need a high degree of information literacy skills.

(D) **Digital Access.** Full electronic participation in society. Technology users need to be aware of and support electronic access for all to create a foundation for Digital Citizenship. Digital exclusion of any kind does not enhance the growth of users in an electronic society. All people should have fair access to technology no matter who they are. Places or organizations with limited connectivity need to be addressed as well. To become productive citizens, we need to be committed to equal digital access.

(E) **Digital Commerce.** Electronic buying and selling of goods. Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller need to be aware of the issues associated with it. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace to many users. At the same time, an equal amount of illegal/immoral goods and services are surfacing such as pornography and gambling. Users need to learn about how to be effective consumers in a new digital economy.

(F) **Digital Law.** Electronic responsibility for actions and deeds. Digital law deals with the ethics of technology within a society. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people's work, identity, or property online is a crime. There are certain rules of society that users need to be aware in an ethical society. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone's identify or property is unethical.

(G) **Digital Rights & Responsibilities.** Those freedoms extended to everyone in a digital world. Just as in the American Constitution where there is a Bill of Rights, there is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

(H) **Digital Health & Wellness.** Physical and psychological well being in a digital technology world. Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are those of the psychological issues that are becoming more prevalent such as Internet addiction. Users need to be taught that there inherent dangers of technology. Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

(I) **Digital Security (self protection).** Electronic precautions to guarantee safety. In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. In our own homes, we put locks on our doors and fire alarms in our

houses to provide some level of protection. The same must be true for the digital security. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

"Digital Imaging" means objects created from a camera, scanner, etc.

"Digital Media" means digitized content that can be transmitted over the Internet or computer networks including text, graphics, audio, and video.

"Digital Storytelling" means some mix of computer based images, text, audio, and/or video.

"Digital Tools" means any technological resource including, but not limited to, word processors, presentation tools, desktop publishers, geographical information systems, instant messaging or SMS, audio tools, video tools, mind mapping tools, graphic tools, modeling tools, time line tools, data processing, and spreadsheet tools.

"Editing" means content decisions including additions, deletions, and modifications of text, graphics, etc.

"Electronic Authoring Tools" means computer based system that allows users to create content.

"File Types" mean

(A) .pdf—portable document file (Adobe Acrobat)

(B) .mpeg—typical music file

(C) .xls—Microsoft Excel™ file

(D) .dat—database file

(E) bit/bmp—picture/clip art file

(F) .wmv—Windows movie file

(G) .jpeg—picture file (Most digital cameras take pictures in this format.)

"Graphical Organizers" means Visual representations of knowledge, concepts or ideas.

"Hyperlink" means embedded text directing to a web page or remote site.

"Lifelong Learning" means the "lifelong, voluntary, and self motivated" pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship, and personal development, but also competitiveness and employability.

"Mapping Software" means software that chart data on a map.

"Media Rich Presentation" means mixed media (audio, video, text, still images, animation, video interactivity).

"Online Learning Community" means common place on the Internet that addresses the learning needs of its members.

"Simulation" means acting out or mimicking an actual or probable real life condition, event, or situation to solve or explore a problem, issue, or topic.

"Streaming Media" means media compressed to be viewed on a Web site.

"Technology" means the body of knowledge available that is of use in extracting, creating, distributing, manipulating or collecting data and/or information.

"(Technology) Applications" means the technology system designed to solve a specific problem.

"Technology Systems" means the interactive and interdependent components of technology (See technology.) that combine to form a solution.

"Upload/Download" means download is moving a digital file (such as a media file or word processing file) from a server where it is stored to a local system for viewing or editing.

Upload is moving a digital file from a local system to a server for storage or distribution.

"URL" means the address of a Web page.

210:15-3-184. Standards [REVOKED]

(a) **Creativity and Innovation.** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students will:

- (1) apply existing knowledge to generate new ideas, products, or processes.
- (2) create original works as a means of personal or group expression.
- (3) use models and simulations to explore complex systems and issues.
- (4) identify trends and forecast possibilities.

~~(b) **Communication and Collaboration.** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students will:~~

~~(1) interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.~~

~~(2) communicate information and ideas effectively to multiple audiences using a variety of media and formats.~~

~~(3) develop cultural understanding and global awareness by engaging with learners of other cultures.~~

~~(4) contribute to project teams to produce original works or solve problems.~~

~~(e) **Research and Information Fluency.** Students apply digital tools to gather, evaluate, and use information. Students will:~~

~~(1) plan strategies to guide inquiry.~~

~~(2) locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.~~

~~(3) evaluate and select information sources and digital tools based on the appropriateness to specific tasks.~~

~~(4) process data and report results.~~

~~(d) **Critical Thinking, Problem Solving, and Decision Making.** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students will:~~

~~(1) identify and define authentic problems and significant questions for investigation.~~

~~(2) plan and manage activities to develop a solution or complete a project.~~

~~(3) collect and analyze data to identify solutions and/or make informed decisions.~~

~~(4) use multiple processes and diverse perspectives to explore alternative solutions.~~

~~(e) **Digital Citizenship.** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students will:~~

~~(1) advocate and practice safe, legal, and responsible use of information and technology.~~

~~(2) exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.~~

~~(3) demonstrate personal responsibility for lifelong learning.~~

~~(4) exhibit leadership for digital citizenship.~~

~~(f) **Technology Operations and Concepts.** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students will:~~

~~(1) understand and use technology systems.~~

~~(2) select and use applications effectively and productively.~~

~~(3) troubleshoot systems and applications.~~

~~(4) transfer current knowledge to learning of new technologies.~~

210:15-3-185. Intermediate level prior to completion of grade 8 [REVOKED]

~~(a) **Standard.** The student will demonstrate knowledge of basic operations and concepts.~~

~~(1) Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.~~

~~(2) Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.~~

~~(b) **Standard.** The student will demonstrate knowledge of social, ethical, and human issues.~~

~~(1) Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.~~

~~(2) Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.~~

~~(3) Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.~~

~~(c) **Standard.** The student will demonstrate knowledge of technology productivity tools.~~

~~(1) Use content specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.~~

~~(2) Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.~~

- (d) **Standard.** The student will demonstrate knowledge of technology communication tools.
- (1) Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
 - (2) Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
- (e) **Standard.** The student will demonstrate knowledge of technology research tools.
- (1) Use content specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
 - (2) Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
 - (3) Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
 - (4) Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
 - (5) Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.
- (f) **Standard.** The student will demonstrate knowledge of technology problem solving and decision making tools.
- (1) Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
 - (2) Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
 - (3) Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
 - (4) Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.
 - (5) Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.

210:15-3-186. Advanced level prior to completion of grade 12 [REVOKED]

- (a) **Standard.** The student will demonstrate knowledge of basic operations and concepts and make informed choices among technology systems, resources, and services.
- (b) **Standard.** The student will demonstrate knowledge of social, ethical, and human issues.
- (1) Identify capabilities and limitations of contemporary, emerging technology resources, and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
 - (2) Make informed choices among technology systems, resources, and services.
 - (3) Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
 - (4) Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
- (c) **Standard.** The student will demonstrate knowledge of technology productivity tool.
- (1) Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
 - (2) Investigate and apply expert systems, intelligent agents, and simulations in real world situations.
- (d) **Standard.** The student will demonstrate knowledge of technology communications tools.
- (1) Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).

- (2) Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
- (3) Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.
- (4) Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.
- (e) **Standard.** The student will demonstrate knowledge of technology research tools.
 - (1) Evaluate technology based options, including distance and distributed education, for lifelong learning.
 - (2) Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
 - (3) Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.
 - (4) Investigate and apply expert systems, intelligent agents, and simulations in real world situations.
 - (5) Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.
- (f) **Standard.** The student will demonstrate knowledge of technology problem solving and decision making tools.
 - (1) Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
 - (2) Investigate and apply expert systems, intelligent agents, and simulations in real world situations.
 - (3) Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

PART 25. TECHNOLOGY ENGINEERING [REVOKED]

210:15-3-196. Overview of technology engineering for grades 6 - 10 [REVOKED]

- (a) Technology Engineering in Oklahoma is an instructional program offered for elective credit that provides young men and women (Grades 6-10) with daily, hands-on exploratory experiences and insights into technology and career opportunities so that they can make meaningful occupational and educational choices.
- (b) Technology Engineering capitalizes on the individual's potential for reasoning and problem solving, for imagining and creating, and for constructing and expressing through the use of tools and materials related to technology. It develops content and experiences to contribute to the growth and development of students commensurate with their potential. Technology Engineering is a basic and fundamental study for all persons in regard to career explorations and educational opportunities.
- (c) Opportunities to develop and apply leadership, social, civic and technologically related skills are provided through the Technology Student Association (TSA).
- (d) All Technology Engineering courses are taught with each of the career clusters providing a means through which other courses such as math, science, language arts and social studies can be applied in a practical manner within a technology based situation. Teaching across the curriculum is vital to the success of a Technology Engineering program.

210:15-3-197. Technology engineering for grades 6 – 10 [REVOKED]

- (a) **Standard.** The student will define the characteristics and scope of technology and engineering in our world today.
 - (1) Examine the evolution, application and significance of modern technology engineering and its impact on our lives in the twenty first century.
 - (2) Identify the effects and reasons for commercialization of technology.
- (b) **Standard.** The student will identify the core concepts of technology systems, resources and processes including optimization and trade-off concepts.

- (c) **Standard.** The student will identify and describe the importance of technology and the relationships between and among technology and other fields.
- (1) Recognize and describe technology transfer from one product to another.
 - (2) Recognize and describe inventions and innovations shared across new technologies.
- (d) **Standard.** The student will identify and differentiate the cultural, social, economic and political effects of technology and engineering.
- (1) Determine the impact and consequences of technology.
 - (2) Identify and describe the rapid or gradual changes in technology and the related effects.
- (e) **Standard.** The student will recognize the effects of technology and engineering on the environment.
- (1) Describe technologies used to repair damage in the environment.
 - (2) Examine ways to reduce resource use through technology engineering concepts.
 - (3) Identify practices available for monitoring the environment to provide feedback for decisions.
- (f) **Standard.** The student will determine the connection between technological demands, values and interests of society and the impact of these on the environment.
- (g) **Standard.** The student will identify the history and evolution of technology engineering techniques, measurements and resources.
- (h) **Standard.** The student will apply the technology engineering design process to create useful products and systems.
- (1) Identify criteria required to determine an effective technology engineering design process.
 - (2) Apply reasoning, problem solving, imagining, creating and constructing design and technology tools.
- (i) **Standard.** The student will describe technological advances that enhance science and mathematics and describe how science and mathematics advance technology and engineering.
- (j) **Standard.** The student will apply problem solving and critical thinking techniques for troubleshooting, research and development, invention and innovation and experimentation and implement these strategies as a multidisciplinary approach.
- (k) **Standard.** The student will apply creativity in developing technology products and systems.
- (1) A model to explain a solution to a problem.
 - (2) Test and evaluate a design for improvement.
 - (3) Identify quality controls necessary in a technology product or system process.
- (l) **Standard.** The student will apply safe and proper use of tools, machines, materials, processes and technical concepts.
- (m) **Standard.** The student will assess the impact of technology engineering on products and systems.
- (1) Design and use instruments to collect data for a product.
 - (2) Use collected data to find trends and assist in technological development.
 - (3) Interpret and evaluate accuracy of information to determine its usefulness.
 - (4) Synthesize data to draw conclusions regarding the effects of technology and engineering.
 - (5) Design forecasting techniques to evaluate results of altering natural resources.
- (n) **Standard.** The student will identify and describe advances and innovation in the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM).
- (o) **Standard.** The student will identify and describe the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM) principles necessary to create products and processes.
- (p) **Standard.** The student will identify and define how the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM) apply to various occupational clusters.
- (q) **Standard.** The student will identify how technology and engineering systems are affected by career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM).

(1) Apply the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM) systems and subsystems to a model.

(2) Recognize and define the purpose and uses for information skills as it relates to the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM).

(r) **Standard.** The student will develop leadership, positive self-concepts, and individual potential in a technological society.

(s) **Standard.** The student will explore the organization and management systems of business and industry.

(t) **Standard.** The student will explore career opportunities to determine occupational and educational choices.

(1) Examine opportunities related to specific occupations (e.g. career search software, field trips, guest speakers and hands-on activities dealing with lasers, medical, technology, fiber-optics, robotics, biotechnology, computer-aided drafting, electronics, engineering, computer literacy, microwave systems, and other technology systems.)

(2) Examine educational opportunities related to future careers related to career clusters (e.g. additional career technology classes at the secondary level in the comprehensive high school and area career technology centers, junior or four-year universities, postsecondary technical institutes, five- and six-year universities, military training, private sector training, and others.)

PART 26. PERSONAL FINANCIAL LITERACY [REVOKED]

210:15-3-198. Overview of Personal Financial Literacy for Grades 7-12 [REVOKED]

(a) Personal Financial Literacy is designed for students in grades 7-12. These standards of learning are priority, essential, and necessary for all Oklahoma students. Learning the ideas, concepts, knowledge, and skills will enable students to implement personal financial decision-making skills; to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, and to be participating members of a global workforce and society.

(b) The intent of personal financial literacy education is to inform students how individual choices directly influence occupational goals and future earnings potential. Effective money management is a disciplined behavior and much easier when learned earlier in life. The fourteen areas of instruction designated in the PASSPORT TO FINANCIAL LITERACY ACT OF 2007 (70 O.S. § 11-103.6h) are designed to provide students with the basic skills and knowledge needed to effectively manage their personal finances. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. This systematic way of making personal financial decisions will provide students a foundational understanding for making informed personal financial decisions.

(c) Real world topics covered by these standards include the following:

(1) Earning an income;

(2) Understanding state and federal taxes;

(3) Banking and financial institutions;

(4) Balancing a checkbook;

(5) Savings and investing;

(6) Planning for retirement;

(7) Understanding loans and borrowing money, including predatory lending and payday loans;

(8) Understanding interest, credit card debt, and online commerce;

(9) Identify fraud and theft;

(10) Rights and responsibilities of renting or buying a home;

(11) Understanding insurance;

(12) Understanding the financial impact and consequences of gambling;

(13) Bankruptcy; and

(14) Charitable giving.

(d) The examples in parentheses (e.g., the relationship between interest rates and credit scores) are provided in various places within the standards and objectives in order to explain more

clearly, what is intended to be taught in regards to that standard or objective. The examples are only suggestions of what specific content should be used to help teach the concept, knowledge, and/or skill. The examples are not all inclusive. Classroom instruction should include the suggested examples but should not be limited to just those specific suggestions.

(e) All personal financial literacy standards and objectives must be taught and assessed by the local district.

(f) Book icons identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

(g) Included in this publication is a suggested list of basic academic personal financial literacy terms. This suggested list is provided in order to help students continue building their basic academic vocabulary.

(h) Personal finance terms used here appear with appropriate definitions and examples at the end of this section of PASS in the glossary.

210:15-3-199. Personal Financial Literacy for Grades 7-12 [REVOKED]

(a) **Standard 1.** The student will describe the importance of earning an income and explain how to manage personal income using a budget.

(1) Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and ability to live on less than you earn).

(2) Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on short, medium, and long term goals (e.g., financial, personal, educational, and career).

(3) Explain how taxes, employee benefits, and payroll deductions affect income.

(b) **Standard 2.** The student will identify and describe the impact of local, state, and federal taxes upon income and standard of living.

(1) Identify and explain types of taxes (e.g., personal income, sales, and property taxes) and explain the reasons for taxation at the local, state, and federal levels (e.g., roads, water/sanitation services, social services, schools, and law enforcement).

(2) Explain the importance of meeting tax obligations and describe possible consequences of failing to meet those obligations (e.g., fees, penalties, interest, garnishment of wages, and imprisonment).

(c) **Standard 3.** The student will describe the functions and uses of banks and other financial service providers.

(1) Identify and compare the basic types of financial institutions (e.g., banks, mortgage companies, credit unions, brokerage firms, and finance companies).

(2) Describe and compare the most common financial products and services (e.g., checking, credit cards, Automated Teller Machines (ATMs), savings, loans, investments, and insurance).

(d) **Standard 4.** The student will demonstrate the ability to balance a checkbook and reconcile financial accounts.

(1) Explain the reasons for balancing a checkbook and reconciling an account statement.

(2) Develop and apply banking account management skills (e.g., correctly write, endorse, and deposit checks; balance a checkbook, including debit withdrawals and fees; and reconcile and monitor checking and savings account statements).

(e) **Standard 5.** The student will analyze the costs and benefits of saving and investing.

(1) Explain reasons for saving and investing to meet goals and build wealth (e.g., opportunity cost, return on investment, emergencies, major purchases, down payments, and education).

(2) Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.

(f) **Standard 6.** The student will explain and evaluate the importance of planning for retirement.

(1) Describe the necessity of accumulating financial resources needed for specific retirement goals, activities, and lifestyles, based on life expectancy.

(2) Explain the roles of Social Security, employer retirement plans, and personal investments (e.g., annuities, IRAs, real estate, stocks, and bonds) as sources of retirement income.

- (g) **Standard 7.** The student will identify the procedures and analyze the responsibilities of borrowing money.
- (1) Identify and analyze sources of credit (e.g., financial institutions, private lenders, and retail businesses) and credit products (e.g., student loans, credit cards, and car loans).
 - (2) Identify standard loan practices, predatory lending practices (e.g., rapid tax return, rapid access loans, and payday loans), and legal debt collection practices.
 - (3) Explain the importance of establishing a positive credit history (e.g., maintaining a reasonable debt to income ratio), describe information contained in a credit report, and explain the factors that affect a credit score (e.g., the relationship between interest rates and credit scores).
 - (4) Explain how the terms of a loan (e.g., interest rates, fees, and repayment schedules) affect the cost of credit.
- (h) **Standard 8.** The student will describe and explain interest, credit cards, and online commerce.
- (1) Compare costs and benefits of using credit cards and making online purchases (e.g., interest rates, fees, repayment schedules, and personal information protection).
 - (2) Evaluate options for payments on credit cards (e.g., minimum payment, delayed payments, or payment in full).
- (i) **Standard 9.** The student will identify and explain consumer fraud and identify theft.
- (1) Describe unfair, deceptive, or fraudulent business practices (e.g., pyramid schemes, bait and switch, and phishing).
 - (2) Describe ways to recognize and avoid identity theft (e.g., review monthly financial statements and annual credit reports; and protect personal information and online passwords).
 - (3) Describe methods to correct problems arising from identity theft and fraudulent business practices (e.g., contact national credit bureaus and local/state law enforcement agencies).
- (j) **Standard 10.** The student will explain and compare the responsibilities of renting versus buying a home.
- (1) Compare the costs and benefits of renting versus buying a home.
 - (2) Explain the elements of a standard lease agreement (e.g., deposit, due date, grace period, late fees, and utilities).
 - (3) Explain the elements of a mortgage (e.g., down payment, escrow account, due date, late fees, and amortization table); types of lenders; and fixed or adjustable rate mortgage loans.
- (k) **Standard 11.** The student will describe and explain how various types of insurance can be used to manage risk.
- (1) Identify common risks to life and property (e.g., illness, death, natural catastrophe, and accident).
 - (2) Explain the purpose and importance of insurance protection as a risk management strategy (e.g., life, health, property, liability, disability, and automobile).
 - (3) Examine appropriate amounts of insurance and how insurance deductibles work.
- (l) **Standard 12.** The student will explain and evaluate the financial impact and consequences of gambling.
- (1) Analyze the probabilities involved in winning at games of chance.
 - (2) Evaluate costs and benefits of gambling to individuals and society (e.g., family budget, addictive behaviors; and the local and state economy).
- (m) **Standard 13.** The student will evaluate the consequences of bankruptcy.
- (1) Assess the costs and benefits of bankruptcy to individuals, families, and society.
 - (2) Examine ways to prevent bankruptcy and identify alternatives to bankruptcy (e.g., budget management, debt management, refinancing, and financial counseling).
 - (3) Explain the importance of re-establishing a positive credit history and steps to improve a credit score after bankruptcy.
- (n) **Standard 14.** The student will explain the costs and benefits of charitable giving.
- (1) Identify types of charitable giving (e.g., monetary gifts, gifts in kind, and volunteer service).
 - (2) Describe the impact of charitable giving on the individual (e.g., budget, time, personal satisfaction, and tax benefits) and the community.

~~(3) Identify tools to research a charitable organization's mission/purpose, activities, and recipients (e.g., specific organizations' Web sites, Guidestar®, and regulatory agencies). 70~~
~~O.S. § 11-103.6h~~