Rules

RULE

Department of Agriculture and Forestry
Office of Agriculture and Environmental Sciences
Structural Pest Control Commission

Structural Pest Control (LAC 7:XXV.107 and 117)

In accordance with provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the Department of Agriculture and Forestry, Structural Pest Control Commission, amends regulations regarding insurance requirements for structural pest control operators and requiring structural pest control operators to use a specific form to provide insurance and bond information. The proposed Rule also sets December 31 as the date of certification renewal instead of the date of initial testing or last recertification.

The Department of Agriculture and Forestry deems the implementation of these rules and regulations necessary because the current insurance and bond rules are outdated and refer to insurance codes that are obsolete. Pest control operator recertification is required once each three years. Industry requested the change for ease of remembering the recertification date. This Rule allows the department to better regulate the pest control industry by insuring that they have the required insurance, bond and certification.

This Rule complies with and is enabled by R.S. 3:3203.

Title 7
AGRICULTURE AND ANIMALS
Part XXV. Structural Pest Control
Chapter 1. Structural Pest Control Commission

§107. License to Engage in Structural Pest Control Work Required; Qualifications of Applicant; Requirements for Licensure; Phases of Structural Pest Control License; Conditions of the License

A. - E. …

F. In addition to the qualifications required by §107.B-C, each applicant for licensure must:

1. submit a complete application for examination as required by §109 hereof;

2. be approved by the commission to take the examination for licensure;

3. have successfully completed a written examination for licensure no more than two years prior to the date of issuance of the license;

4. secure a permit for operation of the business location where he will be domiciled, as required by §105 above, provided that an applicant for license who is connected with a business location for which the commission has already issued a permit for operation need only to advise the commission of the business name and location of the permitted establishment where he will be domiciled;

5. provide a certificate of insurance on a document provided by the Louisiana Department of Agriculture and Forestry including but not limited to the following information:

a. not less than $250,000, general liability coverage, per occurrence for the following:

i. all work performed under specific structural pest control license phases;

b. not less than $100,000 coverage for property damage;

c. or combined single limits of $350,000;

d. definitions for purposes of this Section:

i. *Public Liability*—general liability;

ii. *Accident*—occurrence;

e. provide at least 10 days prior written notice to the commission before cancellation and 10 days written notice to the commission when paid claims reach or exceed the aggregate limit.

6. Provide evidence of a surety or fidelity bond on a form provided by the department covering the business with which the applicant is connected, issued by a bonding, surety or insurance company authorized to do business in Louisiana, in the amount of $2,000, of tenor and solvency satisfactory to a majority of the commission. An applicant who is not connected with a business covered by the required surety or fidelity bond must secure the appropriate coverage prior to issuance of the license.

G. - R. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 3:3308 and R.S. 3:3306 (redesignated R.S. 3:3366 and 3:3368).

HISTORICAL NOTE: Promulgated by the Department of Agriculture, Structural Pest Control Commission, LR 11:326 (April 1985), amended by the Department of Agriculture and Forestry, Structural Pest Control Commission, LR 15:955 (November 1989), LR 19:1009 (August 1993), LR 23:855 (July 1997), LR 23:1493 (November 1997), amended by the Department of Agriculture and Forestry, Office of Agricultural and Environmental Sciences, Structural Pest Control Commission, LR 31:2761 (November 2005).

§117. Obligations of the Licensee

A. The licensee must keep the bond and general liability insurance required under §107.F in full force and effect at all times.

B. The licensee must renew the permit for operation for each business location annually prior to June 30.

C. The licensee must apply for a registration certificate for each employee under his supervision within 30 days after the employee is hired and must comply with all other requirements pertaining to registration of employees set forth in §113.

D. The licensee must follow label and labeling requirements in all applications of pesticides not specifically covered in §141.

E. The licensee shall be responsible for training the employee in the kind of work which he will perform.

F.1. The licensee must maintain his commercial applicator certification in current status by:

a. attending a continuing educational program for recertification approved by the Louisiana Department of Agriculture and Forestry;

b. recertification at least once every three years; such recertification shall be completed by December 31 of the year preceding the third anniversary of either the original certification or the most recent recertification;

c. a minimum of six hours of technical training which shall include but not limited to the categories of general pest control, termite control, wood destroying insect report (WDIR) and commercial vertebrate control;

d. a minimum of six hours of technical training for the category of fumigation.

2. A licensee attending an approved recertification seminar must attend the entire approved program; otherwise the licensee shall not be recertified at this approved seminar.

3. Time and location for each licensee certification can be obtained by calling or writing to the Louisiana Department of Agriculture and Forestry.

4. A minimum of six hours of technical training for the category of fumigation.

5. A licensee attending an approved recertification seminar must attend the entire approved program, otherwise the licensee shall not be recertified at this approved seminar.

6. Time and location for each licensee certification can be obtained by writing to the Louisiana Department of Agriculture and Forestry.

G. - P. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 3:3302 and R.S. 3:3306.

HISTORICAL NOTE: Promulgated by the Department of Agriculture, Structural Pest Control Commission, LR 11:327 (April 1985), amended by the Department of Agriculture and Forestry, Structural Pest Control Commission, LR 15:956 (November 1989), LR 21:930 (September 1995), LR 23:855 (July 1997), LR 26:2437 (November 2000), LR 29:1062 (July 2003), amended by the Department of Agriculture and Forestry, Office of Agricultural and Environmental Sciences, Structural Pest Control Commission, LR 30:196 (February 2004), LR 31:2761 (November 2005).

Bob Odom
Commissioner

0511#071

RULE

Board of Elementary and Secondary Education

Bulletin 111—The Louisiana School, District, and State Accountability System
(LAC 28:LXXXIII.305, 509, 703, and 3901-3905)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education amended *Bulletin 111—The Louisiana School, District, and State Accountability System* (LAC 28:LXXXIII). Act 478 of the 1997 Regular Legislative Session called for the development of an Accountability System for the purpose of implementing fundamental changes in classroom teaching by helping schools and communities focus on improved student achievement. The State's Accountability System is an evolving system with different components.

These changes take advantage of new flexibility in guidance for No Child Left Behind and address situations that were not considered when the accountability policy was initially written.

Title 28
EDUCATION
Part LXXXIII. Bulletin 111—The Louisiana School, District, and State Accountability System

Chapter 3. School Performance Score Component

§305. Calculating the CRT Index

A. - B.table. ...

C. A student taking the LEAP Alternate Assessment Level 1 (LAA 1) or Level 2 (LAA 2) shall be included in the CRT index as delineated in §3905 of this policy.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2738 (December 2003), amended LR 31:2762 (November 2005).

Chapter 5. Calculating the NRT Index

§509. Inclusion of Alternate Assessment Results in the NRT

A. A student taking the LEAP Alternate Assessment Level 1 (LAA 1) or Level 2 (LAA 2) shall be included in the NRT index as delineated in §3905 of this policy.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2740 (December 2003), amended LR 31:2762 (November 2005).

Chapter 7. Subgroup Component

§703. Inclusion of Students in the Subgroup Component

A. - B. …

C. Each subgroup (African American, American Indian/Alaskan Native, Asian, Hispanic, White, Economically Disadvantaged, Limited English Proficient, Students with Disabilities, and All Students) within each school shall be evaluated separately on ELA and mathematics.

1. In calculating the subgroup component for a school:

a. the alternate academic achievement standards for students participating in LAA 1 will be used, provided that the percentage of proficient LAA 1 students at the district level does not exceed 1.0 percent of all students in the grades assessed. If the district exceeds the 1.0 percent proficient cap, the district shall request a waiver. The students exceeding the cap shall be assigned a zero on the assessment and be considered non-proficient if:

i. the district fails to request the waiver; or

ii. if the district requests the waiver but it is determined by LDE that ineligible students were administered LAA 1;

b. the modified academic achievement standards for students participating in LAA 2 will be used, provided that the percentage of proficient LAA 2 students at the district level does not exceed 2.0 percent of all students in the grades assessed. If the district exceeds the 2.0 percent proficient cap, the district shall request a waiver. The students exceeding the cap shall be assigned a zero on the assessment and be considered non-proficient if:

i. the district fails to request the waiver; or

ii. if the district requests the waiver but it is determined by LDE that ineligible students were administered LAA 2.

2. Students participating in LAA 1 or LAA 2 shall be included in the special education subgroup.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2743 (December 2003), amended LR 30:1619 (August 2004), repromulgated LR 30:1996 (September 2004), amended LR 30:2256 (October 2004), LR 30:2445 (November 2004), LR 31:912 (April 2005), LR 31:2762 (November 2005).

Chapter 39. Inclusion of Students with Disabilities

§3901. Assessment of Students with Disabilities

A. All students, including those with disabilities, shall participate in Louisiana's testing program. The scores of all students who are eligible to take the CRT, NRT, LAA 1, or LAA 2 shall be included in the calculation of the SPS. Most students with disabilities shall take the CRT and the NRT with accommodations, if required by their Individualized Education Program (IEP).

1. Only students with significant cognitive disabilities are eligible to participate in LEAP Alternate Assessment Level 1 (LAA 1) as defined by the LEAP Alternate Assessment Level 1 Participation Criteria.

2. Beginning in the spring of 2006, students with disabilities in grades 4, 8, 10, and 11 who are functioning significantly below enrolled grade level are eligible to participate in LEAP Alternate Assessment Level 2 (LAA 2) as defined by the LEAP Alternate Assessment Level 2 Participation Criteria.

3. Beginning in the spring of 2007, students with disabilities in grades 4 through 11, who are functioning significantly below enrolled grade level are eligible to participate in LEAP Alternate Assessment Level 2 (LAA 2) as defined by the LEAP Alternate Assessment Level 2 Participation Criteria.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 31:2763 (November 2005).

§3903. LEAP Alternate Assessment Participation Criteria

A. A student participating in LEAP Alternate Assessment Level 1 or Level 2 shall progress toward a certificate of achievement.

B. Students with disabilities participating in either LEAP Alternate Assessment Level 1 (LAA 1) or Level 2 (LAA 2) must meet specific participation criteria as stated in *Bulletin 1530—Louisiana's IEP Handbook for Students with Disabilities* (Chapter 9).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 31:2763 (November 2005).

§3905. Inclusion of Alternate Assessment Results

A. Beginning with the 2002-2003 Baseline SPS, LAA test scores shall be included in all SPS and Subgroup AYP calculations. Beginning with 2005-2006 Growth SPS, Baseline SPS, and Subgroup AYP calculations, LEAP Alternate Assessment Level 1 and Level 2 shall be included.

B. LAA 1 scores shall be converted according to the following scale.

LAA Score	Level	CRT/NRT Points
0.00-0.49	Unsatisfactory	0
0.50-2.49	Approaching Basic	50
2.50-3.49	Basic	100
3.50-4.49	Mastery	150
4.50-5.00	Advanced	200

1. Students taking LAA 1 shall be included in accountability calculations at the grade level in which they are enrolled in the Student Information System (SIS).

C. LAA 2 shall first be administered in Spring 2006 to students in grades 4, 8, 10, and 11. In Spring 2007, LAA 2 shall be given in grades 4-11. The LDE will provide conversion scales for use with the LAA 2 scores after a thorough statistical analysis of the results.

D. Students participating in either LEAP Alternate Assessment Level 1 (LAA 1) or Level 2 (LAA 2) will be assigned scores of zero in SPS component calculations and scores of non-proficient in subgroup component calculations if they do not meet the specific participation criteria as stated in *Bulletin 1530—Louisiana's IEP Handbook for Students with Disabilities*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003), amended LR 30:767 (April 2004), LR 31:2763 (November 2005).

Weegie Peabody
Executive Director

0511#015

RULE

Board of Elementary and Secondary Education

Bulletin 111—The Louisiana School, District, and State Accountability System
(LAC 28:LXXXIII.517, 1101, 1501, 1705, 2301, 3301, and 3303)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education amended *Bulletin 111—The Louisiana School, District, and State Accountability System* (LAC 28:LXXXIII). Act 478 of the 1997 Regular Legislative Session called for the development of an Accountability System for the purpose of implementing fundamental changes in classroom teaching by helping schools and communities focus on improved student achievement. The State's Accountability System is an evolving system with different components.

These changes take advantage of new flexibility in guidance for No Child Left Behind and address situations that were not considered when the accountability policy was initially written.

The proposed changes define growth label changes for three-star schools, the movement of three-star schools into Academic Assistance if performance significantly declines, and the requirement of districts to address the learning needs of mobile students, the writing and implementation of

reconstitution plans, and the accountability status of reconfigured schools.

Title 28
EDUCATION
Part LXXXIII. Bulletin 111—The Louisiana School, District, and State Accountability System

Chapter 5. Calculating the NRT Index

§517. Inclusion of Students

A. ...

B. A school that has at least 10 percent of its testing population transferring from other schools within the LEA after October 1 but before the conclusion of spring testing may request the LEA file an appeal (as described in §3109) and provide the Louisiana Department of Education with sufficient evidence that excluding these students from school performance score calculations would change its academic assistance or school improvement level; or its growth or rewards label.

1. An LEA must develop, submit for approval to the LDE, and implement in the LEA, a plan addressing the academic needs of highly mobile student populations if within a span of 3 years, it is granted appeals based on 10 percent intra-district transfers for:

a. a specific school twice; or

b. two or more schools of the same grade configuration within the LEA;

c. ten percent or more of its total number of schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003), amended LR 31:1512 (July 2005), LR 31:2422 (October 2005), LR 31:2764 (November 2005).

Chapter 11. Performance Labels

§1101. Performance Labels

A. ...

B. When a school's performance label is greater than or equal to four stars (SPS ≥ 120.0), it shall not be identified for academic assistance (formerly school improvement level 1) based on its SPS and shall not receive a "negative" growth label (minimal academic growth, no growth, school in decline).

C. When a school's performance label is three-stars (100 ≤ SPS < 120) and it declines more than 2.5 SPS points in an academic year from the prior year's baseline score, it shall enter academic assistance and meet the requirements listed in Chapter 14.

1. In 2005, 3-star schools will not receive negative growth labels.

2. In 2006 and 2007, 3-star schools with SPSs greater than or equal to 105.0 will not receive negative growth labels.

3. In 2008 and 2009, 3-star schools with SPSs greater than or equal to 110.0 will not receive negative growth labels.

4. In 2010 and 2011, 3-star schools with SPSs greater than or equal to 115.0 will not receive negative growth labels.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003), amended LR 31:2764 (November 2005).

Chapter 15. School Improvement

§1501. Levels of School Improvement

A. For schools in school improvement prior to having an approved reconstitution plan, an LEA shall consult with the LDE prior to requesting a change in a school's site code, changing its configuration, or closing a school site. Based on the information provided by the LEA, the LDE shall determine the school improvement (SI) status and the accompanying supports and sanctions of the schools impacted by such changes. The process must also assure the academic needs of the students from the school in school improvement are met if the students are placed in another school.

B. Reconstitution plans submitted for BESE approval must include any proposed school closures, requests for site code changes, grade reconfigurations, and attendance zone changes that will impact the school in SI4 as described in §2301.

C. There shall be five levels of school improvement. A school that enters school improvement shall receive additional support and assistance with the expectation that extensive efforts shall be made by students, parents, teachers, principals, administrators, and the school board to improve student achievement at the school. A school in school improvement shall begin the remedies required at the level that the school is in upon initial identification of the school for that level of school improvement, either summer preliminary or fall final accountability release. The remedies required in each level of school improvement shall be additive in nature as schools move to higher levels of school improvement (e.g., schools in SI 3 are required to meet the remedies of SI 2 and SI 3).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2745 (December 2003), amended LR 30:2744 (December 2004), LR 31:1513 (July 2005), LR 31:2764 (November 2005).

Chapter 17. Requirements for Schools in School Improvement (SI)

§1705. School Improvement 4 Requirements

A. All schools in SI 4 must adhere to the requirements of schools in SI 3.

B. A school enters SI 4 if:

1. it was first in SI 3; and

2. it is an AUS and did not make its GT; or

3. it fails the subgroup component in the same subject that caused it to enter SI 3 for the current year.

C. A school remains in SI 4 if:

1. it is an AUS and it made its GT; or

2. it passes the subgroup component in the same subject that caused it to enter SI 4 for the current year, but not two consecutive years.

D. All schools in SI 4, with the local school board's approval, shall select from the following corrective actions list:

1. replace school staff;

2. implement new curriculum;

3. decrease management authority;

4. contract an outside expert;
5. extend the school year or school day;
6. restructure.

E. For AUS schools, the DE may continue to serve the school in an advisory capacity.

F. A district must develop a reconstitution plan for all AUS schools at the beginning of the first school year in this level and submit the plan to the SBESE for approval by December of that school year.

1. Reconstitution plans submitted to BESE must include justification for any planned school closures, requests for site code changes, grade reconfigurations, and attendance zone changes that will impact the school in school improvement 4, and BESE must approve the reconstitution plan before any such changes are implemented.

G. The LDE will review the changes to school sites due to reconstitution and will consult with the LEA on the effects that the reconstitution will have on rewards and/or school improvement status.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2747 (December 2003), amended LR 30:2257 (October 2004), LR 30:2446 (November 2004), LR 31:1515 (July 2005), LR 31:2764 (November 2005).

Chapter 23. Reconstitution/Alternate Governance Plans

§2301. Schools Requiring Reconstitution/Alternate Governance Plans

A. Districts shall develop and submit a reconstitution/alternate governance plans to the SBESE for approval by December 31st for the following types of schools.

1. Reconstitution Plan: AUS schools in SI 4.

a. The reconstitution plan indicates how the district shall remedy the school's inadequate growth in student performance. The plan shall specify how and what reorganization shall occur, how these plans are supported by research, and how/why these proposed changes shall lead to improved student performance.

b. Reconstitution plans submitted to BESE must include justification for any planned school closures, requests for site code changes, grade reconfigurations, and attendance zone changes that will impact the school in School Improvement 4, and BESE must approve the reconstitution plan before any such changes are implemented.

c. Once a Reconstitution Plan has been approved by BESE, any changes to the plan must be submitted to the LDE and approved by BESE prior to implementation.

2. "Reconstitution Light" Plan: non-Title I schools in SI 5 for failing the subgroup component and schools in academic assistance level 5 for failing to make their required growth.

3. Alternate Governance Plan: Title I schools in SI 5 for failing the subgroup component and/or academically unacceptable schools in SI 6.

a. The alternate governance plan indicates how the district shall make significant changes in the school's staffing and governance to improve student academic achievement in the school to be able to make adequate yearly progress.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003), amended LR 31:1516 (July 2005), LR 31:2765 (November 2005).

Chapter 33. New Schools and/or Significantly Reconfigured Schools

§3301. Inclusion of New Schools

A. For a newly formed school, the school district shall register the new school with the Louisiana Department of Education to have a site code assigned to that school. A new school shall not be created nor shall a new site code be issued in order to allow a school to avoid an accountability decision or prevent a school from entering the accountability system. Before a new school is created, the local education agency must work with the Louisiana Department of Education to explore ways the new school can be included in the accountability system.

B. When two or more schools are created from an existing school (e.g., grades 4-6 "split" from an existing K-6 structure, creating a K-3 school and a 4-6 school), the LEA must consult with the LDE prior to implementing such changes to determine how the impacted schools will retain reward and/or school improvement status and any sanctions, remedies, and funds (e.g., a 3-8 school in SI3 should retain the school improvement status in both schools if it is reconfigured into a 3-5 and a 6-8 school and if all grade levels contributed to its poor performance). After this consultation, the LDE shall make all decisions regarding the effects of these changes on rewards, school improvement status, and sanctions for all schools effected by the changes and will notify the LEA of its decision.

C. New schools with one year of test data shall be included in accountability. For attendance and dropout data, LEA's will have the option of using:

1. the district average for schools in the same category as the new school; or

2. data from the prior year, if whole grade levels from an existing school or schools moved to the new school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended LR 31:2765 (November 2005).

§3303. Reconfigured Schools

A. Prior to any reconfiguration, the LDE will review the changes to school sites in the reconfiguration and will consult with the LEA on the effects that the reconfiguration will have on rewards and/or school improvement status. After this consultation, the LDE shall make all decisions regarding the effects of these changes on rewards, school improvement status, and sanctions for all schools effected by the changes and will notify the LEA of its decision.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended LR 30:2446 (November 2004), LR 31:2765 (November 2005).

Weegie Peabody
Executive Director

0511#017

RULE

Board of Elementary and Secondary Education

Bulletin 1943—Policies and Procedures for Louisiana Teacher Assistance and Assessment
(LAC 28:XXXVII.507)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education amended *Bulletin 1943—Policies and Procedures for Louisiana Teacher Assistance and Assessment* (LAC 28.XXXVII). These changes to current Bulletin 1943 policy provide for the exclusion from LaTAAP for those teachers from other states who provide NBPTS or appropriate evaluation results from their immediate previous teaching assignment. Appropriate evaluation results shall be defined as satisfactory annual evaluation results defined by and certified by the immediate previous out-of-state school district. This amended language streamlines current policy and aligns Bulletin 1943 policy with the Louisiana Standards for State Certification of School Personnel Louisiana Administrative Code Part LXXXVII Bulletin 746.

Title 28
EDUCATION
Part XXXVII. Bulletin 1943—Policies and Procedures for Louisiana Teacher Assistance and Assessment
Chapter 5. Assessment
§507. Procedures to Request Exclusion

A. To request exclusion from the Teacher Assistance and Assessment Program, the teacher must have submitted to the Louisiana Department of Education (LDE), Office of Quality Educators, Division of Professional Development, Professional Accountability Section the following materials:

1. a completed exclusion request form forwarded by the employing Louisiana school system. Each teacher applying for exclusion shall sign a release to solicit needed personnel evaluation information from the previous school system. The request form and release must be sent to the LDE within six weeks of the date of employment to be considered for exclusion.

B. The request for exclusion will be reviewed by an appropriate LDE staff member, and notification indicating approval or denial of the request will be returned to the employing LEA submitting the request.

C. Experienced teachers from out-of-state holding a National Board for Professional Teaching Standards (NBPTS) Certificate will be approved for exclusion from the Louisiana Teacher Assistance and Assessment Program upon submission of the completed exclusion form and a copy of their valid NBPTS Certificate. Note: The National Board Certified Teacher (NBCT) applicant from out-of-state must follow all procedures and must attach a copy of their valid NBPTS Certificate for review.

NOTE: Approval of requests for exclusion will be granted if the completed exclusion request form contains the signature(s) of the administrative authority(ies) responsible for authorizing the results of the evaluation(s).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10; R.S. 17:3871-3873; R.S. 17:3881-3884; R.S. 17:3891-3895; R.S. 17:3901-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:278 (February 2002), amended LR 31:2766 (November 2005).

Weegie Peabody
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0511#016

RULE

Board of Elementary and Secondary Education

Bulletin 1962—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Science
(LAC 28:CXXIII.Chapters 1-21)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted *Bulletin 1962—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Science*. Bulletin 1962 will be printed in codified format as Part CXXIII of the Louisiana Administrative Code. This revision of the Louisiana science content standards includes Grade Level Expectations for all grades pre-kindergarten through 12th. Grade Level Expectations are statements of knowledge and skills that students should master at the end of each grade. The federal No Child Left Behind legislation requires every state to have grade specific standards. Since the Louisiana content standards are by grade band, it was necessary to develop the Grade Level Expectations.

Title 28
EDUCATION
Part CXXIII. Bulletin 1962—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Science
Chapter 1. Introduction
§101. Philosophy of Science Education

A. Science education in Louisiana must prepare students to become informed citizens who have acquired the necessary scientific and technological knowledge and skills to function responsibly in the global community of the 21st century. It is essential that everyone involved in science education provide an opportunity for all students to become scientifically literate and reflective of the inherent nature of scientific knowledge, methods, and processes.

B. Scientific knowledge should be constructed through a hands-on/minds-on approach with overarching concepts that connect the sciences and other disciplines. Methodology and teaching strategies should be inquiry-based and include hands-on/minds-on activities. Assessment should reflect this inquiry-based curriculum and instruction and be used to improve teaching and learning. It is the responsibility of the entire community to be involved in science education reform efforts. This widespread involvement should encourage students of this state to become life-long learners.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2766 (November 2005).

§103. Need and Context for Reform

A. Over the past decade, due in part to *Science for All Americans*, published by the American Association for the Advancement of Science, educators across the country have reexamined the purposes of and approaches to science education. A major impetus for this critical look is our ever-changing society. Science and mathematics are increasingly important, as they provide a basis for citizens to make informed decisions and to earn a living in a scientific and technological world.

B. The movement to reform science education focuses on science literacy for all students. Project 2061 Update 1994 defines scientifically literate persons as those "equipped with the knowledge and skills they need to make sense of how the world works, to think critically and independently, and to lead responsible and productive lives in a culture increasingly shaped by science and technology" (American Association for the Advancement of Science [AAAS], 1994, p. 6). This intent of science literacy for everyone is reflected in the following national education goals originally put forward by the National Governor's Association.

1. American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

2. U.S. students will be first in the world in mathematics and science achievement.

3. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.

C. A number of national initiatives have helped to establish new perspectives and resources for reforming science education. The National Science Foundation's (NSF) Statewide Systemic Initiatives program funded selected states' efforts to make extensive changes in mathematics and science education. The American Association for the Advancement of Science established Project 2061, a long-range reform project that identifies key concepts in science, mathematics, and technology. The National Research Council, a division of the National Academy of Science, published the National Science Education Standards for Grades K-12 in 1996; and the National Science Teachers Association developed the Scope, Sequence, and Coordination project to implement reform approaches in secondary science classrooms.

D. It has become clear that the current approaches to science education must be reformed to meet the need for a scientifically literate citizenry and workforce. This reform effort in Louisiana began with a successful application to establish an NSF-funded statewide systemic initiative. A broad-based coalition of Louisianians secured a five-year, $10 million grant for the Louisiana Systemic Initiatives Program (LaSIP). Louisiana provided matching funds from the Louisiana Board of Elementary and Secondary Education (LBESE) and the Louisiana Board of Regents (LBoR) for colleges and universities to support the work of reforming mathematics and science education.

E. The Louisiana Department of Education (LDE) was awarded a Dwight D. Eisenhower National Program for Mathematics and Science Education grant from the United States Department of Education. This grant enabled the LDE, in collaboration with LaSIP, to develop the Louisiana Mathematics and Science Curriculum and Assessment Frameworks.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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§105. Purpose of the Framework

A. This Framework document articulates, organizes, and integrates the content and processes of science education. It serves as a bridge between classroom practices and the national standards established by the science education community, as the standards define what a scientifically literate person should know, understand, and be able to do. It reflects research in science education as it outlines instructional content, teaching methodologies, and assessment strategies.

B. The Louisiana Science Framework is designed to guide the process of reforming science education in this state. It provides the following:

1. a master plan for developing the scientific literacy of Louisiana's students as they progress from kindergarten through Grade 12;

2. a design for science education that meets Louisiana's specific needs;

3. a catalyst for insightful discussion of the fundamental nature of science;

4. a guide for evaluating progress in achieving scientific literacy among the students of Louisiana; and

5. a vision of science education for the state and a tool to enable local districts, schools, and educators to grasp the nature, purpose, and role of science education.

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§107. Intended Audiences

A. This Framework, including the Introduction, Teaching and Learning of Science, Assessment, and Content Standards, is intended to be used mainly by teachers and curriculum developers to plan curriculum, instruction, and assessment for teachers and students.

B. The Introduction and Teaching and Learning of Science sections of the Framework can be used by a broad audience as a reference point to achieve a common vision of what and how science should be taught in Louisiana schools. The Framework does not address issues such as Standards for the Professional Development for Teachers of Science, Science Education Program Standards, and Science Education System Standards. The National Science Education Standards (NSES) includes standards and information on the above topics, as well as Science and Technology, Science in Personal and Social Perspective, and History and Nature of Science. Anyone interested in professional development, program, or system standards should obtain a copy of the NSES. Anyone looking at the NSES for the first time should be sure to look at the

Changing Emphases pages at the end of each section, which give an overview of the kinds of changes needed in standards-based science education.

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§109. Intended Use

A. This Framework serves as a guide for curriculum and instruction and as a general reference to the basic principles of science education.

B. Intended uses for this Framework include the following:

1. for teachers and curriculum developers, a guide for planning curriculum, instruction, and assessment;

2. for parents, a means for assessing the effectiveness of their children's science education;

3. for administrators and school board members, a vision for science education and a basis for planning resource allocations, material purchases, local curriculum development, and teachers' professional development;

4. for policy makers and state education staffs, a basis for developing laws, policies, and funding priorities to support local reforms;

5. for staff developers, a basis for creating professional development materials and strategies designed to increase teachers' knowledge of science content, teaching methodologies, and assessment strategies;

6. for assessment specialists and test developers, a guide for the development of an assessment framework to assess students' scientific understanding and ability more effectively;

7. for colleges and universities, a guide for content and design of teacher preparation programs; and

8. for business and industry leaders and governmental agencies, a basis for developing effective partnerships and local reforms for funding instructional materials and professional development.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2768 (November 2005).

§111. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. Communication. A process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. Problem Solving. The identification of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization. The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential in all learning processes. These resource tools include pen, pencil, and paper; audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies.

4. Linking and Generating Knowledge. The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continued improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship. The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

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§113. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing. The first task is to recognize that an information need exists. Students make preliminary

decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources. After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording. Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information. After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information. Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings. Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).

7. Evaluating Efforts. Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

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Chapter 3. The Teaching and Learning of Science

§301. Nature of Science

A. Science is a way of thinking and a system of knowledge that uses reason, observation, experimentation, and imagination. The goal of science is to describe, explain, and predict natural phenomena and processes. Science shares some characteristics with other forms of scholarly inquiry, but it is unique in several important ways. Science attempts to meet the criteria of testability, objectivity, and consistency. Scientific information is continuously open to review and modification; science is not a static body of knowledge. One of the functions of science education is to teach students to understand scientific information and the processes by which it was derived.

B. Science is a complex social activity. Scientific knowledge is generated not only by individuals but also by scientists who work cooperatively in laboratories and in the field. For scientific ideas to become widely accepted, peers must review, analyze, and critique results through journal articles, replication of experiments, and presentations at professional meetings. This process has implications for the way science is taught. It suggests the importance of working in cooperative groups, recording and presenting laboratory and field results, debating issues, and posing new questions based on current findings.

C. Scientists generally work with theories, which are explanations or predictions drawn from analyses of past scientific results. Investigations of the validity of a theory may take many different forms, including observing, collecting specimens and data for analysis, and conducting experiments.

D. Few scientists actually follow the orderly steps of what is known as the "scientific method." Instead, they may omit, move, or augment one or more of these steps. Scientists' explanations about what happens in the world come partly from what they observe and partly from what they infer; sometimes scientists have different explanations for the same set of observations. Scientists also use their imaginations to consider possible causes or outcomes: A number of scientific discoveries have been based on a scientist's idea, which was then tested for validity. It is always important for scientists to consider their own biases or preconceptions and to seek to eliminate these from their work.

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§303. Unifying Concepts and Processes

A. Science, mathematics, and technology are crosscut by big ideas that transcend disciplinary boundaries. They are useful in teaching as a means of organizing science content in ways that are meaningful for students and that promote interdisciplinary instruction. Current approaches to science teaching emphasize the need to convey "big ideas" rather than isolated facts that may not fit into any meaningful pattern for the student. When instruction is organized around large concepts, it is easier for students to find meaning in specific facts and to relate them to the larger concepts presented.

B. Unifying concepts and processes provide students with powerful ideas to help them understand the natural world. These include, but are not limited to, the following:

1. systems, order, and organization;
2. evidence, models, and explanation;
3. change, constancy, and measurement; and
4. form and function.

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§305. Instructional Issues

A. The purpose of science education is not for students to memorize the "right" answer, but for them to move along a learning continuum toward a deeper understanding of science concepts and processes. Current research indicates that it is best for understanding to be constructed actively by the learner. This learning style offers a new role for the science teacher as a facilitator of learning versus an imparter of knowledge. Instruction should minimize rote learning and focus on in-depth understanding of major concepts and topics, with students actively exploring those ideas through activities they can relate to their own lives. Students often work cooperatively in small groups to exchange and critique

their own ideas, with the teacher facilitating discussion rather than providing answers. Science is presented as a human enterprise and a continuing process for extending understanding, instead of the ultimate, unalterable truth. Learning activities are often interdisciplinary, stressing the connections between the sciences and other subjects. Science teachers must have a solid understanding of the basic concepts and processes of science in order to construct meaningful science activities that address all students' diverse experiences and learning styles.

B. During the last decade, a major change has occurred in science educators' views about how science learning takes place. The science education research community now views effective science teaching as helping the learner build upon prior knowledge to construct a scientific understanding of the phenomena being studied, making learning a lifelong construction project.

C. Research studies have shown that students begin school not as "blank slates," but with a substantial set of ideas about how the world functions. These ideas usually have developed without any exposure to formal science instruction, but rather through observation, guesswork, and bits of information filtered down from adults and other children. Students often form misconceptions about such basic processes as why the seasons change, how gravity works, and what electricity is. The most important finding from these research studies is not that students have preconceptions about science, but that their misconceptions are deeply rooted and tenacious.

D. To address this instructional dilemma, teachers need to elicit students' ideas and then allow the students to test their ideas against scientific knowledge and thereby construct their own understanding. It is important to underscore that the learners must do the constructing, not the teacher. The teacher should choose excellent teaching activities and materials, but it is the learner who must actively connect the new knowledge to what he or she already knows.

E. Activities or processes that facilitate this construction of knowledge are listed below in three broad categories.

1. Using Knowledge:
   a. describing;
   b. explaining;
   c. predicting;
   d. designing;
   e. analyzing;
2. Constructing New Knowledge:
   a. asking questions;
   b. solving problems;
   c. interpreting text;
   d. reconstructing knowledge;
3. Reflecting on Knowledge:
   a. justifying;
   b. criticizing;
   c. describing limits;
   d. making connections;
   e. taking perspectives;
   f. describing interactions (Michigan State Board of Education, 1991).

NOTE: These activities will offer students the opportunity to dispel their misconceptions as they continually construct new scientific knowledge.

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§307. Technology

A. Just as science is both a process and content, so is technology. As a process, technology is the using of scientific knowledge and other resources to develop new products and processes. "...[T]he relationship between science and technology is so close that any presentation of science without developing understanding of technology would portray an inaccurate picture of science" [*National Science Education Standards Draft* (Standards), 1994, pp. v-153].

B. While the emphasis in science is on gaining knowledge of the natural world, the emphasis in technology is on finding practical ways to apply that knowledge to solve problems. "Science helps drive technology, as it provides knowledge for better understanding, instruments, and techniques. Technology is essential to science because it enables observations of phenomena that are far beyond the capabilities of scientists due to factors such as distance, location, size, and speed and provides tools for investigations, inquiry, and analysis" (*NSE Standards*, pp. v-95).

C. The emphasis of technology in the classroom should be on knowledge construction to solve problems. The posing and solving of problems that are increasingly complex will enable students to develop skills that are vital to living in a technical world.

D. Students should develop an awareness and appreciation for the continuing progress in technology as it affects the quality of individual lives as well as society, in order to become better informed citizens and consumers and become computer literate and proficient, as it applies to the computer's capability to acquire data (with sensors), interpret data (by graphing), and as a research tool (library and Internet).

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§309. Materials and Equipment

A. Instructional materials and equipment can increase students' interest and improve achievement; they deserve a prominent place in science programs. Students should have access to materials and equipment and be offered opportunities to learn to use them effectively. It is essential that classroom teachers have the necessary nonconsumable and consumable materials and equipment provided and that they be maintained and/or replenished.

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§311. Science and Equity

A. The reform emphasis on science literacy has no boundaries. It excludes no one regardless of gender, race, ethnicity, and socioeconomic status. Unfortunately, because this has not always been the case in science education, it is not reflected in the enrollment in high school science classes

and in the adult workforce of scientists. "To neglect the science education of any (as has happened too often to girls and minority students) is to deprive them of a basic education . . . and deprive the nation of talented workers and informed citizens, a loss the nation can ill afford" (*Science for All Americans*, 1989, pp. 156-157).

B. It is imperative that reform science education in Louisiana include hands-on, inquiry-based science teaching that will develop thinking skills in all students for a lifetime of use. Pre-conceived notions that science has a very narrow scope and that it is limited to a select few can be dispelled by developing critical thinking skills in all students and by developing the practice of using these thinking skills in every area of life involving cognitive processes. Development of these skills begins with kindergarten science explorations. Memorizing science facts will not suffice. It is critical that appropriate instructional tools be provided for all students so that this type of inquiry-based instruction can be implemented.

C. However, this philosophy is not enough to address the equity issue. Science education must also include keeping students in contact with culturally appropriate role models and career information. Reform efforts must dispel preconceived notions about who can be a scientist. All students must become aware of their own abilities to achieve in science. The content and methods of the Louisiana Science Framework reflect careful consideration of equity to assure that all students are provided the opportunity to succeed in learning science.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2770 (November 2005).

Chapter 5. Assessment

§501. Purpose of Assessment

A. "Assessment is a systemic, multi-step process involving the collection and interpretation of educational data" (*NSE Standards*, p. 76). The purpose of assessment is to provide information to all the stakeholders in order to improve teaching and learning. Teachers, students, and parents need feedback on student progress. School administrators, educational planners, and the community need information to determine the overall effectiveness of the science program. As science instruction moves from a focus on facts to a focus on in-depth understanding of major concepts and processes, the assessment of science learning also must change.

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§503. Classroom Assessment

A. Assessment serves many important purposes in the science classroom: diagnostic (to plan instruction to fit the student's prior knowledge), formative (to improve performance and adapt instruction), and summative (to report on final performance). The purpose of the assessment determines the assessment technique.

1. Assessment should parallel instruction. As science education develops toward a hands-on, inquiry-based approach to learning, assessments will need to become more activity-based.

2. Assessment should be fair and equitable. Throughout the learning process, expectations should be clearly articulated to students. Assessment activities that measure skills beyond recall of facts should be challenging and thoughtful; however, all students should be given learning opportunities that enable them to apply concepts and skills successfully. In order to determine what students know and are able to do as a result of science instruction, teachers must develop assessments that are free of gender, racial, and language barriers.

3. Assessment should include data from multiple sources. Varied assessment strategies provide opportunities for teachers to observe students as they conduct a variety of tasks in different settings. Student-generated products from group work, entries from individual science journals, student-designed investigations and exhibitions, and student-constructed written responses are rich sources of data that enable teachers to determine students' understanding of science concepts and processes.

B. Assessment should encourage the development of higher order thinking skills; therefore, assessment must be designed to require students not just to recall random facts, but to demonstrate scientific problem-solving and conceptual knowledge. New designs for assessment must encourage forms of active assessment that are imbedded in instruction.

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§505. Large-Scale Assessment

A. Large-scale assessment refers to assessment at the district, state, and national level. These external assessments are conducted for the purpose of providing the following:

1. information for policy makers;
2. data for program evaluation;
3. a measure of pupil progression;
4. data for district, state, and national comparisons; and
5. a criterion for graduation.

B. Assessment can have a powerful influence on curriculum and instruction; therefore, the utilization of assessment techniques that closely parallel effective instructional activities and outcomes are beneficial in the science classroom.

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Chapter 7. Content Strands

§701. Science Strands

A. The Science Framework is divided into five strands: Science as Inquiry, Physical Science, Life Science, Earth and Space Science, and Science and the Environment. Each of the strands is organized into grade clusters and introduced with a focus statement that describes important aspects inherent to that section, followed by a standard (overarching goal) and benchmarks. Benchmarks, for the purpose of this document, are defined as broad statements of process and/or

content that are to be used as a reference to develop curriculum and assess student progress. They are based on the National Science Education Standards and reflect the goal of increased science literacy for all students. The benchmarks were designed to provide breadth and continuity of content throughout the K-12 curriculum, while allowing for the flexibility of instruction in the individual classroom.

B. The first strand, Science as Inquiry, centers on the scientific process of inquiry, which citizens continually practice as they seek to understand issues, solve problems, and make decisions in everyday life. It is included in the benchmarks, along with the subject matter in Physical Science, Life Science, Earth and Space Science, and Science and the Environment, to emphasize the importance of the processes of science. It is envisioned that integration of the strands will occur and that there will be integration across the sciences and other disciplines.

C. To assist the teacher, handbooks that consist of the Framework, a sample module, and selected activities are under development for Grades K-8. The learning modules are designed as models and are provided for the grade clusters of K-2, 3-4, and 5-8. They consist of readings for teachers and students, a vignette, teaching materials, and learning activities that integrate assessment into the instruction. These modules are designed to aid in the transfer of the broad benchmarks into classroom instruction. The handbook is intended to assist in the development of curriculum and teaching methods that promote science literacy for all students.

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Chapter 9. Strand One: Science As Inquiry

§901. Science As Inquiry

A. Focus. The process of scientific inquiry involves "asking a question, planning and conducting an investigation, using appropriate tools, mathematics, and techniques, thinking critically and logically about the relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments" (*NSE Standards*, pp. v-4). Students develop these skills as they are encouraged to think scientifically rather than simply memorize and/or study science facts.

B. Standard. The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

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§903. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. the abilities necessary to do scientific inquiry:

a. SI-E-A1: asking appropriate questions about organisms and events in the environment (1, 3);

b. SI-E-A2: planning and/or designing and conducting a scientific investigation (2, 3);

c. SI-E-A3: communicating that observations are made with one's senses (1, 3);

d. SI-E-A4: employing equipment and tools to gather data and extend the sensory observations (3);

e. SI-E-A5: using data, including numbers and graphs, to explain observations and experiments (1, 2, 3);

f. SI-E-A6: communicating observations and experiments in oral and written formats (1, 3);

g. SI-E-A7: utilizing safety procedures during experiments (3, 5);

2. understanding scientific inquiry:

a. SI-E-B1: categorizing questions into what is known, what is not known, and what questions need to be explained (2, 4);

b. SI-E-B2: using appropriate experiments depending on the questions to be explored (2, 4);

c. SI-E-B3: choosing appropriate equipment and tools to conduct an experiment (2, 3, 5);

d. SI-E-B4: developing explanations by using observations and experiments (1, 2, 3, 4);

e. SI-E-B5: presenting the results of experiments (1, 3);

f. SI-E-B6: reviewing and asking questions about the results of investigations(1, 3, 4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§905. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. the abilities necessary to do scientific inquiry:

a. SI-M-A1: identifying questions that can be used to design a scientific investigation (1, 2, 3);

b. SI-M-A2: designing and conducting a scientific investigation (1, 2, 3, 4, 5);

c. SI-M-A3: using mathematics and appropriate tools and techniques to gather, analyze, and interpret data (1, 2, 3, 4, 5);

d. SI-M-A4: developing descriptions, explanations, and graphs using data (1, 2, 3, 4);

e. SI-M-A5: developing models and predictions using the relationships between data and explanations (1, 2, 3, 4);

f. SI-M-A6: comparing alternative explanations and predictions (1, 3, 4);

g. SI-M-A7: communicating scientific procedures, information, and explanations (1, 3);

h. SI-M-A8: utilizing safety procedures during scientific investigations (3, 5);

2. understanding scientific inquiry:

a. SI-M-B1: recognizing that different kinds of questions guide different kinds of scientific investigations (2, 4);

b. SI-M-B2: communicating that current scientific knowledge guides scientific investigations (1, 3, 4);

c. SI-M-B3: understanding that mathematics, technology, and scientific techniques used in an experiment

can limit or enhance the accuracy of scientific knowledge (3, 4);

d. SI-M-B4: using data and logical arguments to propose, modify, or elaborate on principles and models (1, 2, 3, 4);

e. SI-M-B5: understanding that scientific knowledge is enhanced through peer review, alternative explanations, and constructive criticism (1, 4, 5);

f. SI-M-B6: communicating that scientific investigations can result in new ideas, new methods or procedures, and new technologies (1, 3, 4);

g. SI-M-B7: understanding that scientific development/technology is driven by societal needs and funding (4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§907. Benchmarks 9-12

A. As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

1. the abilities necessary to do scientific inquiry:

a. SI-H-A1: identifying questions and concepts that guide scientific investigations (2, 4);

b. SI-H-A2: designing and conducting scientific investigations (1, 2, 3, 4, 5);

c. SI-H-A3: using technology and mathematics to improve investigations and communications (1, 2, 3);

d. SI-H-A4: formulating and revising scientific explanations and models using logic and evidence (1, 2, 3, 4);

e. SI-H-A5: recognizing and analyzing alternative explanations and models (4);

f. SI-H-A6: communicating and defending a scientific argument (1, 3, 4);

g. S1-H-A7: utilizing science safety procedures during scientific investigations (3, 5);

2. understanding scientific inquiry:

a. SI-H-B1: communicating that scientists usually base their investigations on existing models, explanations, and theories (1, 3, 4);

b. SI-H-B2: communicating that scientists conduct investigations for a variety of reasons, such as exploration of new areas, discovery of new aspects of the natural world, confirmation of prior investigations, evaluation of current theories, and comparison of models and theories (1, 3, 4);

c. SI-H-B3: communicating that scientists rely on technology to enhance the gathering and manipulation of data (1, 3);

d. SI-H-B4: analyzing a proposed explanation of scientific evidence according to the following criteria: follow a logical structure, follow rules of evidence, allow for questions and modifications, and is based on historical and current scientific knowledge (2, 4, 5);

e. SI-H-B5: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists (1, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2773 (November 2005).

Chapter 11. Strand Two: Physical Science

§1101. Physical Science

A. Focus. Exploring the characteristics, forces, and changes in objects and materials encourages students to develop an understanding of the world in which they live to establish a basis for a lifelong study of their world. As students increase their understanding and abilities, they will be able to use more sophisticated qualitative and quantitative methods to construct and analyze information. This study will enable them to make informed decisions based on a better understanding of how things work in the physical world.

B. Standard. Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

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§1103. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. properties of objects and materials:

a. PS-E-A1: observing, describing, and classifying objects by properties (size, weight, shape, color, texture, and temperature) (4);

b. PS-E-A2: measuring properties of objects using appropriate materials, tools, and technology (3, 4, 5);

c. PS-E-A3: observing and describing the objects by the properties of the materials from which they are made (paper, wood, metal) (2, 4);

d. PS-E-A4: describing the properties of the different states of matter and identifying the conditions that cause matter to change states (2, 3);

e. PS-E-A5: creating mixtures and separating them based on differences in properties (salt, sand) (2, 3);

2. position and motion of objects:

a. PS-E-B1: observing and describing the position of an object relative to another object or the background (1, 2);

b. PS-E-B2: exploring and recognizing that the position and motion of objects can be changed by pushing or pulling (force) over time (1, 2, 3);

c. PS-E-B3: describing an object's motion by tracing and measuring its position over time (1, 2, 3, 4);

d. PS-E-B4: investigating and describing how the motion of an object is related to the strength of the force (pushing or pulling) and the mass of the object (1, 2, 3, 4);

3. forms of energy:

a. PS-E-C1: experimenting and communicating how vibrations of objects produce sound and how changing the rate of vibration varies the pitch (2);

b. PS-E-C2: investigating and describing how light travels and what happens when light strikes an object (reflection, refraction, and absorption) (2);

c. PS-E-C3: investigating and describing different ways heat can be produced and moved from one object to another by conduction (2);

d. PS-E-C4: investigating and describing how electricity travels in a circuit (2);

e. PS-E-C5: investigating and communicating that magnetism and gravity can exert forces on objects without touching the objects (2);

f. PS-E-C6: exploring and describing simple energy transformations (2);

g. PS-E-C7: exploring and describing the uses of energy at school, home, and play (1, 2, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1105. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. properties and changes of properties in matter:

a. PS-M-A1: investigating, measuring, and communicating the properties of different substances which are independent of the amount of the substance (1, 2, 3, 4);

b. PS-M-A2: understanding that all matter is made up of particles called atoms and that atoms of different elements are different (2, 4);

c. PS-M-A3: grouping substances according to similar properties and/or behaviors (4);

d. PS-M-A4: understanding that atoms and molecules are perpetually in motion (4);

e. PS-M-A5: investigating the relationships among temperature, molecular motion, phase changes, and physical properties of matter (2, 3);

f. PS-M-A6: investigating chemical reactions between different substances to discover that new substances formed may have new physical properties and do have new chemical properties (2, 3, 4, 5);

g. PS-M-A7: understanding that during a chemical reaction in a closed system, the mass of the products is equal to that of the reactants (2, 3, 4);

h. PS-M-A8: discovering and recording how factors such as temperature influence chemical reactions (2);

i. PS-M-A9: identifying elements and compounds found in common foods, clothing, household materials, and automobiles (1, 2, 3, 4, 5);

2. motions and forces:

a. PS-M-B1: describing and graphing the motions of objects (1, 2, 3);

b. PS-M-B2: recognizing different forces and describing their effects (gravity, electrical, magnetic) (1, 2);

c. PS-M-B3: understanding that, when an object is not being subjected to a force, it will continue to move at a constant speed and in a straight line (2, 3, 4);

d. PS-M-B4: describing how forces acting on an object will reinforce or cancel one another, depending upon their direction and magnitude (1, 2);

e. PS-M-B5: understanding that unbalanced forces will cause changes in the speed or direction of an object's motion (2, 4);

3. transformations of energy:

a. PS-M-C1: identifying and comparing the characteristics of different types of energy (2, 3, 4);

b. PS-M-C2: understanding the different kinds of energy transformations and the fact that energy can be neither destroyed nor created (2, 3, 4);

c. PS-M-C3: understanding that the sun is a major source of energy and that energy arrives at the earth's surface as light with a range of wavelengths (2, 3, 4);

d. PS-M-C4: observing and describing the interactions of light and matter (reflection, refraction, absorption, transmission, scattering) (1, 2, 3, 4);

e. PS-M-C5: investigating and describing the movement of heat and the effects of heat in objects and systems (2, 3, 4);

f. PS-M-C6: describing the types of energy that can be involved, converted, or released in electrical circuits (2, 3, 4);

g. PS-M-C7: understanding that energy is involved in chemical reactions (2, 4);

h. PS-M-C8: comparing the uses of different energy resources and their effects upon the environment (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1107. Benchmarks 9-12

A. As students in Grades 9-12 extend their knowledge and abilities, what they know and are able to do includes:

1. measurement and symbolic representation:

a. PS-H-A1: manipulating and analyzing quantitative data using the SI system (2, 3, 4);

b. PS-H-A2: understanding the language of chemistry (formulas, equations, symbols) and its relationship to molecules, atoms, ions, and subatomic particles (1, 2, 3, 4);

2. atomic structure:

a. PS-H-B1: describing the structure of the atom and identifying and characterizing the particles that compose it (including the structure and properties of isotopes) (1, 2, 4);

b. PS-H-B2: describing the nature and importance of radioactive isotopes and nuclear reactions (fission, fusion, radioactive decay) (1, 2, 3, 4, 5);

c. PS-H-B3: understanding that an atom's electron configuration, particularly that of the outermost electrons, determines the chemical properties of that atom (2, 3, 4);

3. the structure and properties of matter:

a. PS-H-C1: distinguishing among elements, compounds, and/or mixtures (1, 2, 4);

b. PS-H-C2 discovering the patterns of physical and chemical properties found on the periodic table of the elements (2, 4);

c. PS-H-C3: understanding that physical properties of substances reflect the nature of interactions among its particles (2, 4);

d. PS-H-C4: separating mixtures based upon the physical properties of their components (2);

e. PS-H-C5: understanding that chemical bonds are formed between atoms when the outermost electrons are transferred or shared to produce ionic and covalent compounds (1, 2, 4);

f. PS-H-C6: recognizing that carbon atoms can bond to one another in chains, rings, and branching networks to form a variety of structures (1, 2, 3, 4);

g. PS-H-C7: using the kinetic theory to describe the behavior of atoms and molecules during phase changes and to describe the behavior of matter in its different phases (1, 2, 4);

4. chemical reactions:

a. PS-H-D1: observing and describing changes in matter and citing evidence of chemical change (1, 2, 4);

b. PS-H-D2: comparing, contrasting, and measuring the pH of acids and bases using a variety of indicators (1, 2, 3, 4);

c. PS-H-D3: writing balanced equations to represent a variety of chemical reactions (acid/base, oxidation/reduction, etc.) (2);

d. PS-H-D4: analyzing the factors that affect the rate and equilibrium of a chemical reaction (1, 2, 4);

e. PS-H-D5: applying the law of conservation of matter to chemical reactions (1, 2, 4);

f. PS-H-D6: comparing and contrasting the energy changes that accompany changes in matter (1, 2, 4);

g. PS-H-D7: identifying important chemical reactions that occur in living systems, the home, industry, and the environment (1, 2, 3, 4, 5);

5. forces and motion:

a. PS-H-E1: recognizing the characteristics and relative strengths of the forces of nature (gravitational, electrical, magnetic, nuclear) (4, 5);

b. PS-H-E2: understanding the relationship of displacement, time, rate of motion, and rate of change of motion; representing rate and changes of motion mathematically and graphically (1, 2, 3, 4);

c. PS-H-E3: understanding effects of forces on changes in motion as explained by Newtonian mechanics (1, 4);

d. PS-H-E4: illustrating how frame of reference affects our ability to judge motion (1, 2, 4);

6. energy:

a. PS-H-F1: describing and representing relationships among energy, work, power, and efficiency (2, 3, 4);

b. PS-H-F2: applying the universal law of conservation of matter, energy, and momentum, and recognizing their implications (2, 3, 4, 5);

7. interactions of energy and matter:

a. PS-H-G1: giving examples of the transport of energy through wave action (1, 4);

b. PS-H-G2: analyzing the relationship and interaction of magnetic and electrical fields and the forces they produce (1, 2, 3, 4);

c. PS-H-G3: characterizing and differentiating electromagnetic and mechanical waves and their effects on objects as well as humans (1, 2, 4);

d. PS-H-G4: explaining the possible hazards of exposure to various forms and amounts of energy (1, 4, 5)

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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Chapter 13. Strand Three: Life Science

§1301. Life Science

A. Focus. As investigations of the living environment are conducted, the rationales are set to establish further observations, measurements, and classifications of the various life forms. Patterns of similarities and differences within the diversity of life establish the basis for understanding the special relationships among living things in ecosystems.

B. Standard. The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2775 (November 2005).

§1303. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. characteristics of organisms, which includes:

a. LS-E-A1: identifying the needs of plants and animals, based on age-appropriate recorded observations (1, 2, 3, 4);

b. LS-E-A2: distinguishing between living and nonliving things (1, 2, 3, 4);

c. LS-E-A3: locating and comparing major plant and animal structures and their functions (1, 3);

d. LS-E-A4: recognizing that there is great diversity among organisms (1);

e. LS-E-A5: locating major human body organs and describing their functions (1, 4);

f. LS-E-A6: recognizing the food groups necessary to maintain a healthy body (1, 2, 4, 5);

2. life cycles of organisms, which include:

a. LS-E-B1: observing and describing the life cycles of some plants and animals (1, 3);

b. LS-E-B2: observing, comparing, and grouping plants and animals according to likenesses and/or differences (1, 2, 4);

c. LS-E-B3: observing and recording how the offspring of plants and animals are similar to their parents (1, 2, 3, 4);

d. LS-E-B4: observing, recording, and graphing student growth over time using a variety of quantitative measures (height, weight, linear measure of feet and hands, etc.) (1, 3);

3. Organisms and their environments, which include:

a. LS-E-C1: examining the habitats of plants and animals and determining how basic needs are met within each habitat (1, 2, 3, 4, 5);

b. LS-E-C2: describing how the features of some plants and animals enable them to live in specific habitats (1, 2, 3, 4, 5);

c. LS-E-C3: observing animals and plants and describing interaction or interdependence (1, 4).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2775 (November 2005).

§1305. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. structure and function in living systems, which includes:

a. LS-M-A1: describing the observable components and functions of a cell, such as the cell membrane, nucleus, and movement of molecules into and out of cells (1);

b. LS-M-A2: comparing and contrasting the basic structures and functions of different plant and animal cells (1, 2, 3, 4);

c. LS-M-A3: observing and analyzing the growth and development of selected organisms, including a seed plant, an insect with complete metamorphosis, and an amphibian (1, 2, 3, 4);

d. LS-M-A4: describing the basic processes of photosynthesis and respiration and their importance to life (1, 4, 5);

e. LS-M-A5: investigating human body systems and their functions (including circulatory, digestive, skeletal, respiratory) (1, 3, 4);

f. LS-M-A6: describing how the human body changes with age and listing factors that affect the length and quality of life (1, 2, 3, 4, 5);

g. LS-M-A7: describing communicable and noncommunicable diseases (1, 2, 3, 4, 5);

2. reproduction and heredity, which includes:

a. LS-M-B1: describing the importance of body cell division (mitosis) and sex cell production (meiosis) (1, 4);

b. LS-M-B2: describing the role of chromosomes and genes in heredity (1, 4);

c. LS-M-B3: describing how heredity allows parents to pass certain traits to offspring (1, 4);

3. populations and ecosystems, which include:

a. LS-M-C1: constructing and using classification systems based on the structure of organisms (1, 2, 3, 4);

b. LS-M-C2: modeling and interpreting food chains and food webs (1, 2, 3, 4);

c. LS-M-C3: investigating major ecosystems and recognizing physical properties and organisms within each (1, 2, 3, 4, 5);

d. LS-M-C4: explaining the interaction and interdependence of nonliving and living components within ecosystems (1, 2, 3, 4, 5);

4. adaptations of organisms:

a. LS-M-D1: describing the importance of plant and animal adaptation, including local examples (1, 3, 4, 5);

b. LS-M-D2: explaining how some members of a species survive under changed environmental conditions (1, 2, 3, 4, 5).

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§1307. Benchmarks 9-12

A. As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

1. the cell, which includes:

a. LS-H-A1: observing cells, identifying organelles, relating structure to function, and differentiating among cell types (1, 2, 3, 4);

b. LS-H-A2: demonstrating a knowledge of cellular transport (1, 3, 4);

c. LS-H-A3: investigating cell differentiation and describing stages of embryological development in representative organisms (1, 2, 3, 4);

2. the molecular basis of heredity:

a. LS-H-B1: explaining the relationship among chromosomes, DNA, genes, RNA, and proteins (1, 3, 4);

b. LS-H-B2: comparing and contrasting mitosis and meiosis (1, 3, 4);

c. LS-H-B3: describing the transmission of traits from parent to offspring and the influence of environmental factors on gene expression (1, 2, 3, 4, 5);

d. LS-H-B4: exploring advances in biotechnology and identifying possible positive and negative effects (1, 2, 3, 4, 5);

3. biological evolution, which includes:

a. LS-H-C1: exploring experimental evidence that supports the theory of the origin of life (1, 3);

b. LS-H-C2: recognizing the evidence for evolution (1, 3, 4);

c. LS-H-C3: discussing the patterns, mechanisms, and rate of evolution (1, 3, 4);

d. LS-H-C4: classifying organisms (1, 2, 3, 4);

e. LS-H-C5: distinguishing among the kingdoms (1, 3, 4);

f. LS-H-C6: comparing and contrasting life cycles of organisms (1, 2, 3, 4);

g. LS-H-C7: comparing viruses to cells (1, 2, 3, 4);

4. interdependence of organisms, which includes:

a. LS-H-D1: illustrating the biogeochemical cycles and explaining their importance (1, 2, 3, 4, 5);

b. LS-H-D2: describing trophic levels and energy flows (1, 3, 4, 5);

c. LS-H-D3: investigating population dynamics (2, 3, 4, 5);

d. LS-H-D4: exploring how humans have impacted ecosystems and the need for societies to plan for the future (1, 2, 4, 5);

5. matter, energy, and organization of living systems:

a. LS-H-E1: comparing and contrasting photosynthesis and cellular respiration; emphasizing their relationships (1, 2, 3, 4);

b. LS-H-E2: recognizing the importance of the ATP cycle in energy usage within the cell (1, 2, 3, 4);

c. LS-H-E3: differentiating among levels of biological organization (1, 4);

6. systems and the behavior of organisms:

a. LS-H-F1: identifying the structure and functions of organ systems (1, 3, 4);

b. LS-H-F2: identifying mechanisms involved in homeostasis (1, 3, 4);

c. LS-H-F3: recognizing that behavior is the response of an organism to internal changes and/or external stimuli (1, 3, 4);

d. LS-H-F4: recognizing that behavior patterns have adaptive value (3, 4);

7. personal and community health:

a. LS-H-G1: relating fitness and health to longevity (1, 3, 4, 5);

b. LS-H-G2: contrasting how organisms cause disease (1, 3, 4, 5);

c. LS-H-G3: explaining the role of the immune system in fighting disease (1, 3, 4, 5);

d. LS-H-G4: exploring current research on the major diseases with regard to cause, symptoms, treatment, prevention, and cure (1, 3, 4, 5);

e. LS-H-G5: researching technology used in prevention, diagnosis, and treatment of diseases/disorders (1, 3, 4, 5).

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Chapter 15. Strand Four: Earth and Space Science

§1501. Earth and Space Science

A. Focus. In order to develop a basic understanding of our world, it is essential for students to reflect upon the structure, order, and origin of the universe. This understanding occurs gradually over time as students observe, investigate, model, describe, and find patterns in a changing world. As humans modify their surroundings, they must reflect upon the consequences that these changes will bring. Scientific knowledge about environmental forces and resources will provide a rich topic for critical thinking by students to analyze the effects of their choices on the world.

B. Standard. The students will develop an understanding of the properties of earth materials, the structure of the earth system, the earth's history, and the earth's place in the universe.

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§1503. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. properties of earth materials, which include:

a. ESS-E-A1: understanding that earth materials are rocks, minerals, and soils (1);

b. ESS-E-A2: understanding that approximately three-fourths of the earth's surface is covered with water and how this condition affects weather patterns and climates (1);

c. ESS-E-A3: investigating, observing, and describing how water changes from one form to another and interacts with the atmosphere (2, 4);

d. ESS-E-A4: investigating, observing, measuring, and describing changes in daily weather patterns and phenomena (2, 4);

e. ESS-E-A5: observing and communicating that rocks are composed of various substances (1);

f. ESS-E-A6: observing and describing variations in soil (1);

g. ESS-E-A7: investigating fossils and describing how they provide evidence about plants and animals that lived long ago and the environment in which they lived (1, 2, 4);

2. objects in the sky, which include:

a. ESS-E-B1: observing and describing the characteristics of objects in the sky (1);

b. ESS-E-B2: demonstrating how the relationship of the earth, moon, and sun causes eclipses and moon phases (2, 3, 4);

c. ESS-E-B3: observing and recording the changing appearances and positions of the moon in the sky at night and determining the monthly pattern of lunar change (1, 2, 3, 4);

d. ESS-E-B4: modeling changes that occur because of the rotation of the earth (alternation of night and day) and the revolution of the earth around the sun (1, 2, 3, 4);

e. ESS-E-B5: understanding that the sun, a star, is a source of heat and light energy and identifying its effects upon the earth (1, 2, 3, 4);

f. ESS-E-B6: understanding that knowledge of the earth as well as of the universe is gained through space exploration (1).

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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§1505. Benchmarks 5-8 (Warning: Benchmarks 9-12 need to be addressed if Earth Science is not offered at the high school level.)

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. structure of the earth:

a. ESS-M-A1: understanding that the earth is layered by density with an inner and outer core, a mantle, and a thin outer crust (1);

b. ESS-M-A2: understanding that the earth's crust and solid upper mantle are dividing plates that move in response to convection currents (energy transfers) in the mantle (1);

c. ESS-M-A3: investigating the characteristics of earthquakes and volcanoes and identifying zones where they may occur (2, 3, 4);

d. ESS-M-A4: investigating how soils are formed from weathered rock and decomposed organic material (2, 3, 4);

e. ESS-M-A5: identifying the characteristics and uses of minerals and rocks and recognizing that rocks are mixtures of minerals (2, 3, 4);

f. ESS-M-A6: explaining the processes involved in the rock cycle (1, 4);

g. ESS-M-A7: modeling how landforms result from the interaction of constructive and destructive forces (1, 2, 3, 4);

h. ESS-M-A8: identifying the man-made and natural causes of coastal erosion and the steps taken to combat it (1, 2, 3, 4, 5);

i. ESS-M-A9: compare and contrast topographic features of the ocean floor to those formed above sea level (2, 3, 4);

j. ESS-M-A10: explaining (illustrating) how water circulates, on and through the crust, in the oceans, and in the atmosphere, in the water cycle (1, 4);

k. ESS-M-A11: understanding that the atmosphere interacts with the hydrosphere to affect weather and climate conditions (1, 4);

l. ESS-M-A12: predicting weather patterns through use of a weather map (1, 2, 3, 4, 5);

2. earth story:

a. ESS-M-B1: investigating how fossils show the development of life over time (2, 3, 4);

b. ESS-M-B2: devising a model that demonstrates supporting evidence that the earth has existed for a vast period of time (1, 2, 3, 4);

c. ESS-M-B3: understanding that earth processes such as erosion and weathering affect the earth today and are similar to those which occurred in the past (1, 2, 3, 4);

3. earth in the solar system:

a. ESS-M-C1: identifying the characteristics of the sun and other stars (1, 2, 3, 4);

b. ESS-M-C2: comparing and contrasting the celestial bodies in our solar system (2, 4);

c. ESS-M-C3: investigating the force of gravity and the ways gravity governs motion in the solar system and objects on earth (2, 3, 4);

d. ESS-M-C4: modeling the motions of the earth-moon-sun system to explain day and night, a year, eclipses, moon phases, and tides (1, 2, 3, 4);

e. ESS-M-C5: modeling the position of the earth in relationship to other objects in the solar system (1, 2, 3, 4);

f. ESS-M-C6: modeling and describing how radiant energy from the sun affects phenomena on the earth's surface, such as winds, ocean currents, and the water cycle (1, 2, 3, 4);

g. ESS-M-C7: modeling and explaining how seasons result from variations in amount of the sun's energy hitting the surface due to the tilt of earth's rotation on its axis and the length of the day (1, 2, 3, 4);

h. ESS-M-C8: understanding that space exploration is an active area of scientific and technological research and development (1, 5).

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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§1507. Benchmarks 9-12

A. As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

1. energy in the earth system:

a. ESS-H-A1: investigating the methods of energy transfer and identifying the sun as the major source of energy for most of the earth's systems (1, 3, 4);

b. ESS-H-A2: modeling the seasonal changes in the relative position and appearance of the sun and inferring the consequences with respect to the earth's temperature (1, 2, 3, 4);

c. ESS-H-A3: explaining fission and fusion in relation to the earth's internal and external heat sources (1, 3, 4);

d. ESS-H-A4: explaining how decay of radioactive isotopes and the gravitational energy from the earth's original formation generates the earth's internal heat (1, 3, 4);

e. ESS-H-A5: demonstrating how the sun's radiant energy causes convection currents within the atmosphere and the oceans (1, 2, 3, 4);

f. ESS-H-A6: describing the energy transfer from the sun to the earth and its atmosphere as it relates to the development of weather and climate patterns (1, 2, 3, 4);

g. ESS-H-A7: modeling the transfer of the earth's internal heat by way of convection currents in the mantle which powers the movement of the lithospheric plates (1, 2, 3, 4);

2. geochemical cycles:

a. ESS-H-B1: illustrating how stable chemical atoms or elements are recycled through the solid earth, oceans, atmosphere, and organisms (1, 2, 3, 4);

b. ESS-H-B2: demonstrating earth's internal and external energy sources as forces in moving chemical atoms or elements (1, 2, 3, 4);

3. the origin and evolution of the earth system:

a. ESS-H-C1: explaining the formation of the solar system from a nebular cloud of dust and gas (1, 2, 3, 4);

b. ESS-H-C2: estimating the age of the earth by using dating techniques (1, 2, 3, 4);

c. ESS-H-C3: communicating the geologic development of Louisiana (1, 2, 3, 4);

d. ESS-H-C4: examining fossil evidence as it relates to the evolution of life and the resulting changes in the amount of oxygen in the atmosphere (1, 2, 3, 4);

e. ESS-H-C5: explaining that natural processes and changes in the earth system may take place in a matter of seconds or develop over billions of years (1, 2, 3, 4);

4. the original and evolution of the universe:

a. ESS-H-D1: identifying scientific evidence that supports the latest theory of the age and origin of the universe (1, 2, 3, 4);

b. ESS-H-D2: describing the organization of the known universe (1, 3, 4);

c. ESS-H-D3: comparing and contrasting the sun with other stars (1, 4);

d. ESS-H-D4: identifying the elements found in the sun and other stars by investigating the spectra (1, 2, 3, 4);

e. ESS-H-D5: describing the role of hydrogen in the formation of all the natural elements (1, 4);

f. ESS-H-D6: demonstrating the laws of motion for orbiting bodies (1, 3, 4);

g. ESS-H-D7: describe the impact of technology on the study of the earth, the solar system, and the universe (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2778 (November 2005).

Chapter 17. Strand Five: Science and the Environment

§1701. Science and the Environment

A. Focus. Environmental education is a process aimed at the development of a literate citizenry which is aware of and

shows concern for the total environment and its associated problems. This goal will be met by developing the knowledge, attitudes, motivation, commitment, and skills to work individually and collectively toward the solutions of current problems and the prevention of new ones.

B. Standard. In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

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§1703. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. SE-E-A1: understanding that an "ecosystem" is made of living and non-living components (1, 3, 4);

2. SE-E-A2: understanding the components of a food chain (1, 3, 4);

3. SE-E-A3: identifying ways in which humans have altered their environment, both in positive and negative ways, either for themselves or for other living things (1, 2, 3, 4, 5);

4. SE-E-A4: understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship (1, 2, 3, 4, 5);

5. SE-E-A5: understanding that most plant and animal species are threatened or endangered today due to habitat loss or change (1, 2, 4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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§1705. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. SE-M-A1: demonstrating knowledge that an ecosystem includes living and nonliving factors and that humans are an integral part of ecosystems (1, 3, 4, 5);

2. SE-M-A2: demonstrating an understanding of how carrying capacity and limiting factors affect plant and animal populations (1, 2, 3, 4, 5);

3. SE-M-A3: defining the concept of pollutant and describing the effects of various pollutants on ecosystems (1, 2, 3, 4, 5);

4. SE-M-A4: understanding that human actions can create risks and consequences in the environment (1, 2, 3, 4, 5);

5. SE-M-A5: tracing the flow of energy through an ecosystem and demonstrating a knowledge of the roles of producers, consumers, and decomposers in the ecosystem (1, 2, 3, 4, 5);

6. SE-E-A6: distinguishing between renewable and nonrenewable resources and understanding that nonrenewable natural resources are not replenished through the natural cycles and thus are strictly limited in quantity (1, 2, 3, 4, 5);

7. SE-M-A7: demonstrating knowledge of the natural cycles, such as the carbon cycle, nitrogen cycle, water cycle, and oxygen cycle (1, 2, 4);

8. SE-M-A8: investigating and analyzing how technology affects the physical, chemical, and biological factors in an ecosystem (1, 2, 3, 4, 5);

9. SE-M-A9: demonstrating relationships of characteristics of soil types to agricultural practices and productivity (1, 2, 3, 4, 5);

10. SE-M-A10: identifying types of soil erosion and preventive measures (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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§1707. Benchmarks 9-12

A. As students in Grades 9-12 extend their knowledge, what they know and are able to do includes:

1. ecological systems and interactions, which include:

a. SE-H-A1: demonstrating an understanding of the functions of earth's major ecological systems (1, 2, 3, 4);

b. SE-H-A2: investigating the flow of energy in ecological systems (1, 2, 3, 4);

c. SE-H-A3: describing how habitat, carrying capacity, and limiting factors influence plant and animal populations (including humans) (1, 3, 4, 5);

d. SE-H-A4: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery (1, 2, 3, 4, 5);

e. SE-H-A5: describing the dynamic interactions between divisions of the biosphere (1, 3, 4);

f. SE-H-A6: describing and explaining the earth's biochemical and geochemical cycles and their relationship to ecosystem stability (1, 2, 4);

g. SE-H-A7: comparing and contrasting the dynamic interaction within the biosphere (1, 2, 4);

h. SE-H-A8: analyzing evidence that plant and animal species have evolved physical, biochemical, and/or behavioral adaptations to their environments (1, 2, 3, 4, 5);

i. SE-H-A9: demonstrating an understanding of influencing factors of biodiversity (1, 3, 4, 5);

j. SE-H-A10: explaining that all species represent a vital link in a complex web of interaction (1, 3, 4, 5);

k. SE-H-A11: understanding how pollutants can affect living systems (1, 2, 3, 4, 5);

2. resources and resource management, which include:

a. SE-H-B1: explaining the relationships between renewable and nonrenewable resources (1, 3, 4);

b. SE-H-B2: comparing and contrasting conserving and preserving resources (1, 3, 4);

c. SE-H-B3: recognizing that population size and geographic and economic factors result in the inequitable distribution of the earth's resources (1, 2, 3, 4, 5);

d. SE-H-B4: comparing and contrasting long and short-term consequences of resource management (1, 2, 3, 4, 5);

e. SE-H-B5: analyzing resource management (1, 2, 3, 4, 5);

f. SE-H-B6: recognizing that sustainable development is a process of change in which resource use, investment direction, technological development, and institutional change meet society's present as well as future needs (1, 2, 3, 4, 5);

3. environmental awareness and protection:

a. SE-H-C1: evaluating the dynamic interaction of land, water, and air and its relationship to living things in maintaining a healthy environment (1, 2, 3, 4, 5);

b. SE-H-C2: evaluating the relationships between quality of life and environmental quality (1, 2, 3, 4, 5);

c. SE-H-C3: investigating and communicating how environmental policy is formed by the interaction of social, economic, technological, and political considerations (1, 2, 3, 4, 5);

d. SE-H-C4: demonstrating that environmental decisions include analyses that incorporate ecological, health, social, and economic factors (1, 2, 3, 4, 5);

e. SE-H-C5: analyzing how public support affects the creation and enforcement of environmental laws and regulations (1, 2, 3, 4, 5);

4. personal choices and responsible actions:

a. SE-H-D1: demonstrating the effects of personal choices and actions on the natural environment (1, 2, 3, 4, 5);

b. SE-H-D2: analyzing how individuals are capable of reducing and reversing their impact on the environment through thinking, planning, education, collaboration, and action (1, 2, 3, 4, 5);

c. SE-H-D3: demonstrating that the most important factor in prevention and control of pollution is education (1, 2, 3, 4, 5);

d. SE-H-D4: demonstrating a knowledge that environmental issues should be a local and global concern (1, 2, 3, 4, 5);

e. SE-H-D5: recognizing that the development of accountability toward the environment is essential for sustainability (1, 2, 3, 4, 5);

f. SE-H-D6: developing an awareness of personal responsibility as stewards of the local and global environment (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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Chapter 19. Grade Level Expectations

§1901. Prekindergarten

A. Science as Inquiry: Strand One

1. The Abilities Necessary to Do Scientific Inquiry

a. GLE 1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1).

b. GLE 2: Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1).

c. GLE 3: Use the five senses to describe observations (PK-CS-P3) (SI-E-A3).

d. GLE 4: Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4).

e. GLE 5: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4).

f. GLE 6: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6).

g. GLE 7: Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7).

2. Understanding Scientific Inquiry

a. GLE 8: Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3).

B. Physical Science: Strand Two

1. Properties of Objects and Materials

a. GLE 9: Sort objects using one characteristic (PK-CS-P2) (PS-E-A1).

b. GLE 10: Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1).

c. GLE 11: Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2).

d. GLE 12: Determine whether one object weighs more or less than another by using a pan balance (PK-CS-I4) (PS-E-A2).

e. GLE 13: Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4).

f. GLE 14: Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5).

2. Position and Motion of Objects

a. GLE 15: Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3).

b. GLE 16: Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3).

3. Forms of Energy

a. GLE 17: Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1).

b. GLE 18: Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3).

C. Life Science: Strand Three

1. Characteristics of Organisms

a. GLE 19: Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3).

b. GLE 20: Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4).

c. GLE 21: Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6).

2. Life Cycles of Organisms

a. GLE 22: Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1).

b. GLE 23: Observe and care for pets and plants (PK-CS-L1) (LS-E-B1).

3. Organisms and Their Environments

a. GLE 24: Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1).

D. Earth and Space Science: Strand Four

1. Properties of Earth Materials

a. GLE 25: Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1).

b. GLE 26: Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4).

c. GLE 27: Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4).

2. Objects in the Sky

a. GLE 28: Learn about objects in the sky through nonfiction literature (PK-CS-ES3) (ESS-E-B1).

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§1903. Kindergarten

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

a. GLE 1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1).

b. GLE 2: Pose questions that can be answered by using students' own observations and scientific knowledge (SI-E-A1).

c. GLE 3: Predict and anticipate possible outcomes (SI-E-A2).

d. GLE 4: Use the five senses to describe observations (SI-E-A3).

e. GLE 5: Measure and record length and temperature in both metric system and U.S. system units (SI-E-A4).

f. GLE 6: Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (SI-E-A4).

g. GLE 7: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4).

h. GLE 8: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6).

i. GLE 9: Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7).

2. Understanding Scientific Inquiry

a. GLE 10: Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3).

B. Physical Science: Strand Two

1. Properties of Objects and Materials

a. GLE 11: Identify objects by using the senses (PS-E-A1).

b. GLE 12: Construct patterns by using color, size, and shape of objects (PS-E-A1).

c. GLE 13: Sort objects based on their properties (e.g., size, weight, texture) (PS-E-A1).

d. GLE 14: Determine whether objects are magnetic or nonmagnetic (PS-E-A1).

e. GLE 15: Create and separate mixtures (e.g., oil/water, rice/beans) (PS-E-A5).

2. Position and Motion of Objects

a. GLE 16: Follow directions using vocabulary such as *front/back*, *above/below*, *right/left*, and *next to* (PS-E-B1).

b. GLE 17: Trace the motion of an object, such as a ball or toy car, as it rolls (PS-E-B3).

c. GLE 18: Sequence the relative order of the speed of various objects (e.g., snails, turtles, tricycles, bicycles, cars, airplanes) (PS-E-B3).

3. Forms of Energy

a. GLE 19: Demonstrate and identify sounds as *soft* or *loud* (PS-E-C1).

b. GLE 20: Identify objects that give off heat, such as people, animals, and the sun (PS-E-C3).

C. Life Science: Strand Three

1. Characteristics of Organisms

a. GLE 21: Record observations on the growth of plant seeds (LS-E-A1).

b. GLE 22: Classify objects in a variety of settings as *living (biotic)* or *nonliving (abiotic)* (LS-E-A2).

c. GLE 23: Compare the human body at various stages of development (LS-E-A3).

d. GLE 24: Compare the human body with plants and animals (LS-E-A3).

e. GLE 25: Identify easily observable variations within types of plants and animals (e.g., features of classmates, varieties of trees, breeds of dogs) (LS-E-A4).

f. GLE 26: Classify various foods into the major groups (e.g., bread, meat, vegetable, fruit) (LS-E-A6).

g. GLE 27: Determine which foods are superior for developing a healthy body (LS-E-A6).

2. Life Cycles of Organisms

a. GLE 28: Observe life cycles and describe changes (e.g., humans, dogs, insects) (LS-E-B1).

b. GLE 29: Match models of baby animals with their parents (LS-E-B3).

D. Earth and Space Science: Strand Four

1. Properties of Earth Materials

a. GLE 30: Distinguish between areas of earth covered by land and water (ESS-E-A2).

b. GLE 31: Identify the patterns in information recorded on a weather calendar (ESS-E-A4).

2. Objects in the Sky

a. GLE 32: Discuss and differentiate objects seen in the day and/or night sky (e.g., clouds, sun, stars, moon) (ESS-E-B1).

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§1905. First Grade

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

a. GLE 1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1).

b. GLE 2: Pose questions that can be answered by using students' own observations and scientific knowledge (SI-E-A1).

c. GLE 3: Predict and anticipate possible outcomes (SI-E-A2).

d. GLE 4: Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2).

e. GLE 5: Use the five senses to describe observations (SI-E-A3).

f. GLE 6: Measure and record length and temperature in both metric system and U.S. system units (SI-E-A4).

g. GLE 7: Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (SI-E-A4).

h. GLE 8: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4).

i. GLE 9: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6).

j. GLE 10: Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7).

2. Understanding Scientific Inquiry

a. GLE 11: Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3).

b. GLE 12: Explain and give examples of how scientific discoveries have affected society (SI-E-B6).

B. Physical Science: Strand Two

1. Properties of Objects and Materials

a. GLE 13: Sort a group of objects by using multiple characteristics (PS-E-A1).

b. GLE 14: Order objects by weight/mass (PS-E-A1).

c. GLE 15: Measure length and width of a variety of objects and materials by using nonstandard tools, such as a paper clip, cube, shoe, and hands (PS-E-A2).

d. GLE 16: Observe and describe common properties of solids, liquids, and gases (PS-E-A4).

e. GLE 17: Sort and classify objects by their state of matter (PS-E-A4).

2. Forms of Energy

a. GLE 18: Demonstrate how sound is made in a variety of ways (e.g., singing, whispering, striking an object) (PS-E-C1).

b. GLE 19: Describe and demonstrate the volume of sound (e.g., soft, loud) (PS-E-C1).

c. GLE 20: Use a flashlight and various objects and materials to determine if light is transmitted or reflected (PS-E-C2).

d. GLE 21: Demonstrate that light can be reflected onto another object by using a mirror (PS-E-C2).

e. GLE 22: Identify some examples where heat is released (e.g., burning candles, rubbing hands, running) (PS-E-C3).

f. GLE 23: Identify materials attracted by magnets (PS-E-C5).

g. GLE 24: Determine, through experimentation, which poles of magnets are attracted to each other and which poles repel each other (PS-E-C5).

h. GLE 25: Discuss what type of energy makes objects work (e.g., car/gasoline, waterwheel/water, lamp/electricity) (PS-E-C6) (PS-E-C7).

C. Life Science: Strand Three

1. Characteristics of Organisms

a. GLE 26: Describe the differences between plants and animals (LS-E-A1).

b. GLE 27: Identify what animals and plants need to grow and develop (LS-E-A1).

c. GLE 28: Describe the characteristics of *living (biotic)* and *nonliving (abiotic)* things (LS-E-A2).

d. GLE 29: Describe basic functions of parts of the body (e.g., lungs, heart, bones, muscles) (LS-E-A3).

2. Life Cycles of Organisms

a. GLE 30: Record and share observations of changes in developing plants (LS-E-B1).

b. GLE 31: Describe how animals and their offspring are similar and how they are different (LS-E-B3).

3. Organisms and Their Environments

a. GLE 32: Describe features of some animals that benefit them in their environments (LS-E-C1).

b. GLE 33: Explain how pets' needs are met in their habitats (LS-E-C1).

c. GLE 34: Record evidence of plants and animals in the schoolyard or other environments (LS-E-C2).

D. Earth and Space Science: Strand Four

1. Properties of Earth Materials

a. GLE 35: Examine soils to determine that they are often found in layers (ESS-E-A1).

b. GLE 36: Locate and compare the relative proportions of land and water found on earth (ESS-E-A2).

c. GLE 37: Illustrate how water changes from one form to another (e.g., freezing, melting, evaporating) (ESS-E-A3).

d. GLE 38: Compare weather patterns as they relate to seasonal changes in students' immediate environment (ESS-E-A4).

e. GLE 39: Identify the characteristics of soil, according to color, texture, and components, including *living (biotic)* and *nonliving (abiotic)* substances (ESS-E-A6).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1907. Second Grade

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

a. GLE 1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1).

b. GLE 2: Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1).

c. GLE 3: Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2).

d. GLE 4: Predict and anticipate possible outcomes (SI-E-A2).

e. GLE 5: Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2).

f. GLE 6: Use the five senses to describe observations (SI-E-A3).

g. GLE 7: Measure and record length and temperature in both metric system and U.S. system units (SI-E-A4).

h. GLE 8: Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4).

i. GLE 9: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4).

j. GLE 10: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6).

k. GLE 11: Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7).

2. Understanding Scientific Inquiry

a. GLE 12: Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3).

b. GLE 13: Explain and give examples of how scientific discoveries have affected society (SI-E-B6).

B. Physical Science: Strand Two

1. Properties of Objects and Materials

a. GLE 14: Classify objects as *bendable* or *rigid* (PS-E-A1).

b. GLE 15: Record the temperature of objects (Celsius and Fahrenheit) (PS-E-A1).

c. GLE 16: Measure weight/mass and volume of a variety of objects and materials by using a pan balance and various containers (PS-E-A2).

d. GLE 17: Use standard tools to measure objects or materials (e.g., ruler, meter stick, measuring tape, pan balance, thermometer, graduated cylinder) (PS-E-A2).

e. GLE 18: Observe, describe, and record the characteristics of materials that make up different objects (e.g., metal, nonmetal, plastic, rock, wood, paper) (PS-E-A3).

f. GLE 19: Describe and illustrate what remains after water evaporates from a salt or sugar solution (PS-E-A5).

2. Position and Motion of Objects

a. GLE 20: Observe and describe differences in motion between objects (e.g., toward/away, cardinal directions) (PS-E-B3).

3. Forms of Energy

a. GLE 21: Use students' own voices to demonstrate pitch (e.g., low, high) (PS-E-C1).

b. GLE 22: Give examples of objects that vibrate to produce sound (e.g., drum, stringed instrument, end of a ruler, cymbal) (PS-E-C1).

c. GLE 23: Change the direction of light by using a mirror and/or lens (PS-E-C2).

d. GLE 24: Describe how light behaves when it strikes objects and materials (e.g., transparent, translucent, opaque) (PS-E-C2).

e. GLE 25: Investigate ways of producing static electricity and describe its effects (PS-E-C4).

f. GLE 26: Identify and describe sources of energy used at school, home, and play (PS-E-C7).

C. Life Science: Strand Three

1. Characteristics of Organisms

a. GLE 27: Match the appropriate food source and habitat for a variety of animals (e.g., cows/grass/field, fish/tadpoles/water) (LS-E-A1).

b. GLE 28: Describe structures of plants (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3).

c. GLE 29: Compare differences and similarities among a variety of seed plants (LS-E-A3).

d. GLE 30: Identify physical characteristics of organisms (e.g., worms, amphibians, plants) (LS-E-A4).

e. GLE 31: Identify and discuss the arrangement of the food pyramid (LS-E-A6).

f. GLE 32: Analyze selected menus to determine whether they include representatives of all the required food groups (LS-E-A6).

2. Life Cycles of Organisms

a. GLE 33: Compare the life cycles of selected organisms (e.g., mealworm, caterpillar, tadpole) (LS-E-B1).

b. GLE 34: Describe inherited characteristics of living things (LS-E-B3).

3. Organisms and Their Environments

a. GLE 35: Identify the components of a variety of habitats and describe how organisms in those habitats depend on each other (LS-E-C1).

D. Earth and Space Science: Strand Four

1. Properties of Earth Materials

a. GLE 36: Observe and record the properties of rocks, minerals, and soils gathered from their surroundings (e.g., color, texture, odor) (ESS-E-A1).

b. GLE 37: Compare bodies of water found on earth (e.g., oceans, seas, lakes, rivers, glaciers) (ESS-E-A2).

c. GLE 38: Explain why most of the water on earth cannot be used as drinking (potable) water (ESS-E-A2).

d. GLE 39: Design an experiment involving evaporation (ESS-E-A3).

e. GLE 40: Gather, record, and graph weather data (e.g., precipitation, wind speed, wind direction, temperature) using appropriate instruments (ESS-E-A4).

f. GLE 41: Analyze recorded daily temperatures and weather conditions from newspapers, television, the Internet, and home/outdoor thermometers (ESS-E-A4).

g. GLE 42: Identify and use appropriate tools to gather and study rocks, minerals, and fossils (ESS-E-A5).

2. Objects in the Sky

a. GLE 43: Describe characteristics of the sun, stars, and earth's moon (e.g., relative size, shape, color, production of light/heat) (ESS-E-B1).

b. GLE 44: Give examples of how the sun affects earth's processes (e.g., weather, water cycle) (ESS-E-B5).

E. Science and the Environment: Strand Five

1. GLE 45: Locate and identify plants and animals within an ecosystem (SE-E-A2).

2. GLE 46: Illustrate and describe a simple food chain located within an ecosystem (SE-E-A2).

3. GLE 47: Identify the sun as the primary energy source in a food chain (SE-E-A2).

4. GLE 48: Describe a variety of activities related to preserving the environment (SE-E-A3).

5. GLE 49: Describe how consumption of resources can be reduced by recycling, reusing, and conserving (SE-E-A4).

6. GLE 50: Describe ways in which habitat loss or change can occur as a result of natural events or human impact (SE-E-A5).

7. GLE 51: Describe and give examples of threatened or endangered species (SE-E-A5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2782 (November 2005).

§1909. Third Grade

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

a. GLE 1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1).

b. GLE 2: Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1).

c. GLE 3: Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2).

d. GLE 4: Predict and anticipate possible outcomes (SI-E-A2).

e. GLE 5: Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2).

f. GLE 6: Use the five senses to describe observations (SI-E-A3).

g. GLE 7: Measure and record length, temperature, mass, volume, and area in both metric system and U.S. system units (SI-E-A4).

h. GLE 8: Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4).

i. GLE 9: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4).

j. GLE 10: Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction (SI-E-A5).

k. GLE 11: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6).

l. GLE 12: Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7).

2. Understanding Scientific Inquiry

a. GLE 13: Identify questions that need to be explained through further inquiry (SI-E-B1).

b. GLE 14: Distinguish between what is known and what is unknown in scientific investigations (SI-E-B1).

c. GLE 15: Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3).

d. GLE 16: Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment (SI-E-B5).

e. GLE 17: Explain and give examples of how scientific discoveries have affected society (SI-E-B6).

B. Physical Science: Strand Two

1. Properties of Objects and Materials

a. GLE 18: Compare and classify objects on properties determined through experimentation (e.g., ability to conduct electricity, tendency to float or sink in water) (PS-E-A1).

b. GLE 19: Select the appropriate metric system and U.S. system tools for measuring length, width, temperature, volume, and mass (PS-E-A2).

c. GLE 20: Measure temperature by using Fahrenheit and Celsius thermometers and compare results (PS-E-A2).

d. GLE 21: Compare common objects and identify the original material from which they are made (e.g., paper, pencil, comb) (PS-E-A3).

e. GLE 22: Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling (PS-E-A4).

2. Position and Motion of Objects

a. GLE 23: Demonstrate how force is a *push* or a *pull* by using students' bodies, toy cars, or balls (PS-E-B2).

b. GLE 24: Explain how the amount and direction of force exerted on an object (e.g., push, pull, friction, gravity) determine how much the object will move (PS-E-B2).

c. GLE 25: Observe and analyze motion and position of objects over time (e.g., shadows, apparent path of the sun across the sky) (PS-E-B3).

d. GLE 26: Explain the effect of varying amounts of force on the motion of an object (PS-E-B4).

3. Forms of Energy

a. GLE 27: Use the words *high/low* to compare the pitch of sound and the words *loud/soft* to compare the volume (amplitude) of sound (PS-E-C1).

b. GLE 28: Describe the reflection/absorption properties of various colored objects (PS-E-C2).

c. GLE 29: Determine which materials insulate best by using experimental data (PS-E-C3).

d. GLE 30: Demonstrate and explain the movement of electricity in closed and open circuits (PS-E-C4)

e. GLE 31: Compare and describe the common forms of energy and explain how they are used in everyday life (e.g., light, electricity, heat, mechanical) (PS-E-C6).

f. GLE 32: Give examples of how energy can be used to move or lift objects (PS-E-C6).

g. GLE 33: Identify simple machines and the tasks they make possible (PS-E-C6).

C. Life Science: Strand Three

1. Characteristics of Organisms

a. GLE 34: Describe what the human body needs to grow and be healthy (LS-E-A1).

b. GLE 35: Compare structures (parts of the body) in a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, insects) (LS-E-A3).

c. GLE 36: Compare structures (e.g., roots, leaves, stems, flowers, seeds) and their functions in a variety of plants (LS-E-A3).

d. GLE 37: Describe how plant structures enable the plant to meet its basic needs (LS-E-A3).

e. GLE 38: Classify groups of organisms based on common characteristics (LS-E-A4).

f. GLE 39: Compare organisms from different groups (e.g., birds with mammals, terrestrial plants with aquatic plants) (LS-E-A4).

g. GLE 40: Explain how the organs of the digestive system function (LS-E-A5).

h. GLE 41: Describe how the components of the skeletal system function (LS-E-A5).

i. GLE 42: Describe the relationship between eating habits and maintaining a healthy body (LS-E-A6).

j. GLE 43: Identify a meal that includes representatives from each group of the food pyramid (LS-E-A6).

2. Life Cycles of Organisms

a. GLE 44: Graph, analyze, and interpret personal and class data (LS-E-B4).

D. Earth and Space Science: Strand Four

1. Properties of Earth Materials

a. GLE 45: Recognize and describe that rock is composed of different combinations of minerals (ESS-E-A1) (ESS-E-A5).

b. GLE 46: Describe earth processes that have affected selected physical features in students' neighborhoods (e.g., rusting, weathering, erosion) (ESS-E-A1).

c. GLE 47: Describe the difference between weather and climate (ESS-E-A2).

d. GLE 48: Identify examples of the processes of a water cycle (e.g., evaporation, condensation, precipitation, collection of runoff) (ESS-E-A3).

e. GLE 49: Describe climate patterns from recorded weather conditions over a period of time (ESS-E-A4).

f. GLE 50: Compare and group common rocks according to their characteristics (i.e., igneous, metamorphic, sedimentary) (ESS-E-A5).

g. GLE 51: Identify and compare the components found in soil (ESS-E-A6) (ESS-E-A1).

h. GLE 52: Identify characteristics of selected fossils and explain how fossil records are used to learn about the past (ESS-E-A7).

2. Objects in the Sky

a. GLE 53: Identify, in order, the planets of the solar system (ESS-E-B1).

b. GLE 54: Describe the patterns of apparent change in the position of the sun (ESS-E-B2).

c. GLE 55: Explain the results of the rotation and revolution of earth (e.g., day and night, year) (ESS-E-B4).

d. GLE 56: Compare shadow direction and length at different times of day and year (ESS-E-B4).

E. Science and the Environment: Strand Five

1. GLE 57: Describe the interrelationships of *living (biotic)* and *nonliving (abiotic)* components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1).

2. GLE 58: Describe how humans have had negative and positive effects on organisms and their environments (SE-E-A3) (SE-E-A5).

3. GLE 59: Classify manufactured products according to the natural resources from which they are made (e.g., copper wire from copper ore, plastic from petroleum) (SE-E-A4).

4. GLE 60: Explain how renewable and nonrenewable resources can be replenished or depleted (SE-E-A4).

5. GLE 61: Explain how selected animals once classified as endangered have recovered (SE-E-A5).

6. GLE 62: Identify animals in Louisiana that have recovered and that are no longer considered endangered (SE-E-A5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2784 (November 2005).

§1911. Fourth Grade

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

a. GLE 1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1).

b. GLE 2: Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1).

c. GLE 3: Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2).

d. GLE 4: Predict and anticipate possible outcomes (SI-E-A2).

e. GLE 5: Identify variables to ensure that only one experimental variable is tested at a time (SI-E-A2).

f. GLE 6: Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2).

g. GLE 7: Use the five senses to describe observations (SI-E-A3).

h. GLE 8: Measure and record length, temperature, mass, volume, and area in both metric system and U.S. system units (SI-E-A4).

i. GLE 9: Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4).

j. GLE 10: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4).

k. GLE 11: Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction (SI-E-A5).

l. GLE 12: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6).

m. GLE 13: Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7).

2. Understanding Scientific Inquiry

a. GLE 14: Identify questions that need to be explained through further inquiry (SI-E-B1).

b. GLE 15: Distinguish between what is known and what is unknown in scientific investigations (SI-E-B1).

c. GLE 16: Select the best experimental design to answer a given testable question (SI-E-B2).

d. GLE 17: Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3).

e. GLE 18: Base explanations and logical inferences on scientific knowledge, observations, and scientific evidence (SI-E-B4).

f. GLE 19: Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment (SI-E-B5).

g. GLE 20: Determine whether further investigations are needed to draw valid conclusions (SI-E-B6).

h. GLE 21: Use evidence from previous investigations to ask additional questions and to initiate further explorations (SI-E-B6).

i. GLE 22: Explain and give examples of how scientific discoveries have affected society (SI-E-B6).

B. Physical Science: Strand Two

1. Properties of Objects and Materials

a. GLE 23: Determine linear, volume, and weight/mass measurements by using both metric system and U.S. system units to compare the results (PS-E-A2).

b. GLE 24: Illustrate how heating/cooling affects the motion of small particles in different phases of matter (PS-E-A4).

c. GLE 25: Describe various methods to separate mixtures (e.g., evaporation, condensation, filtration, magnetism) (PS-E-A5).

2. Position and Motion of Objects

a. GLE 26: Measure, record, and graph changes in position over time (e.g., speed of cars, ball rolling down inclined plane) (PS-E-B3).

b. GLE 27: Describe how the amount of force needed to cause an object to change its motion depends on the mass of the object (PS-E-B4).

3. Forms of Energy

a. GLE 28: Explain the relationship between volume (amplitude) of sound and energy required to produce the sound (PS-E-C1).

b. GLE 29: Compare the rates at which sound travels through solids, liquids, and gases (PS-E-C1).

c. GLE 30: Explain the relationship between frequency (rate of vibration) and pitch (PS-E-C1).

d. GLE 31: Diagram what happens to white light as it passes through a prism (PS-E-C2).

e. GLE 32: Describe how light bends or refracts when traveling through various materials (e.g., pencil in a glass of water) (PS-E-C2).

f. GLE 33: Describe how heat energy moves through a material by conduction (PS-E-C3).

g. GLE 34: Give examples of ways heat can be generated through friction (e.g., rubbing hands) (PS-E-C3).

h. GLE 35: Give examples of ways heat can be produced by conversion from other sources of energy (PS-E-C3).

i. GLE 36: Test and classify materials as *conductors* and *insulators* of electricity (PS-E-C4).

j. GLE 37: Demonstrate how a complete circuit is needed for conducting electricity (PS-E-C4).

k. GLE 38: Explain the effects of earth's gravity on all objects at or near the surface of earth (PS-E-C5).

l. GLE 39: Describe energy transformations (e.g., electricity to light, friction to heat) (PS-E-C6).

C. Life Science: Strand Three

1. Characteristics of Organisms

a. GLE 40: Explain the functions of plant structures in relation to their ability to make food through photosynthesis (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3).

b. GLE 41: Describe how parts of animals' bodies are related to their functions and survival (e.g., wings/flying, webbed feet/swimming) (LS-E-A3).

c. GLE 42: Describe how the organs of the circulatory and respiratory systems function (LS-E-A5).

d. GLE 43: Explain the primary role of carbohydrates, fats, and proteins in the body (LS-E-A6).

e. GLE 44: Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins) (LS-E-A6).

2. Life Cycles of Organisms

a. GLE 45: Identify reproductive structures in plants and describe the functions of each (LS-E-B1).

b. GLE 46: Describe how some plants can be grown from a plant part instead of a seed (LS-E-B1).

c. GLE 47: Sequence stages in the life cycles of various organisms, including seed plants (LS-E-B1).

d. GLE 48: Classify examples of plants and animals based on a variety of criteria (LS-E-B2).

e. GLE 49: Compare similarities and differences between parents and offspring in plants and animals (LS-E-B3).

3. Organisms and Their Environments

a. GLE 50: Explain how some organisms in a given habitat compete for the same resources (LS-E-C1).

b. GLE 51: Describe how organisms can modify their environment to meet their needs (e.g., beavers making dams) (LS-E-C1).

c. GLE 52: Describe how some plants and animals have adapted to their habitats (LS-E-C2).

d. GLE 53: Identify the habitat in which selected organisms would most likely live and explain how specific structures help organisms to survive (LS-E-C2).

e. GLE 54: Describe the effect of sudden increases or decreases of one group of organisms upon other organisms in the environment (LS-E-C3).

D. Earth and Space Science: Strand Four

1. Properties of Earth Materials

a. GLE 55: Recognize that sedimentary rocks are composed of particles that result from weathering and erosion (e.g., sandstones, conglomerates) (ESS-E-A1).

b. GLE 56: Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth) (ESS-E-A1).

c. GLE 57: Explain how unequal heating of earth's land and water affects climate and weather by using a model (ESS-E-A2).

d. GLE 58: Draw, label, and explain the components of a water cycle (ESS-E-A3).

e. GLE 59: Measure, chart, and predict the weather using various instruments (e.g., thermometer, barometer, anemometer) (ESS-E-A4).

f. GLE 60: Identify various types of weather-related natural hazards and effects (e.g., lightning, storms) (ESS-E-A4).

g. GLE 61: Identify safety measures applicable to natural hazards (ESS-E-A4).

h. GLE 62: Classify rocks and minerals according to texture, color, luster, hardness, and effervescence (ESS-E-A5).

i. GLE 63: Demonstrate and explain how earth's surface is changed as a result of slow and rapid processes (e.g., sand dunes, canyons, volcanoes, earthquakes) (ESS-E-A5) (ESS-E-A1).

2. Objects in the Sky

a. GLE 64: Describe and sequence the phases of the moon and eclipses (ESS-E-B2).

b. GLE 65: Compare a solar and a lunar eclipse (ESS-E-B2).

c. GLE 66: Diagram the movement of the moon around earth and the movement of earth around the sun (ESS-E-B2).

d. GLE 67: Explain the changing appearance of the moon and its location in the sky over the course of a month (ESS-E-B3).

e. GLE 68: Identify the relationship between earth's tilt and revolution and the seasons (ESS-E-B4).

f. GLE 69: Explain how technology has improved our knowledge of the universe (e.g., Hubble telescope, space stations, lunar exploration) (ESS-E-B6).

E. Science and the Environment: Strand Five

1. GLE 70: Design an ecosystem that includes *living (biotic)* and *nonliving (abiotic)* components and illustrates interdependence (SE-E-A1).

2. GLE 71: Describe and explain food chains/webs and the directional flow of energy in various ecosystems (e.g., construct a model, drawing, diagram, graphic organizer) (SE-E-A2).

3. GLE 72: Predict and describe consequences of the removal of one component in a balanced ecosystem (e.g., consumer, herbivores, nonliving component) (SE-E-A2).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2785 (November 2005).

§1913. Fifth Grade

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

a. GLE 1: Generate testable questions about objects, organisms, and events that can be answered through scientific investigation (SI-M-A1).

b. GLE 2: Identify problems, factors, and questions that must be considered in a scientific investigation (SI-M-A1).

c. GLE 3: Use a variety of sources to answer questions (SI-M-A1).

d. GLE 4: Design, predict outcomes, and conduct experiments to answer guiding questions (SI-M-A2).

e. GLE 5: Identify independent variables, dependent variables, and variables that should be controlled in designing an experiment (SI-M-A2).

f. GLE 6: Select and use appropriate equipment, technology, tools, and metric system units of measurement to make observations (SI-M-A3).

g. GLE 7: Record observations using methods that complement investigations (e.g., journals, tables, charts) (SI-M-A3).

h. GLE 8: Use consistency and precision in data collection, analysis, and reporting (SI-M-A3).

i. GLE 9: Use computers and/or calculators to analyze and interpret quantitative data (SI-M-A3).

j. GLE 10: Identify the difference between description and explanation (SI-M-A4).

k. GLE 11: Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols) (SI-M-A4).

l. GLE 12: Use data and information gathered to develop an explanation of experimental results (SI-M-A4).

m. GLE 13: Identify patterns in data to explain natural events (SI-M-A4).

n. GLE 14: Develop models to illustrate or explain conclusions reached through investigation (SI-M-A5).

o. GLE 15: Identify and explain the limitations of models used to represent the natural world (SI-M-A5).

p. GLE 16: Use evidence to make inferences and predict trends (SI-M-A5).

q. GLE 17: Recognize that there may be more than one way to interpret a given set of data, which can result in alternative scientific explanations and predictions (SI-M-A6).

r. GLE 18: Identify faulty reasoning and statements that misinterpret or are not supported by the evidence (SI-M-A6).

s. GLE 19: Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations) (SI-M-A7).

t. GLE 20: Write clear, step-by-step instructions that others can follow to carry out procedures or conduct investigations (SI-M-A7).

u. GLE 21: Distinguish between *observations* and *inferences* (SI-M-A7).

v. GLE 22: Use evidence and observations to explain and communicate the results of investigations (SI-M-A7).

w. GLE 23: Use relevant safety procedures and equipment to conduct scientific investigations (SI-M-A8).

x. GLE 24: Provide appropriate care and utilize safe practices and ethical treatment when animals are involved in scientific field and laboratory research (SI-M-A8).

2. Understanding Scientific Inquiry

a. GLE 25: Compare and critique scientific investigations (SI-M-B1).

b. GLE 26: Use and describe alternate methods for investigating different types of testable questions (SI-M-B1).

c. GLE 27: Recognize that science uses processes that involve a logical and empirical, but flexible, approach to problem solving (SI-M-B1).

d. GLE 28: Recognize that investigations generally begin with a review of the work of others (SI-M-B2).

e. GLE 29: Explain how technology can expand the senses and contribute to the increase and/or modification of scientific knowledge (SI-M-B3).

f. GLE 30: Describe why all questions cannot be answered with present technologies (SI-M-B3).

g. GLE 31: Recognize that there is an acceptable range of variation in collected data (SI-M-B3).

h. GLE 32: Explain the use of statistical methods to confirm the significance of data (e.g., mean, median, mode, range) (SI-M-B3).

i. GLE 33: Evaluate models, identify problems in design, and make recommendations for improvement (SI-M-B4).

j. GLE 34: Recognize the importance of communication among scientists about investigations in progress and the work of others (SI-M-B5).

k. GLE 35: Explain how skepticism about accepted scientific explanations (i.e., hypotheses and theories) leads to new understanding (SI-M-B5).

l. GLE 36: Explain why an experiment must be verified through multiple investigations and yield consistent results before the findings are accepted (SI-M-B5).

m. GLE 37: Critique and analyze their own inquiries and the inquiries of others (SI-M-B5).

n. GLE 38: Explain that, through the use of scientific processes and knowledge, people can solve problems, make decisions, and form new ideas (SI-M-B6).

o. GLE 39: Identify areas in which technology has changed human lives (e.g., transportation, communication, geographic information systems, DNA fingerprinting) (SI-M-B7).

p. GLE 40: Evaluate the impact of research on scientific thought, society, and the environment (SI-M-B7).

B. Physical Science: Strand Two

1. Properties and Changes of Properties in Matter

a. GLE 1: Measure a variety of objects in metric system units (PS-M-A1).

b. GLE 2: Compare the physical properties of large and small quantities of the same type of matter (PS-M-A1).

c. GLE 3: Describe the structure of atoms and the electrical charge of protons, neutrons, and electrons (PS-M-A2).

d. GLE 4: Identify the physical and chemical properties of various substances and group substances according to their observable and measurable properties (e.g., conduction, magnetism, light transmission) (PS-M-A3).

e. GLE 5: Describe the properties and behavior of water in its solid, liquid, and gaseous phases (states) (PS-M-A5).

f. GLE 6: Describe new substances formed from common chemical reactions (e.g., burning paper produces ash) (PS-M-A6).

2. Motions and Forces

a. GLE 7: Compare, calculate, and graph the average speeds of objects in motion using both metric system and U.S. system units (PS-M-B1).

b. GLE 8: Explain that gravity accelerates all falling objects at the same rate in the absence of air resistance (PS-M-B3).

c. GLE 9: Demonstrate a change in speed or direction of an object's motion with the use of unbalanced forces (PS-M-B5).

3. Transformations of Energy

a. GLE 10: Compare potential and kinetic energy and give examples of each (PS-M-C1).

b. GLE 11: Classify energy resources as *renewable*, *non-renewable*, or *inexhaustible* (PS-M-C1).

c. GLE 12: Identify the sun as earth's primary energy source and give examples (e.g., photosynthesis, water cycle) to support that conclusion (PS-M-C3).

d. GLE 13: Investigate how changes in the position of a light source and an object alter the size and shape of the shadow (PS-M-C4).

e. GLE 14: Identify other types of energy produced through the use of electricity (e.g., heat, light, mechanical) (PS-M-C6).

C. Life Science: Strand Three

1. Structure and Function in Living Systems

a. GLE 15: Identify the cell as the basic unit of living things (LS-M-A1).

b. GLE 16: Observe, identify, and describe the basic components of cells and their functions (e.g., cell wall, cell membrane, cytoplasm, nucleus) (LS-M-A1).

c. GLE 17: Compare plant and animal cells and label cell components (LS-M-A2).

d. GLE 18: Describe the metamorphosis of an amphibian (e.g., frog) (LS-M-A3).

e. GLE 19: Describe the processes of photosynthesis and respiration in green plants (LS-M-A4).

f. GLE 20: Describe the levels of structural organization in living things (e.g., cells, tissues, organs, organ systems) (LS-M-A5).

g. GLE 21: Identify diseases caused by germs and how they can be transmitted from person to person (LS-M-A7).

2. Populations and Ecosystems

a. GLE 22: Develop and use a simple dichotomous key to classify common plants and animals (LS-M-C1).

b. GLE 23: Construct food chains that could be found in ponds, marshes, oceans, forests, or meadows (LS-M-C2).

c. GLE 24: Describe the roles of producers, consumers, and decomposers in a food chain (LS-M-C2).

d. GLE 25: Compare food chains and food webs (LS-M-C2).

e. GLE 26: Identify and describe ecosystems of local importance (LS-M-C3).

f. GLE 27: Compare common traits of organisms within major ecosystems (LS-M-C3).

g. GLE 28: Explain and give examples of predator/prey relationships (LS-M-C4).

3. Adaptations of Organisms

a. GLE 29: Describe adaptations of plants and animals that enable them to thrive in local and other natural environments (LS-M-D1).

D. Earth and Space Science: Strand Four

1. Structure of the Earth

a. GLE 30: Identify organic and inorganic matter in soil samples with the aid of a hand lens or microscope (ESS-M-A4).

b. GLE 31: Identify common rocks and minerals and explain their uses and economic significance (ESS-M-A5).

c. GLE 32: Demonstrate the results of constructive and destructive forces using models or illustrations (ESS-M-A7).

d. GLE 33: Identify the processes that prevent or cause erosion (ESS-M-A7).

e. GLE 34: Identify the components of the hydrosphere (ESS-M-A11).

f. GLE 35: Identify the atmosphere as a mixture of gases, water vapor, and particulate matter (ESS-M-A11).

g. GLE 36: Identify, describe, and compare climate zones (e.g., polar, temperate, tropical) (ESS-M-A11).

h. GLE 37: Identify typical weather map symbols and the type of weather they represent (ESS-M-A12).

2. Earth History

a. GLE 38: Estimate the range of time over which natural events occur (e.g., lightning in seconds, mountain formation over millions of years) (ESS-M-B3).

3. Earth in the Solar System

a. GLE 39: Identify the physical characteristics of the sun (ESS-M-C1).

b. GLE 40: Describe the significance of Polaris as the North Star (ESS-M-C1).

c. GLE 41: Explain why the moon, sun, and stars appear to move from east to west across the sky (ESS-M-C1).

d. GLE 42: Differentiate among moons, asteroids, comets, meteoroids, meteors, and meteorites (ESS-M-C2).

e. GLE 43: Describe the characteristics of the inner and outer planets (ESS-M-C2).

f. GLE 44: Explain rotation and revolution by using models or illustrations (ESS-M-C4).

g. GLE 45: Identify earth's position in the solar system (ESS-M-C5).

h. GLE 46: Identify and explain the interaction of the processes of the water cycle (ESS-M-C6) (ESS-M-A10).

i. GLE 47: Identify and explain advances in technology that have enabled the exploration of space (ESS-M-C8).

E. Science and the Environment: Strand Five

1. GLE 48: Determine the ability of an ecosystem to support a population (carrying capacity) by identifying the resources needed by that population (SE-M-A2).

2. GLE 49: Identify and give examples of pollutants found in water, air, and soil (SE-M-A3).

3. GLE 50: Describe the consequences of several types of human activities on local ecosystems (e.g., polluting streams, regulating hunting, introducing nonnative species) (SE-M-A4).

4. GLE 51: Describe naturally occurring cycles and identify where they are found (e.g., carbon, nitrogen, water, oxygen) (SE-M-A7).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2787 (November 2005).

§1915. Middle School: Grades 5-8

A. Science as Inquiry: Strand One

1. The Abilities Necessary to Do Scientific Inquiry

a. GLE 1: Generate testable questions about objects, organisms, and events that can be answered through scientific investigation (SI-M-A1).

b. GLE 2: Identify problems, factors, and questions that must be considered in a scientific investigation (SI-M-A1).

c. GLE 3: Use a variety of sources to answer questions (SI-M-A1).

d. GLE 4: Design, predict outcomes, and conduct experiments to answer guiding questions (SI-M-A2).

e. GLE 5: Identify independent variables, dependent variables, and variables that should be controlled in designing an experiment (SI-M-A2).

f. GLE 6: Select and use appropriate equipment, technology, tools, and metric system units of measurement to make observations (SI-M-A3).

g. GLE 7: Record observations using methods that complement investigations (e.g., journals, tables, charts) (SI-M-A3).

h. GLE 8: Use consistency and precision in data collection, analysis, and reporting (SI-M-A3).

i. GLE 9: Use computers and/or calculators to analyze and interpret quantitative data (SI-M-A3).

j. GLE 10: Identify the difference between description and explanation (SI-M-A4).

k. GLE 11: Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols) (SI-M-A4).

l. GLE 12: Use data and information gathered to develop an explanation of experimental results (SI-M-A4).

m. GLE 13: Identify patterns in data to explain natural events (SI-M-A4).

n. GLE 14: Develop models to illustrate or explain conclusions reached through investigation (SI-M-A5).

o. GLE 15: Identify and explain the limitations of models used to represent the natural world (SI-M-A5).

p. GLE 16: Use evidence to make inferences and predict trends (SI-M-A5).

q. GLE 17: Recognize that there may be more than one way to interpret a given set of data, which can result in alternative scientific explanations and predictions (SI-M-A6).

r. GLE 18: Identify faulty reasoning and statements that misinterpret or are not supported by the evidence (SI-M-A6).

s. GLE 19: Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations) (SI-M-A7).

t. GLE 20: Write clear, step-by-step instructions that others can follow to carry out procedures or conduct investigations (SI-M-A7).

u. GLE 21: Distinguish between *observations* and *inferences* (SI-M-A7).

v. GLE 22: Use evidence and observations to explain and communicate the results of investigations (SI-M-A7).

w. GLE 23: Use relevant safety procedures and equipment to conduct scientific investigations (SI-M-A8).

x. GLE 24: Provide appropriate care and utilize safe practices and ethical treatment when animals are involved in scientific field and laboratory research (SI-M-A8).

2. Understanding Scientific Inquiry

a. GLE 25: Compare and critique scientific investigations (SI-M-B1).

b. GLE 26: Use and describe alternate methods for investigating different types of testable questions (SI-M-B1).

c. GLE 27: Recognize that science uses processes that involve a logical and empirical, but flexible, approach to problem solving (SI-M-B1).

d. GLE 28: Recognize that investigations generally begin with a review of the work of others (SI-M-B2).

e. GLE 29: Explain how technology can expand the senses and contribute to the increase and/or modification of scientific knowledge (SI-M-B3).

f. GLE 30: Describe why all questions cannot be answered with present technologies (SI-M-B3).

g. GLE 31: Recognize that there is an acceptable range of variation in collected data (SI-M-B3).

h. GLE 32: Explain the use of statistical methods to confirm the significance of data (e.g., mean, median, mode, range) (SI-M-B3).

i. GLE 33: Evaluate models, identify problems in design, and make recommendations for improvement (SI-M-B4).

j. GLE 34: Recognize the importance of communication among scientists about investigations in progress and the work of others (SI-M-B5).

k. GLE 35: Explain how skepticism about accepted scientific explanations (i.e., hypotheses and theories) leads to new understanding (SI-M-B5).

l. GLE 36: Explain why an experiment must be verified through multiple investigations and yield consistent results before the findings are accepted (SI-M-B5).

m. GLE 37: Critique and analyze their own inquiries and the inquiries of others (SI-M-B5).

n. GLE 38: Explain that, through the use of scientific processes and knowledge, people can solve problems, make decisions, and form new ideas (SI-M-B6).

o. GLE 39: Identify areas in which technology has changed human lives (e.g., transportation, communication, geographic information systems, DNA fingerprinting) (SI-M-B7).

p. GLE 40: Evaluate the impact of research on scientific thought, society, and the environment (SI-M-B7).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2789 (November 2005).

§1917. Grade 5

A. Physical Science: Strand Two

1. Properties and Changes of Properties in Matter

a. GLE 1: Measure a variety of objects in metric system units (PS-M-A1).

b. GLE 2: Compare the physical properties of large and small quantities of the same type of matter (PS-M-A1).

c. GLE 3: Describe the structure of atoms and the electrical charge of protons, neutrons, and electrons (PS-M-A2).

d GLE 4: Identify the physical and chemical properties of various substances and group substances according to their observable and measurable properties (e.g., conduction, magnetism, light transmission) (PS-M-A3).

e. GLE 5: Describe the properties and behavior of water in its solid, liquid, and gaseous phases (states) (PS-M-A5).

f. GLE 6: Describe new substances formed from common chemical reactions (e.g., burning paper produces ash) (PS-M-A6).

2. Motions and Forces

a. GLE 7: Compare, calculate, and graph the average speeds of objects in motion using both metric system and U.S. system units (PS-M-B1).

b. GLE 8: Explain that gravity accelerates all falling objects at the same rate in the absence of air resistance (PS-M-B3).

c. GLE 9: Demonstrate a change in speed or direction of an object's motion with the use of unbalanced forces (PS-M-B5).

3. Transformations of Energy

a. GLE 10: Compare potential and kinetic energy and give examples of each (PS-M-C1).

b. GLE 11: Classify energy resources as *renewable*, *non-renewable*, or *inexhaustible* (PS-M-C1).

c. GLE 12: Identify the sun as earth's primary energy source and give examples (e.g., photosynthesis, water cycle) to support that conclusion (PS-M-C3).

d. GLE 13: Investigate how changes in the position of a light source and an object alter the size and shape of the shadow (PS-M-C4).

e. GLE 14: Identify other types of energy produced through the use of electricity (e.g., heat, light, mechanical) (PS-M-C6).

B. Life Science: Strand Three

1. Structure and Function in Living Systems

a. GLE 15: Identify the cell as the basic unit of living things (LS-M-A1).

b. GLE 16: Observe, identify, and describe the basic components of cells and their functions (e.g., cell wall, cell membrane, cytoplasm, nucleus) (LS-M-A1).

c. GLE 17: Compare plant and animal cells and label cell components (LS-M-A2).

d. GLE 18: Describe the metamorphosis of an amphibian (e.g., frog) (LS-M-A3).

e. GLE 19: Describe the processes of photosynthesis and respiration in green plants (LS-M-A4).

f. GLE 20: Describe the levels of structural organization in living things (e.g., cells, tissues, organs, organ systems) (LS-M-A5).

g. GLE 21: Identify diseases caused by germs and how they can be transmitted from person to person (LS-M-A7).

2. Populations and Ecosystems

a. GLE 22: Develop and use a simple dichotomous key to classify common plants and animals (LS-M-C1).

b. GLE 23: Construct food chains that could be found in ponds, marshes, oceans, forests, or meadows (LS-M-C2).

c. GLE 24: Describe the roles of producers, consumers, and decomposers in a food chain (LS-M-C2).

d. GLE 25: Compare food chains and food webs (LS-M-C2).

e. GLE 26: Identify and describe ecosystems of local importance (LS-M-C3).

f. GLE 27: Compare common traits of organisms within major ecosystems (LS-M-C3).

g. GLE 28: Explain and give examples of predator/prey relationships (LS-M-C4).

3. Adaptations of Organisms

a. GLE 29: Describe adaptations of plants and animals that enable them to thrive in local and other natural environments (LS-M-D1).

C. Earth and Space Science: Strand Four

1. Structure of Earth

a. GLE 30: Identify organic and inorganic matter in soil samples with the aid of a hand lens or microscope (ESS-M-A4).

b. GLE 31: Identify common rocks and minerals and explain their uses and economic significance (ESS-M-A5).

c. GLE 32: Demonstrate the results of constructive and destructive forces using models or illustrations (ESS-M-A7).

d. GLE 33: Identify the processes that prevent or cause erosion (ESS-M-A7).

e. GLE 34: Identify the components of the hydrosphere (ESS-M-A11).

f. GLE 35: Identify the atmosphere as a mixture of gases, water vapor, and particulate matter (ESS-M-A11).

g. GLE 36: Identify, describe, and compare climate zones (e.g., polar, temperate, tropical) (ESS-M-A11).

h. GLE 37: Identify typical weather map symbols and the type of weather they represent (ESS-M-A12).

2. Earth History

a. GLE 38: Estimate the range of time over which natural events occur (e.g., lightning in seconds, mountain formation over millions of years) (ESS-M-B3).

3. Earth in the Solar System

a. GLE 39: Identify the physical characteristics of the sun (ESS-M-C1).

b. GLE 40: Describe the significance of Polaris as the North Star (ESS-M-C1).

c. GLE 41: Explain why the moon, sun, and stars appear to move from east to west across the sky (ESS-M-C1).

d. GLE 42: Differentiate among moons, asteroids, comets, meteoroids, meteors, and meteorites (ESS-M-C2).

e. GLE 43: Describe the characteristics of the inner and outer planets (ESS-M-C2).

f. GLE 44: Explain rotation and revolution by using models or illustrations (ESS-M-C4).

g. GLE 45: Identify earth's position in the solar system (ESS-M-C5).

h. GLE 46: Identify and explain the interaction of the processes of the water cycle (ESS-M-C6) (ESS-M-A10).

i. GLE 47: Identify and explain advances in technology that have enabled the exploration of space (ESS-M-C8).

D. Science and the Environment: Strand Five

1. GLE 48: Determine the ability of an ecosystem to support a population (carrying capacity) by identifying the resources needed by that population (SE-M-A2).

2. LE 49: Identify and give examples of pollutants found in water, air, and soil (SE-M-A3).

3. GLE 50: Describe the consequences of several types of human activities on local ecosystems (e.g., polluting streams, regulating hunting, introducing nonnative species) (SE-M-A4).

4. GLE 51: Describe naturally occurring cycles and identify where they are found (e.g., carbon, nitrogen, water, oxygen) (SE-M-A7).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2790 (November 2005).

§1919. Grade 6

A. Physical Science: Strand Two

1. Properties and Changes of Properties in Matter

a. GLE 1: Measure and record the volume and mass of substances in metric system units (PS-M-A1).

b. GLE 2: Calculate the density of large and small quantities of a variety of substances (e.g., aluminum foil, water, copper, clay, rock) (PS-M-A1).

c. GLE 3: Construct models that replicate atomic structure for selected common elements from the periodic table (PS-M-A2).

d. GLE 4: Differentiate between the physical and chemical properties of selected substances (PS-M-A3).

e. GLE 5: Compare physical and chemical changes (PS-M-A3).

f. GLE 6: Draw or model the movement of atoms in solid, liquid, and gaseous states (PS-M-A4).

g. GLE 7: Simulate how atoms and molecules have kinetic energy exhibited by constant motion (PS-M-A4).

h. GLE 8: Determine the temperatures at which water changes physical phases (e.g., freezing point, melting point, boiling point) (PS-M-A5).

i. GLE 9: Describe the properties of reactants and products of chemical reactions observed in the lab (PS-M-A6).

j. GLE 10: Identify the average atomic masses of given elements using the periodic table (PS-M-A7).

k. GLE 11: Compare the masses of reactants and products of a chemical reaction (PS-M-A7).

l. GLE 12: Determine the effect of particle size of the same reactants on the rate of chemical reactions during a lab activity (e.g., powdered vs. solid forms) (PS-M-A8).

m. GLE 13: Use a variety of resources to identify elements and compounds in common substances (PS-M-A9).

2. Motions and Forces

a. GLE 14: Construct and analyze graphs that represent one-dimensional motion (i.e., motion in a straight line) and predict the future positions and speed of a moving object (PS-M-B1).

b. GLE 15: Explain why velocity is expressed in both speed and direction (PS-M-B1).

c. GLE 16: Compare line graphs of acceleration, constant speed, and deceleration (PS-M-B1).

d. GLE 17: Describe and demonstrate that friction is a force that acts whenever two surfaces or objects move past one another (PS-M-B2).

e. GLE 18: Explain how the resistance of materials affects the rate of electrical flow (PS-M-B2).

f. GLE 19: Identify forces acting on all objects (PS-M-B3).

g. GLE 20: Draw and label a diagram to represent forces acting on an object (PS-M-B4).

h. GLE 21: Determine the magnitude and direction of unbalanced (i.e., net) forces acting on an object (PS-M-B4).

i. GLE 22: Demonstrate that an object will remain at rest or move at a constant speed and in a straight line if it is not subjected to an unbalanced force (PS-M-B5) (PS-M-B3).

j. GLE 23: Predict the direction of a force applied to an object and how it will change the speed and direction of the object (PS-M-B5).

3. Transformations of Energy

a. GLE 24: Describe and give examples of how all forms of energy may be classified as potential or kinetic energy (PS-M-C1).

b. GLE 25: Compare forms of energy (e.g., light, heat, sound, electrical, nuclear, mechanical) (PS-M-C1).

c. GLE 26: Describe and summarize observations of the transmission, reflection, and absorption of sound, light, and heat energy (PS-M-C1).

d. GLE 27: Explain the relationship between work input and work output by using simple machines (PS-M-C2).

e. GLE 28: Explain the law of conservation of energy (PS-M-C2).

f. GLE 29: Compare and/or investigate the relationships among work, power, and efficiency (PS-M-C2).

g. GLE 30: Trace energy transformations in a simple system (e.g., flashlight) (PS-M-C2).

h. GLE 31: Compare types of electromagnetic waves (PS-M-C3).

i. GLE 32: Identify and illustrate key characteristics of waves (e.g., wavelength, frequency, amplitude) (PS-M-C4).

j. GLE 33: Predict the direction in which light will refract when it passes from one transparent material to another (e.g., from air to water, from prism to air) (PS-M-C4).

k. GLE 34: Apply the law of reflection and law of refraction to demonstrate everyday phenomena (e.g., how light is reflected from tinted windows, how light is refracted by cameras, telescopes, eyeglasses) (PS-M-C4).

l. GLE 35: Determine through experimentation whether light is reflected, transmitted, and/or absorbed by a given object or material (PS-M-C4).

m. GLE 36: Explain the relationship between an object's color and the wavelength of light reflected or transmitted to the viewer's eyes (PS-M-C4).

n. GLE 37: Compare how heat is transferred by conduction, convection, and radiation (PS-M-C5).

o. GLE 38: Identify conditions under which thermal energy tends to flow from a system of higher energy to a system of lower energy (PS-M-C5).

p. GLE 39: Describe how electricity can be produced from other types of energy (e.g., magnetism, solar, mechanical) (PS-M-C6).

q. GLE 40: Identify heat energy gains and losses during exothermic and endothermic chemical reactions (PS-M-C7).

r. GLE 41: Identify risks associated with the production and use of coal, petroleum, hydroelectricity, nuclear energy, and other energy forms (PS-M-C8).

B. Science and the Environment: Strand Five

1. GLE 42: Identify energy types from their source to their use and determine if the energy types are renewable, nonrenewable, or inexhaustible (SE-M-A6).

2. GLE 43: Explain how the use of different energy resources affects the environment and the economy (SE-M-A6).

3. GLE 44: Explain how an inexhaustible resource can be harnessed for energy production (SE-M-A6).

4. GLE 45: Describe methods for sustaining renewable resources (SE-M-A6).

5. GLE 46: Identify ways people can reuse, recycle, and reduce the use of resources to improve and protect the quality of life (SE-M-A6).

6. GLE 47: Illustrate how various technologies influence resource use in an ecosystem (e.g., forestry management, soil conservation, fishery improvement) (SE-M-A8).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2791 (November 2005).

§1921. Grade 7

A. Physical Science: Strand Two

1. Properties and Changes of Properties in Matter

a. GLE 1: Identify the elements most often found in living organisms (e.g., C, N, H, O, P, S, Ca, Fe) (PS-M-A9).

B. Life Science: Strand Three

1. Structure and Function in Living Systems

a. GLE 2: Compare the basic structures and functions of different types of cells (LS-M-A1).

b. GLE 3: Illustrate and demonstrate osmosis and diffusion in cells (LS-M-A1).

c. GLE 4: Compare functions of plant and animal cell structures (i.e., organelles) (LS-M-A2).

d. GLE 5: Compare complete and incomplete metamorphosis in insects (e.g., butterflies, mealworms, grasshoppers) (LS-M-A3).

e. GLE 6: Compare the life cycles of a variety of organisms, including non-flowering and flowering plants, reptiles, birds, amphibians, and mammals (LS-M-A3).

f. GLE 7: Construct a word equation that illustrates the processes of photosynthesis and respiration (LS-M-A4).

g. GLE 8: Distinguish between *aerobic* respiration and *anaerobic* respiration (LS-M-A4).

h. GLE 9: Relate structural features of organs to their functions in major systems (LS-M-A5).

i. GLE 10: Describe the way major organ systems in the human body interact to sustain life (LS-M-A5).

j. GLE 11: Describe the growth and development of humans from infancy to old age (LS-M-A6).

k. GLE 12: Explain how external factors and genetics can influence the quality and length of human life (e.g., nutrition, smoking, drug use, exercise) (LS-M-A6).

l. GLE 13: Identify and describe common communicable and noncommunicable diseases and the methods by which they are transmitted, treated, and prevented (LS-M-A7).

2. Reproduction and Heredity

a. GLE 14: Differentiate between sexual and asexual reproduction (LS-M-B1).

b. GLE 15: Contrast the processes of mitosis and meiosis in relation to growth, repair, reproduction, and heredity (LS-M-B1).

c. GLE 16: Explain why chromosomes in body cells exist in pairs (LS-M-B2).

d. GLE 17: Explain the relationship of genes to chromosomes and genotypes to phenotypes (LS-M-B2).

e. GLE 18: Recognize genetic errors caused by changes in chromosomes (LS-M-B2).

f. GLE 19: Apply the basic laws of Mendelian genetics to solve simple monohybrid crosses, using a Punnett square (LS-M-B3).

g. GLE 20: Explain the differences among the inheritance of dominant, recessive, and incomplete dominant traits (LS-M-B3).

h. GLE 21: Use a Punnett square to demonstrate how sex-linked traits are inherited (LS-M-B3).

i. GLE 22: Give examples of the importance of selective breeding (e.g., domestic animals, livestock, horticulture) (LS-M-B3).

3. Populations and Ecosystems

a. GLE 23: Classify organisms based on structural characteristics, using a dichotomous key (LS-M-C1).

b. GLE 24: Analyze food webs to determine energy transfer among organisms (LS-M-C2).

c. GLE 25: Locate and describe the major biomes of the world (LS-M-C3).

d. GLE 26: Describe and compare the levels of organization of living things within an ecosystem (LS-M-C3).

e. GLE 27: Identify the various relationships among plants and animals (e.g., mutualistic, parasitic, producer/consumer) (LS-M-C4).

f. GLE 28: Differentiate between ecosystem components of habitat and niche (LS-M-C4).

g. GLE 29: Predict the impact changes in a species' population have on an ecosystem (LS-M-C4).

4. Adaptations of Organisms

a. GLE 30: Differentiate between structural and behavioral adaptations in a variety of organisms (LS-M-D1).

b. GLE 31: Describe and evaluate the impact of introducing nonnative species into an ecosystem (LS-M-D1).

c. GLE 32: Describe changes that can occur in various ecosystems and relate the changes to the ability of an organism to survive (LS-M-D2).

d. GLE 33: Illustrate how variations in individual organisms within a population determine the success of the population (LS-M-D2).

e. GLE 34: Explain how environmental factors impact survival of a population (LS-M-D2).

C. Science and the Environment: Strand Five

1. GLE 35: Identify resources humans derive from ecosystems (SE-M-A1).

2. GLE 36: Distinguish the essential roles played by biotic and abiotic components in various ecosystems (SE-M-A1).

3. GLE 37: Identify and describe the effects of limiting factors on a given population (SE-M-A2).

4. GLE 38: Evaluate the carrying capacity of an ecosystem (SE-M-A2).

5. GLE 39: Analyze the consequences of human activities on ecosystems (SE-M-A4).

6. GLE 40: Construct or draw food webs for various ecosystems (SE-M-A5).

7. GLE 41: Describe the nitrogen cycle and explain why it is important for the survival of organisms (SE-M-A7).

8. GLE 42: Describe how photosynthesis and respiration relate to the carbon cycle (SE-M-A7).

9. GLE 43: Identify and analyze the environmental impact of humans' use of technology (e.g., energy production, agriculture, transportation, human habitation) (SE-M-A8).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2792 (November 2005).

§1923. Grade 8

A. Physical Science: Strand Two

1. Properties and Changes of Properties in Matter

a. GLE 1: Determine that all atoms of the same element are similar to but different from atoms of other elements (PS-M-A2).

b. GLE 2: Recognize that elements with the same number of protons may or may not have the same charge (PS-M-A2).

c. GLE 3: Define ions and describe them in terms of the number of protons, electrons, and their charges (PS-M-A2).

2. Motions and Forces

a. GLE 4: Demonstrate that earth has a magnetic field by using magnets and compasses (PS-M-B2).

b. GLE 5: Define gravity and describe the relationship among the force of gravity, the mass of objects, and the distance between objects (PS-M-B2).

c. GLE 6: Predict how the gravitational attraction between two masses will increase or decrease when changes are made in the masses or in the distance between the objects (PS-M-B2).

d. GLE 7: Explain the relationships among force, mass, and acceleration (PS-M-B5).

B. Earth and Space Science: Strand Four

1. Structure of Earth

a. GLE 8: Identify and describe the four density layers of earth (ESS-M-A1).

b. GLE 9: Explain the historical development of the theories of plate tectonics, including continental drift and sea-floor spreading (ESS-M-A2).

c. GLE 10: Illustrate the movement of convection currents (ESS-M-A2).

d. GLE 11: Illustrate the movements of lithospheric plates as stated in the plate tectonics theory (ESS-M-A2).

e. GLE 12: Identify the edges of plate boundaries as likely areas of earthquakes and volcanic action (ESS-M-A3).

f. GLE 13: Describe the processes responsible for earthquakes and volcanoes and identify the effects of these processes (e.g., faulting, folding) (ESS-M-A3).

g. GLE 14: Distinguish between chemical and mechanical (physical) weathering and identify the role of weathering agents (e.g., wind, water, ice, gravity) (ESS-M-A4).

h. GLE 15: Illustrate the role of organic processes in soil formation (ESS-M-A4).

i. GLE 16: Compare the physical characteristics of rock and mineral specimens to observe that a rock is a mixture of minerals (ESS-M-A5).

j. GLE 17: Describe the properties of minerals (e.g., color, luster, hardness, streak) (ESS-M-A5).

k. GLE 18: Describe how sedimentary, igneous, and metamorphic rocks form and change in the rock cycle (ESS-M-A6).

l. GLE 19: Determine the results of constructive and destructive forces upon landform development with the aid of geologic maps of Louisiana (ESS-M-A7).

m. GLE 20: Describe how humans' actions and natural processes have modified coastal regions in Louisiana and other locations (ESS-M-A8).

n. GLE 21: Read and interpret topographic maps (ESS-M-A9).

o. GLE 22: Compare ocean floor topography to continental topography by using topographic maps (ESS-M-A9).

p. GLE 23: Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration, and sublimation as they relate to the water cycle (ESS-M-A10).

q. GLE 24. Investigate and explain how given factors affect the rate of water movement in the water cycle (e.g., climate, type of rock, ground cover) (ESS-M-A10).

r. GLE 25. Explain and give examples of how climatic conditions on earth are affected by the proximity of water (ESS-M-A11).

s. GLE 26: Describe and illustrate the layers of earth's atmosphere (ESS-M-A11).

t. GLE 27: Identify different air masses, jet streams, global wind patterns, and other atmospheric phenomena and describe how they relate to weather events, such as El Niño and La Niña (ESS-M-A12).

u. GLE 28: Use historical data to plot the movement of hurricanes and explain events or conditions that affected their paths (ESS-M-A12).

v. GLE 29: Make predictions about future weather conditions based on collected weather data (ESS-M-A12).

2. Earth History

a. GLE 30: Interpret a geologic timeline (ESS-M-B1).

b. GLE 31: Compare fossils from different geologic eras and areas of earth to show that life changes over time (ESS-M-B1).

c. GLE 32: Interpret a timeline starting with the birth of the solar system to the present day (ESS-M-B2).

d. GLE 33: Use historical data to draw conclusions about the age of earth (e.g., half-life, rock strata) (ESS-M-B2).

e. GLE 34: Apply geological principles to determine the relative ages of rock layers (e.g., original horizontality, superposition, cross-cutting relationships) (ESS-M-B3).

f. GLE 35: Describe how processes seen today are similar to those in the past (e.g., weathering, erosion, lithospheric plate movement) (ESS-M-B3).

3. Earth in the Solar System

a. GLE 36: Describe the life cycle of a star and predict the next likely stage of the sun (ESS-M-C1).

b. GLE 37: Use a Hertzsprung-Russell diagram and other data to compare the approximate mass, size, luminosity, temperature, structure, and composition of the sun to other stars (ESS-M-C1).

c. GLE 38: Use data to compare the planets in terms of orbit, size, composition, density, rotation, revolution, and atmosphere (ESS-M-C2).

d. GLE 39: Relate Newton's laws of gravity to the motions of celestial bodies and objects on earth (ESS-M-C3).

e. GLE 40: Identify and illustrate the relative positions of earth, the moon, and the sun during eclipses and phases of the moon (ESS-M-C4).

f. GLE 41: Describe the effects of the moon on tides (ESS-M-C4).

g. GLE 42: Interpret a scale model of the solar system (ESS-M-C5).

h. GLE 43: Identify the processes involved in the creation of land and sea breezes (ESS-M-C6).

i. GLE 44: Describe how unequal heating of earth's surface affects movement of air masses and water in the atmosphere and hydrosphere (ESS-M-C6).

j. GLE 45: Explain how seasonal changes are caused by the tilt of earth as it rotates on its axis and revolves around the sun (ESS-M-C7).

k. GLE 46: Illustrate and explain how the angle at which sunlight strikes earth produces changes in the seasons and length of daylight (ESS-M-C7).

l. GLE 47: Compare the relative distances from earth to the sun on the first day of summer and the first day of winter (ESS-M-C7).

m. GLE 48: Communicate ways that information from space exploration and technological research have advanced understanding about earth, the solar system, and the universe (ESS-M-C8).

n. GLE 49: Identify practical applications of technological advances resulting from space exploration and scientific and technological research (ESS-M-C8).

C. Science and the Environment: Strand Five

1. GLE 50: Illustrate possible point and non-point source contributions to pollution and natural or human-induced pathways of a pollutant in an ecosystem (SE-M-A3).

2. GLE 51: Analyze the consequences of human activities on global earth systems (SE-M-A4).

3. GLE 52: Describe the relationship between plant type and soil compatibility (SE-M-A9).

4. GLE 53: Distinguish among several examples of erosion (e.g., stream bank, topsoil, coastal) and describe common preventive measures (SE-M-A10).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2793 (November 2005).

§1925. High School: Grades 9-12

A. Science as Inquiry: Strand One

1. The Abilities Necessary to Do Scientific Inquiry

a GLE 1: Write a testable question or hypothesis when given a topic (SI-H-A1).

b. GLE 2: Describe how investigations can be observation, description, literature survey, classification, or experimentation (SI-H-A2).

c. GLE 3: Plan and record step-by-step procedures for a valid investigation, select equipment and materials, and identify variables and controls (SI-H-A2).

d. GLE 4: Conduct an investigation that includes multiple trials and record, organize, and display data appropriately (SI-H-A2).

e. GLE 5: Utilize mathematics, organizational tools, and graphing skills to solve problems (SI-H-A3).

f. GLE 6: Use technology when appropriate to enhance laboratory investigations and presentations of findings (SI-H-A3).

g. GLE 7: Choose appropriate models to explain scientific knowledge or experimental results (e.g., objects, mathematical relationships, plans, schemes, examples, role-playing, computer simulations) (SI-H-A4).

h. GLE 8: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5).

i. GLE 9: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2).

j. GLE 10: Given a description of an experiment, identify appropriate safety measures (SI-H-A7).

2. Understanding Scientific Inquiry

a. GLE 11: Evaluate selected theories based on supporting scientific evidence (SI-H-B1).

b. GLE 12: Cite evidence that scientific investigations are conducted for many different reasons (SI-H-B2).

c. GLE 13: Identify scientific evidence that has caused modifications in previously accepted theories (SI-H-B2).

d. GLE 14: Cite examples of scientific advances and emerging technologies and how they affect society (e.g., MRI, DNA in forensics) (SI-H-B3).

e. GLE 15: Analyze the conclusion from an investigation by using data to determine its validity (SI-H-B4).

f. GLE 16: Use the following rules of evidence to examine experimental results.

i. Can an expert's technique or theory be tested, has it been tested, or is it simply a subjective, conclusive approach that cannot be reasonably assessed for reliability?

ii. Has the technique or theory been subjected to peer review and publication?

iii. What is the known or potential rate of error of the technique or theory when applied?

iv. Were standards and controls applied and maintained?

v. Has the technique or theory been generally accepted in the scientific community? (SI-H-B5) (SI-H-B1) (SI-H-B4).

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§1927. Physical Science (Recommended for Grade 9)

A. Physical Science: Strand Two

1. Measurement and Symbolic Representation

a. GLE 1: Measure the physical properties of different forms of matter in metric system units (e.g., length, mass, volume, temperature) (PS-H-A1).

b. GLE 2: Gather and organize data in charts, tables, and graphs (PS-H-A1).

c. GLE 3: Distinguish among symbols for atoms, ions, molecules, and equations for chemical reactions (PS-H-A2).

d. GLE 4: Name and write chemical formulas using symbols and subscripts (PS-H-A2).

2. Atomic Structure

a. GLE 5: Identify the three subatomic particles of an atom by location, charge, and relative mass (PS-H-B1).

b. GLE 6: Determine the number of protons, neutrons, and electrons of elements by using the atomic number and atomic mass from the periodic table (PS-H-B1).

c. GLE 7: Describe the results of loss/gain of electrons on charges of atoms (PS-H-B1) (PS-H-C5).

d. GLE 8: Evaluate the uses and effects of radioactivity in people's daily lives (PS-H-B2).

e. GLE 9: Compare nuclear fission to nuclear fusion (PS-H-B2).

f. GLE 10: Identify the number of valence electrons of the first 20 elements based on their positions in the periodic table (PS-H-B3).

3. The Structure and Properties of Matter

a. GLE 11: Investigate and classify common materials as *elements*, *compounds*, or *mixtures* (heterogeneous or homogeneous) based on their physical and chemical properties (PS-H-C1).

b. GLE 12: Classify elements as *metals* or *nonmetals* based on their positions in the periodic table (PS-H-C2).

c. GLE 13: Predict how factors such as particle size and temperature influence the rate of dissolving (PS-H-C3).

d. GLE 14: Investigate and compare methods for separating mixtures by using the physical properties of the components (PS-H-C4) (PS-H-C1).

e. GLE 15: Using selected elements from atomic numbers 1 to 20, draw Bohr models (PS-H-C5) (PS-H-B3).

f. GLE 16: Name and write the formulas for simple ionic and covalent compounds (PS-H-C5).

g. GLE 17: Name and predict the bond type formed between selected elements based on their locations in the periodic table (PS-H-C5).

h. GLE 18: Diagram or construct models of simple hydrocarbons (four or fewer carbons) with single, double, or triple bonds (PS-H-C6).

i. GLE 19: Analyze and interpret a graph that relates temperature and heat energy absorbed during phase changes of water (PS-H-C7).

j. GLE 20: Predict the particle motion as a substance changes phases (PS-H-C7) (PS-H-C3).

4. Chemical Reactions

a. GLE 21: Classify changes in matter as *physical* or *chemical* (PS-H-D1).

b. GLE 22: Identify evidence of chemical changes (PS-H-D1).

c. GLE 23: Classify unknowns as *acidic*, *basic*, or *neutral* using indicators (PS-H-D2).

d. GLE 24: Identify balanced equations as neutralization, combination, and decomposition reactions (PS-H-D3).

e. GLE 25: Determine the effect of various factors on reaction rate (e.g., temperature, surface area, concentration, agitation) (PS-H-D4).

f. GLE 26: Illustrate the laws of conservation of matter and energy through balancing simple chemical reactions (PS-H-D5) (PS-H-D3) (PS-H-D7).

g. GLE 27: Distinguish between endothermic and exothermic reactions (PS-H-D6).

h. GLE 28: Identify chemical reactions that commonly occur in the home and nature (PS-H-D7).

5. Forces and Motion

a. GLE 29: Differentiate between *mass* and *weight* (PS-H-E1).

b. GLE 30: Compare the characteristics and strengths of forces in nature (e.g., gravitational, electrical, magnetic, nuclear) (PS-H-E1).

c. GLE 31: Differentiate between speed and velocity (PS-H-E2).

d. GLE 32: Plot and compare line graphs of acceleration and velocity (PS-H-E2).

e. GLE 33: Calculate velocity and acceleration using equations (PS-H-E2).

f. GLE 34: Demonstrate Newton's three laws of motion (e.g., inertia, net force using F = ma, equal and opposite forces) (PS-H-E3).

g. GLE 35: Describe and demonstrate the motion of common objects in terms of the position of the observer (PS-H-E4).

6. Energy

a. GLE 36: Measure and calculate the relationships among energy, work, and power (PS-H-F1).

b. GLE 37: Model and explain how momentum is conserved during collisions (PS-H-F2).

c. GLE 38: Analyze diagrams to identify changes in kinetic and potential energy (PS-H-F2).

d. GLE 39: Distinguish among thermal, chemical, electromagnetic, mechanical, and nuclear energy (PS-H-F2).

e. GLE 40: Demonstrate energy transformation and conservation in everyday actions (PS-H-F2).

7. Interactions of Energy and Matter

a. GLE 41: Identify the parts and investigate the properties of transverse and compression waves (PS-H-G1).

b. GLE 42: Describe the relationship between wavelength and frequency (PS-H-G1).

c. GLE 43: Investigate and construct diagrams to illustrate the laws of reflection and refraction (PS-H-G1).

d. GLE 44: Illustrate the production of static electricity (PS-H-G2).

e. GLE 45: Evaluate diagrams of series and parallel circuits to determine the flow of electricity (PS-H-G2).

f. GLE 46: Diagram a magnetic field (PS-H-G2).

g. GLE 47: Explain how electricity and magnetism are related (PS-H-G2).

h. GLE 48: Compare properties of waves in the electromagnetic spectrum (PS-H-G3).

i. GLE 49: Describe the Doppler effect on sound (PS-H-G3).

j. GLE 50: Identify positive and negative effects of electromagnetic/mechanical waves on humans and human activities (e.g., sound, ultraviolet rays, X-rays, MRIs, fiber optics) (PS-H-G4) (PS-H-G3).

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§1929. Biology (Recommended for Grade 10)

A. Life Science: Strand One

1. The Cell

a. GLE 1: Compare prokaryotic and eukaryotic cells (LS-H-A1).

b. GLE 2: Identify and describe structural and functional differences among organelles (LS-H-A1).

c. GLE 3: Investigate and describe the role of enzymes in the function of a cell (LS-H-A1).

d. GLE 4: Compare active and passive cellular transport (LS-H-A2).

e. GLE 5: Analyze the movement of water across a cell membrane in hypotonic, isotonic, and hypertonic solutions (LS-H-A2).

f. GLE 6: Analyze a diagram of a developing zygote to determine when cell differentiation occurs (LS-H-A3).

2. The Molecular Basis of Heredity

a. GLE 7: Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) (LS-H-B1).

b. GLE 8: Describe the relationships among DNA, genes, chromosomes, and proteins (LS-H-B1).

c. GLE 9: Compare mitosis and meiosis (LS-H-B2).

d. GLE 10: Analyze pedigrees to identify patterns of inheritance for common genetic disorders (LS-H-B3).

e. GLE 11: Calculate the probability of genotypes and phenotypes of offspring given the parental genotypes (LS-H-B3).

f. GLE 12: Describe the processes used in modern biotechnology related to genetic engineering (LS-H-B4) (LS-H-B1).

g. GLE 13: Identify possible positive and negative effects of advances in biotechnology (LS-H-B4) (LS-H-B1).

3. Biological Evolution

a. GLE 14: Analyze evidence on biological evolution, utilizing descriptions of existing investigations, computer models, and fossil records (LS-H-C1).

b. GLE 15: Compare the embryological development of animals in different phyla (LS-H-C1) (LS-H-A3).

c. GLE 16: Explain how DNA evidence and fossil records support Darwin's theory of evolution (LS-H-C2).

d. GLE 17: Explain how factors affect gene frequency in a population over time (LS-H-C3).

e. GLE 18: Classify organisms from different kingdoms at several taxonomic levels, using a dichotomous key (LS-H-C4).

f. GLE 19: Compare characteristics of the major kingdoms (LS-H-C5).

g. GLE 20: Analyze differences in life cycles of selected organisms in each of the kingdoms (LS-H-C6).

h. GLE 21: Compare the structures, functions, and cycles of viruses to those of cells (LS-H-C7).

i. GLE 22: Describe the role of viruses in causing diseases and conditions (e.g., AIDS, common colds, smallpox, influenza, warts) (LS-H-C7) (LS-H-G2).

4. Interdependence of Organisms

a. GLE 23: Illustrate the flow of carbon, nitrogen, and water through an ecosystem (LS-H-D1) (SE-H-A6).

b. GLE 24: Analyze food webs by predicting the impact of the loss or gain of an organism (LS-H-D2).

c. GLE 25: Evaluate the efficiency of the flow of energy and matter through a food chain/pyramid (LS-H-D2).

d. GLE 26: Analyze the dynamics of a population with and without limiting factors (LS-H-D3).

e. GLE 27: Analyze positive and negative effects of human actions on ecosystems (LS-H-D4) (SE-H-A7).

5. Matter, Energy, and Organization of Living Systems

a. GLE 28: Explain why ecosystems require a continuous input of energy from the sun (LS-H-E1).

b. GLE 29: Use balanced equations to analyze the relationship between photosynthesis and cellular respiration (LS-H-E1).

c. GLE 30: Explain the role of adenosine triphosphate (ATP) in a cell (LS-H-E2).

d. GLE 31: Compare the levels of organization in the biosphere (LS-H-E3).

6. Systems and the Behavior of Organisms

a. GLE 32: Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3).

b. GLE 33: Compare structure to function of organs in a variety of organisms (LS-H-F1).

c. GLE 34: Explain how body systems maintain homeostasis (LS-H-F2).

d. GLE 35: Explain how selected organisms respond to a variety of stimuli (LS-H-F3).

e. GLE 36: Explain how behavior affects the survival of species (LS-H-F4).

7. Personal and Community Health

a. GLE 37: Explain how fitness and health maintenance can result in a longer human life span (LS-H-G1).

b. GLE 38: Discuss mechanisms of disease transmission and processes of infection (LS-H-G2) (LS-H-G4).

c. GLE 39: Compare the functions of the basic components of the human immune system (LS-H-G3).

d. GLE 40: Determine the relationship between vaccination and immunity (LS-H-G3).

e. GLE 41: Describe causes, symptoms, treatments, and preventions of major communicable and noncommunicable diseases (LS-H-G4).

f. GLE 42: Summarize the uses of selected technological developments related to the prevention, diagnosis, and treatment of diseases or disorders (LS-H-G5).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2796 (November 2005).

§1931. Earth Science (Recommended for Grades 11/12)

A. Earth and Space Science: Strand Four

1. Energy in Earth's System

a. GLE 1: Describe what happens to the solar energy received by earth every day (ESS-H-A1).

b. GLE 2: Trace the flow of heat energy through the processes in the water cycle (ESS-H-A1).

c. GLE 3: Describe the effect of natural insulation on energy transfer in a closed system (ESS-H-A1).

d. GLE 4: Describe the relationship between seasonal changes in the angle of incoming solar radiation and its consequences to earth's temperature (e.g., direct vs. slanted rays) (ESS-H-A2).

e. GLE 5: Explain how the process of fusion inside the sun provides the external heat source for earth (ESS-H-A3).

f. GLE 6: Discuss how heat energy is generated at the inner core-outer core boundary (ESS-H-A4).

g. GLE 7: Analyze how radiant heat from the sun is absorbed and transmitted by several different earth materials (ESS-H-A5).

h. GLE 8: Explain why weather only occurs in the tropospheric layer of earth's atmosphere (ESS-H-A5).

i. GLE 9: Compare the structure, composition, and function of the layers of earth's atmosphere (ESS-H-A6).

j. GLE 10: Analyze the mechanisms that drive weather and climate patterns and relate them to the three methods of heat transfer (ESS-H-A6).

k. GLE 11: Describe the processes that drive lithospheric plate movements (i.e., radioactive decay, friction, convection) (ESS-H-A7) (ESS-H-A3) (ESS-H-A4).

l. GLE 12: Relate lithospheric plate movements to the occurrences of earthquakes, volcanoes, mid-ocean ridge systems, and off-shore trenches found on earth (ESS-H-A7).

2. Geochemical Cycles

a. GLE 13: Explain how stable elements and atoms are recycled during natural geologic processes (ESS-H-B1).

b. GLE 14: Compare the conditions of mineral formation with weathering resistance at earth's surface (ESS-H-B1).

c. GLE 15: Identify the sun-driven processes that move substances at or near earth's surface (ESS-H-B2).

3. The Origin and Evolution of the Earth System

a. GLE 16: Use the nebular hypothesis to explain the formation of a solar system (ESS-H-C1).

b. GLE 17: Determine the relative ages of rock layers in a geologic profile or cross section (ESS-H-C2).

c. GLE 18: Use data from radioactive dating techniques to estimate the age of earth materials (ESS-H-C2).

d. GLE 19: Interpret geological maps of Louisiana to describe the state's geologic history (ESS-H-C3).

e. GLE 20: Determine the chronological order of the five most recent major lobes of the Mississippi River delta in Louisiana (ESS-H-C3).

f. GLE 21: Use fossil records to explain changes in the concentration of atmospheric oxygen over time (ESS-H-C4).

g. GLE 22: Analyze data related to a variety of natural processes to determine the time frame of the changes involved (e.g., formation of sedimentary rock layers, deposition of ash layers, fossilization of plant or animal species) (ESS-H-C5).

4. The Origin and Evolution of the Universe

a. GLE 23: Identify the evidence that supports the big bang theory (ESS-H-D1).

b. GLE 24: Describe the organization of the known universe (ESS-H-D2).

c. GLE 25: Using the surface temperature and absolute magnitude data of a selected star, locate its placement on the Hertzsprung-Russell diagram and infer its color, size, and life stage (ESS-H-D3).

d. GLE 26: Identify the elements present in selected stars, given spectrograms of known elements and those of the selected stars (ESS-H-D4).

e. GLE 27: Trace the movement and behavior of hydrogen atoms during the process of fusion as it occurs in stars like the sun (ESS-H-D5).

f. GLE 28: Identify the relationship between orbital velocity and orbital diameter (ESS-H-D6) (PS-H-E2).

g. GLE 29: Demonstrate the elliptical shape of earth's orbit and describe how the point of orbital focus changes during the year (ESS-H-D6).

h. GLE 30: Summarize how current technology has directly affected our knowledge of the universe (ESS-H-D7).

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§1933. Environmental Science (Recommended for Grades 11/12)

A. Science and the Environment: Strand Five

1. Ecological Systems and Interactions

a. GLE 1: Describe the abiotic and biotic factors that distinguish earth's major ecological systems (SE-H-A1).

b. GLE 2: Describe the characteristics of major biomes on earth (SE-H-A1).

c. GLE 3: Use the 10 percent rule and data analysis to measure the flow of energy as represented by biomass in a system (SE-H-A2).

d. GLE 4: Determine the effects of limiting factors on a population and describe the concept of carrying capacity (SE-H-A3).

e. GLE 5: Examine and discuss the major stages of succession, describing the generalized sequential order of the types of plant species (SE-H-A4).

f. GLE 6: Analyze the consequences of changes in selected divisions of the biosphere (e.g., ozone depletion, global warming, acid rain) (SE-H-A5) (SE-H-A7).

g. GLE 7: Illustrate the flow of carbon, water, oxygen, nitrogen, and phosphorus through an ecosystem (SE-H-A6) (LS-H-D1).

h. GLE 8: Explain how species in an ecosystem interact and link in a complex web (SE-H-A7) (SE-H-A10).

i. GLE 9: Cite and explain examples of organisms' adaptations to environmental pressures over time (SE-H-A8).

j. GLE 10: Analyze the effect of an invasive species on the biodiversity within ecosystems (SE-H-A9).

k. GLE 11: Explain why biodiversity is essential to the survival of organisms (SE-H-A9).

l. GLE 12: Give examples and describe the effect of pollutants on selected populations (SE-H-A11).

2. Resources and Resource Management

a. GLE 13: Evaluate whether a resource is renewable by analyzing its relative regeneration time (SE-H-B1).

b. GLE 14: Analyze data to determine the effect of preservation practices compared to conservation practices for a sample species (SE-H-B2).

c. GLE 15: Identify the factors that cause the inequitable distribution of earth's resources (e.g., politics, economics, climate) (SE-H-B3).

d. GLE 16: Evaluate the effectiveness of natural resource management in Louisiana (SE-H-B4) (SE-H-B5).

e. GLE 17: Analyze data to determine when reuse, recycling, and recovery are applicable (SE-H-B5).

f. GLE 18: Identify the factors that affect sustainable development (SE-H-B6).

3. Environmental Awareness and Protection

a. GLE 19: Determine the interrelationships of clean water, land, and air to the success of organisms in a given population (SE-H-C1).

b. GLE 20: Relate environmental quality to quality of life (SE-H-C2).

c. GLE 21: Analyze the effect of common social, economic, technological, and political considerations on environmental policy (SE-H-C3).

d. GLE 22: Analyze the risk-benefit ratio for selected environmental situations (SE-H-C4).

e. GLE 23: Describe the relationship between public support and the enforcement of environmental policies (SE-H-C5).

4. Personal Choices and Responsible Actions

a. GLE 24: Identify the advantages and disadvantages of using disposable items versus reusable items (SE-H-D1).

b. GLE 25: Discuss how education and collaboration can affect the prevention and control of a selected pollutant (SE-H-D2) (SE-H-D3).

c. GLE 26: Determine local actions that can affect the global environment (SE-H-D4).

d. GLE 27: Describe how accountability toward the environment affects sustainability (SE-H-D5).

e. GLE 28: Discuss the reduction of combustible engines needed to significantly decrease CO_2 in the troposphere (SE-H-D6).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2798 (November 2005).

§1935. Chemistry (Recommended for Grades 11/12)

A. Physical Science: Strand Two

1. Measurement and Symbolic Representation

a. GLE 1: Convert metric system units involving length, mass, volume, and time using dimensional analysis (i.e., factor-label method) (PS-H-A1).

b. GLE 2: Differentiate between accuracy and precision and evaluate percent error (PS-H-A1).

c. GLE 3: Determine the significant figures based on precision of measurement for stated quantities (PS-H-A1).

d. GLE 4: Use scientific notation to express large and small numbers (PS-H-A1).

e. GLE 5: Write and name formulas for ionic and covalent compounds (PS-H-A2).

f. GLE 6: Write and name the chemical formula for the products that form from the reaction of selected reactants (PS-H-A2).

g. GLE 7: Write a balanced symbolic equation from a word equation (PS-H-A2).

2. Atomic Structure

a. GLE 8: Analyze the development of the modern atomic theory from a historical perspective (PS-H-B1).

b. GLE 9: Draw accurate valence electron configurations and Lewis dot structures for selected molecules, ionic and covalent compounds, and chemical equations (PS-H-B1).

c. GLE 10: Differentiate among *alpha, beta*, and *gamma* emissions (PS-H-B2).

d. GLE 11: Calculate the amount of radioactive substance remaining after a given number of half-lives has passed (PS-H-B2).

e. GLE 12: Describe the uses of radioactive isotopes and radiation in such areas as plant and animal research, health care, and food preservation (PS-H-B2).

f. GLE 13: Identify the number of bonds an atom can form given the number of valence electrons (PS-H-B3).

3. The Structure and Properties of Matter

a. GLE 14: Identify unknowns as elements, compounds, or mixtures based on physical properties (e.g., density, melting point, boiling point, solubility) (PS-H-C1).

b. GLE 15: Predict the physical and chemical properties of an element based only on its location in the periodic table (PS-H-C2).

c. GLE 16: Predict the stable ion(s) an element is likely to form when it reacts with other specified elements (PS-H-C2).

d. GLE 17: Use the periodic table to compare electronegativities and ionization energies of elements to explain periodic properties, such as atomic size (PS-H-C2).

e. GLE 18: Given the concentration of a solution, calculate the predicted change in its boiling and freezing points (PS-H-C3).

f. GLE 19: Predict the conductivity of a solution (PS-H-C3).

g. GLE 20: Express concentration in terms of molarity, molality, and normality (PS-H-C3).

h. GLE 21: Design and conduct a laboratory investigation in which physical properties are used to separate the substances in a mixture (PS-H-C4).

i. GLE 22: Predict the kind of bond that will form between two elements based on electronic structure and electronegativity of the elements (e.g., ionic, polar, nonpolar) (PS-H-C5).

j. GLE 23: Model chemical bond formation by using Lewis dot diagrams for ionic, polar, and nonpolar compounds (PS-H-C5).

k. GLE 24: Describe the influence of intermolecular forces on the physical and chemical properties of covalent compounds (PS-H-C5).

l. GLE 25: Name selected structural formulas of organic compounds (PS-H-C6).

m. GLE 26: Differentiate common biological molecules, such as carbohydrates, lipids, proteins, and nucleic acids by using structural formulas (PS-H-C6).

n. GLE 27: Investigate and model hybridization in carbon compounds (PS-H-C6).

o. GLE 28: Name, classify, and diagram *alkanes*, *alkenes*, and *alkynes* (PS-H-C6).

p. GLE 29: Predict the properties of a gas based on gas laws (e.g., temperature, pressure, volume) (PS-H-C7).

q. GLE 30: Solve problems involving heat flow and temperature changes by using known values of specific heat and latent heat of phase change (PS-H-C7).

4. Chemical Reactions

a. GLE 31: Describe chemical changes and reactions using diagrams and descriptions of the reactants, products, and energy changes (PS-H-D1).

b. GLE 32: Determine the concentration of an unknown acid or base by using data from a titration with a standard solution and an indicator (PS-H-D2).

c. GLE 33: Calculate pH of acids, bases, and salt solutions based on the concentration of hydronium and hydroxide ions (PS-H-D2).

d. GLE 34: Describe chemical changes by developing word equations, balanced formula equations, and net ionic equations (PS-H-D3).

e. GLE 35: Predict products (with phase notations) of simple reactions, including acid/base, oxidation/reduction, and formation of precipitates (PS-H-D3).

f. GLE 36: Identify the substances gaining and losing electrons in simple oxidation-reduction reactions (PS-H-D3).

g. GLE 37: Predict the direction of a shift in equilibrium in a system as a result of stress by using LeChatalier's principle (PS-H-D4).

h. GLE 38: Relate the law of conservation of matter to the rearrangement of atoms in a balanced chemical equation (PS-H-D5).

i. GLE 39: Conduct an investigation in which the masses of the reactants and products from a chemical reaction are calculated (PS-H-D5).

j. GLE 40: Compute percent composition, empirical formulas, and molecular formulas of selected compounds in chemical reactions (PS-H-D5).

k. GLE 41: Apply knowledge of stoichiometry to solve mass/mass, mass/volume, volume/volume, and mole/mole problems (PS-H-D5).

l. GLE 42: Differentiate between activation energy in endothermic reactions and exothermic reactions (PS-H-D6).

m. GLE 43: Graph and compute the energy changes that occur when a substance, such as water, goes from a solid to a liquid state, and then to a gaseous state (PS-H-D6).

n. GLE 44: Measure and graph energy changes during chemical reactions observed in the laboratory (PS-H-D6).

o. GLE 45: Give examples of common chemical reactions, including those found in biological systems (PS-H-D7).

5. Forces and Motion

a. GLE 46: Identify and compare intermolecular forces and their effects on physical and chemical properties (PS-H-E1).

6. Interactions of Energy and Matter

a. GLE 47: Assess environmental issues related to the storage, containment, and disposal of wastes associated with energy production and use (PS-H-G4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2799 (November 2005).

§1937. Physics (Recommended for Grades 11/12)

A. Physical Science: Strand Two

1. Measurement and Symbolic Representation

a. GLE 1: Measure and determine the physical quantities of an object or unknown sample using correct prefixes and metric system units (e.g., mass, charge, pressure, volume, temperature, density) (PS-H-A1).

b. GLE 2: Determine and record measurements correctly using significant digits and scientific notation (PS-H-A1).

c. GLE 3: Determine accuracy and precision of measured data (PS-H-A1).

d. GLE 4: Perform dimensional analysis to verify problem set-up (PS-H-A1).

e. GLE 5: Use trigonometric functions to make indirect measurements (PS-H-A1).

2. Forces and Motion

a. GLE 6: Explain the role of strong nuclear forces and why they are the strongest of all forces (PS-H-E1).

b. GLE 7: Relate gravitational force to mass and distance (PS-H-E1).

c. GLE 8: Compare and calculate electrostatic forces acting within and between atoms to the gravitational forces acting between atoms (PS-H-E1).

d. GLE 9: Describe and measure motion in terms of position, displacement time, and the derived quantities of velocity and acceleration (PS-H-E2).

e. GLE 10: Determine constant velocity and uniform acceleration mathematically and graphically (PS-H-E2).

f. GLE 11: Plot and interpret displacement-time and velocity-time graphs and explain how these two types of graphs are interrelated (PS-H-E2).

g. GLE 12: Model scalar and vector quantities (PS-H-E2).

h. GLE 13: Solve for missing variables in kinematic equations relating to actual situations (PS-H-E2).

i. GLE 14: Add and resolve vectors graphically and mathematically to determine resultant/equilibrant of concurrent force vectors (PS-H-E3).

j. GLE 15: Calculate centripetal force and acceleration in circular motion (PS-H-E3).

k. GLE 16: Analyze circular motion to solve problems relating to angular velocity, acceleration, momentum, and torque (PS-H-E3).

l. GLE 17: Analyze simple harmonic motion (PS-H-E3).

m. GLE 18: Demonstrate the independence of perpendicular components in projectile motion and predict the optimum angles and velocities of projectiles (PS-H-E3).

3. Energy

a. GLE 19: Explain quantitatively the conversion between kinetic and potential energy for objects in motion (e.g., roller coaster, pendulum) (PS-H-F1).

b. GLE 20: Calculate the mechanical advantage and efficiency of simple machines and explain the loss of efficiency using the dynamics of the machines (PS-H-F1).

c. GLE 21: Explain and calculate the conversion of one form of energy to another (e.g., chemical to thermal, thermal to mechanical, magnetic to electrical) (PS-H-F1).

d. GLE 22: Analyze energy transformations using the law of conservation of energy (PS-H-F2).

e. GLE 23: Apply the law of conservation of momentum to collisions in one and two dimensions, including angular momentum (PS-H-F2).

f. GLE 24: Apply the concept of momentum to actual situations with different masses and velocities (PS-H-F2).

4. Interactions of Energy and Matter

a. GLE 25: Determine the relationships among amplitude, wavelength, frequency, period, and velocity in different media (PS-H-G1).

b. GLE 26: Evaluate how different media affect the properties of reflection, refraction, diffraction, polarization, and interference (PS-H-G1).

c. GLE 27: Investigate and construct diagrams to illustrate the laws of reflection and refraction (PS-H-G1).

d. GLE 28: Draw constructive and destructive interference patterns and explain how the principle of superposition applies to wave propagation (PS-H-G1).

e. GLE 29: Describe observed electrostatic phenomena, calculate Coulomb's law, and test charge pole, electric field, and magnetic field (PS-H-G2).

f. GLE 30: Construct basic electric circuits and solve problems involving voltage, current, resistance, power, and energy (PS-H-G2).

g. GLE 31: Describe the relationship of electricity, magnetism, and inductance as aspects of a single electromagnetic force (PS-H-G2).

h. GLE 32: Compare properties of electromagnetic and mechanical waves (PS-H-G3).

i. GLE 33: Solve problems related to sound and light in different media (PS-H-G3).

j. GLE 34: Compare the properties of the electromagnetic spectrum as a wave and as a particle (PS-H-G3).

k. GLE 35: Analyze the Doppler effect of a moving wave source (PS-H-G3).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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Chapter 21. Glossary and References

§2101. Definitions

Ability—power to perform, whether physical, moral, intellectual, or legal; skill or competence.

Analyzing—to separate mentally all parts (of a whole) as to reveal their relation to it and to one another.

Assessment—the systematic, multistep process involving the collection and interpretation of educational data.

Benchmark—specify what students should know and be able to do.

Conserving—the use of natural resources in a way that assures their continuing availability to future generations; the intelligent use of natural resources for long-term benefits.

Consumer—any organism that feeds from another.

Content Standards—broad statement of process and/or content that are used as a reference to develop curriculum and assess student progress.

Curriculum—a document (usually developed at the local level) which aides teachers in planning instruction. The way content is delivered. It includes the structure, organization, balance, and presentation of the content in the classroom. Note:This definition includes instructional materials, and the teacher's strategies, behaviors, and assessment.

Demonstrate—to prove by reasoning, as by deduction; to establish as true.

Describing—to represent by words; to give an account of.

Energy—the capacity to perform work, or the potential for power and activity.

Energy Resources—origins of natural energy (coal, oil, gas, etc.).

Experimentation—practice by experiment; a trial made to confirm or disprove something doubtful; an operation made to discover some unknown principle or effect.

Framework—a document (usually developed at the state level) which provides a vision of how the national standards can best be implemented, given the characteristics of that particular state.

Inquiry—a seeking for information by asking questions; interrogation; a question or questioning.

Instructional—the physical components of the curriculum, including textbooks, materials software, kits, and teachers' guides.

Knowing—informed; intelligent; having or displaying discernment.

Preserving—protection which emphasizes nonconsumptive values and uses, including no direct use by humans, contrasted with conservation which emphasizes both consumptive and nonconsumptive values and uses.

Producer—any organism that is capable of making its own food.

Recognize—to avow knowledge of; to admit with formal acknowledgment.

Scientific Investigation—to follow up or make research by patient inquiry and observation and examination of the facts.

Skill—a particular art or science; now a developed or acquired ability; the ability to use one's knowledge effectively; technically proficient.

Understanding—power to understand; capability of comprehending and judging; the rational powers taken collectively.

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Board of Elementary and Secondary Education

Bulletin 1964—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Social Studies
(LAC 28:CXXI.Chapters 1-13)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted *Bulletin 1964—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Social Studies.* Bulletin 1964 will be printed in codified format as Part CXXI of Title 28 of the Louisiana Administrative Code. This revision of the Louisiana social studies content standards includes Grade Level Expectations for all grades pre-kindergarten through 12th. Grade Level Expectations are statements of knowledge and skills that students should master at the end of each grade. The federal No Child Left Behind legislation requires every state to have grade specific standards. Since the Louisiana content standards are by grade band, it was necessary to develop the Grade Level Expectations.

Title 28
EDUCATION
Part CXXI. Bulletin 1964—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Social Studies

Chapter 1. General

§101. Introduction

A. Preparation for the office of citizen is the crucial purpose of American education, according to Thomas Jefferson. The vitality of American constitutional democracy depends on competent citizens. Full literacy for the 21st century demands a challenging education with adequate attention to all academic disciplines. Effective social studies education reinforces the democratic principles and ideals of citizenship. A solid base of social studies knowledge and skills develops civic competence by focusing on rights, responsibilities, and respect.

B. The Louisiana framework for social studies rests on the foundation of four core disciplines, or strands, from the social sciences: geography, civics, economics, and history.

Each of these disciplines offers a distinct perspective for examining the world. Other social sciences, such as anthropology and sociology, are incorporated within these strands.

C. In this document, each of the strand titles names a traditional field of scholarly study, with a phrase explaining the underlying themes. For each strand, a focus paragraph explains the discipline's importance to the overall education of the students. A standard statement then gives a general description of what students should know and be able to do as a result of the study of that strand. Following each standard, specific benchmarks are listed for Grades K-4, 5-8, and 9-12. For organizational purposes, these benchmarks are categorized according to appropriate content standards.

D. This document is intended to be used as a blueprint for local curricular decisions. The rigorous framework promotes local flexibility in curricular design, course sequence, assessment methods, and instructional strategies. The social studies curriculum should expand students' thinking across the boundaries of separate academic subjects. A reasonable balance between breadth of content and depth of inquiry must be achieved.

E. Through mastery of the key concepts and process skills outlined in this document, students will become accomplished problem solvers and informed decision makers. They will be able to assume their places in the economic work force as effective producers and consumers. Civic competence for Louisiana's citizens will be achieved with the implementation of these rigorous and challenging content standards.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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§103. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundational skills which should apply to all students in all disciplines:

1. Communication—a process by which information is exchanged and a concept of "meaning" is being created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing;

2. Problem Solving—the identifying of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent;

3. Resource Access and Utilization—the process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies;

4. Linking and Generating Knowledge—the effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. Transfer refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. Elaboration refers to monitoring, adjusting, and expanding strategies into other contexts; and

5. Citizenship—the application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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§105. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st Century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resource of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing. The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources. After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording. Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information. After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings. Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).

7. Evaluating Efforts. Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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§107. Louisiana Social Studies Content Strands

A. Geography: Physical and Cultural Systems
  1. The world in spatial terms
  2. Places and regions
  3. Physical and human systems
  4. Environment and society

B. Civics: Citizenship and Government
  1. Structure and purposes of government
  2. Foundations of the American political system
  3. International relationships
  4. Roles of the citizen

C. Economics: Interdependence and Decision Making
  1. Fundamental economic concepts
  2. Individuals, households, businesses, and governments
  3. The economy as a whole

D. History: Time, Continuity, and Change
  1. Grades K-4
    a. Historical thinking skills
    b. Families and communities
    c. Louisiana and United States history
    d. World history
  2. Grades 5-8
    a. Historical thinking skills
    b. United States history
    c. World history
    d. Louisiana history
  3. Grades 9-12
    a. Historical thinking skills
    b. United States history
    c. World history

NOTE: Grade clusters are listed under the History strand to identify the specific categories emphasized at each level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2803 (November 2005).

§109. Louisiana Social Studies Strands

A. Geography: Physical and Cultural Systems: Strand One

1. Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

B. Civics: Citizenship and Government: Strand Two

1. Students develop and understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

C. Economics: Interdependence and Decision Making: Strand Three

1. Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

D. History: Time, Continuity, and Change: Strand Four

1. Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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Chapter 3. Geography: Strand One

§301. Physical and Cultural Systems

A. Focus. Geography, the study of the spatial aspects of human existence, enables students to find answers to questions about the world around them. A geographically informed person sees, understands, and appreciates the connections among people, places, and environments. Understanding these connections requires an acute awareness of space, which can be identified in terms of location, distance, direction, pattern, shape, and arrangement. With a strong grasp of geography, students will be prepared to understand issues and solve problems in the contemporary world. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

B. Standard. Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

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§303. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. The World in Spatial Terms

a. G-1A-E1: Identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images (1, 3, 4);

b. G-1A-E2: Locating and interpreting geographic features and places on maps and globes (1, 2, 3, 4);

c. G-1A-E3: Constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems (1, 3, 4);

2. Places and Regions

a. G-1B-E1: Describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate (1, 3, 4);

b. G-1B-E2: Identifying and describing the human characteristics of places, including population distributions and culture (1, 3, 4);

c. G-1B-E3: Describing how the physical and human characteristics of places change over time (1, 3, 4);

d. G-1B-E4: Defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language (1, 3, 4);

3. Physical and Human Systems

a. G-1C-E1: Describing how physical processes help to shape features and patterns on Earth's surface (1, 3, 4);

b. G-1C-E2: Describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions (1, 2, 3, 4);

c. G-1C-E3: Describing and explaining the characteristics, distribution, and migration of human populations (1, 3, 4);

d. G-1C-E4: Identifying and comparing the cultural characteristics of different regions and people (1, 2, 3, 4);

e. G-1C-E5: Locating and explaining the spatial distribution of economic activities (1, 3, 4);

f. G-1C-E6: Identifying and describing types of territorial units, such as parishes or counties, states, and countries (1, 3, 4, 5);

4. Environment and Safety

a. G-1D-E1: Identifying and explaining ways in which people depend upon and modify the physical environment (1, 2, 3, 4);

b. G-1D-E2: Describing how humans adapt to variations in the physical environment (1, 2, 3, 4);

c. G-1D-E3: Describing the locations, causes and effects of natural disasters on the environment and society (1, 2, 3, 4);

d. G-1D-E4: Describing the use, distribution, and importance of natural resources (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§305. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. The World in Spatial Terms

a. G-1A-M1: Identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies (1, 2, 3, 4);

b. G-1A-M2: Interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns (1, 2, 3, 4);

c. G-1A-M3: Organizing and displaying information about the location of geographic features and places by using mental mapping skills (1, 2, 3, 4);

2. Places and Regions

a. G-1B-M1: Explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns (1, 2, 3, 4);

b. G-1B-M2: Identifying and describing significant physical features that have influenced historical events (1, 2, 3, 4);

c. G-1B-M3: Identifying criteria used to define regions and explaining how and why regions change (1, 2, 3, 4);

d. G-1B-M4: Describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions (1, 2, 3, 4);

3. Physical and Human Systems

a. G-1C-M1: Prediction and explaining how physical features help to shape patterns and arrangements in the physical environment (1, 2, 3, 4);

b. G-1C-M2: Identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region (1, 2, 3, 4);

c. G-1C-M3: Describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization (1, 2, 3, 4);

d. G-1C-M4: Analyzing types, patterns, and effects of human migration over time (1, 2, 3, 4);

e. G-1C-M5: Tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects (1, 3, 4);

f. G-1C-M6: Comparing historical and contemporary patterns of economic interdependence (1, 2, 3, 4);

g. G-1C-M7: Explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface (1, 2, 4);

4. Environment and Society

a. G-1D-M1: Analyzing and evaluating the effects of human actions upon the physical environment (1, 2, 3, 4, 5);

b. G-1D-M2: Explaining and giving examples of how characteristics of different physical environments affect human activities (1, 2, 3, 4, 5);

c. G-1D-M3: Analyzing the worldwide distribution and utilization of natural resources (1, 2, 3, 4, 5);

d. G-1D-M4: Identifying problems that relate to contemporary geographic issues and researching possible solutions (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§307. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

1. The World in Spatial Terms

a. G-1A-H1: Using geographical representations, tools, and technologies to explain, analyze, and solve geographic problems (1, 2, 3, 4);

b. G-1A-H2: Organizing geographic information and answering complex questions by formulating mental maps of places and regions (1, 2, 3, 4);

2. Places and Regions

a. G-1B-H1: Determining how location and social, cultural, and economics processes affect the features and significance of places (1, 2, 3, 4);

b. G-1B-H2: Analyzing the ways in which physical and human characteristics of places and regions have affected historic events (1, 2, 3, 4);

c. G-1B-H3: Analyzing the various ways in which physical and human regions are structured and interconnected (1, 2, 3, 4);

d. G-1B-H4: Explaining and evaluating the importance of places and regions to cultural identity (1, 2, 3, 4, 5);

3. Physical and Human Systems

a. G-1C-H1: Analyzing the ways in which Earth's dynamic and interactive physical processes affect different regions of the world (1, 2, 3, 4);

b. G-1C-H2: Determining the economics, political, and social factors that contribute to human migration and settlement patterns and evaluating their impact on physical and human systems (1, 2, 3, 4);

c. G-1C-H3: Analyzing trends in world population numbers and patterns and predicting their consequences (1, 2, 3, 4);

d. G-1C-H4: Analyzing the characteristics, distribution, and interrelationships of the world's cultures (1, 2, 3, 4, 5);

e. G-1C-H5: Describing and evaluating spatial distributions of economics systems and how economic systems affect regions (1, 3);

f. G-1C-H6: Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth (1, 2, 3, 4, 5);

4. Environment and Society

a. G-1D-H1: Describing and evaluating the ways in which technology has expanded the human capability to modify the physical environment (1, 2, 3, 4, 5);

b. G-1D-H2: Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges (1, 2, 3, 4, 5);

c. G-1D-H3: Analyzing the relationship between natural resources and the exploration, colonization, settlement, and uses of land in different regions of the world (1, 2, 3, 4, 5);

d. G-1D-H4: Evaluating policies and programs related to the use of natural resources (1, 2, 3, 4, 5);

e. G-1D-H5: Developing plans to solve local and regional geographic problems related to contemporary issues (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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Chapter 5. Civics: Strand Two

§501. Citizenship and Government

A. Focus. In order for citizens to exercise their rights and fulfill their responsibilities as members of a self-governing society, they must acquire the knowledge and skills necessary for informed, responsible participation in political life. A commitment to the fundamental principles of American constitutional democracy is essential to its preservation and progression. Because a democratic society must rely on the knowledge, skills, and virtues of its citizens, the study of civics is central to the purpose of American education. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

B. Standard. Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

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§503. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. Structure and Purposes of Government

a. C-1A-E1: Describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation (1, 3, 4, 5);

b. C-1A-E2: Explaining the necessity and basic purposes of government (1, 5);

c. C-1A-E3: Comparing limited governments to unlimited governments (1, 3);

d. C-1A-E4: Identifying and describing some of the major responsibilities of local, state, and national governments (1, 3, 5);

e. C-1A-E5: Identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers (1, 3, 5);

f. C-1A-E6: Explaining how officials in government acquire the authority to exercise political power (1, 5);

g. C-1A-E7: Explaining the purposes and importance of rules and laws (1, 2, 3, 5);

2. Foundations of the American Political System

a. C-1B-E1: Identifying basic principles of American constitutional democracy and explaining how the constitutions of the United States and Louisiana reflect these principles (1, 3, 4, 5);

b. C-1B-E2: Discussing the importance of citizens' sharing and supporting the principles of American constitutional democracy (1, 3, 4, 5);

3. International Relationships

a. C-1C-E1: Explaining that the world is divided into different nations and describing the major ways that these nations interact (1, 3, 4, 5);

4. Roles of the Citizen

a. C-1D-E1: Explaining the meaning of citizenship and the means by which individuals become citizens of the United States (1, 3, 5);

b. C-1D-E2: Describing the rights and responsibilities of citizenship in a democratic society (1, 5);

c. C-1D-E3: Identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy (1, 4, 5);

d. C-1D-E4: Describing the many ways that citizens can participate in and contribute to their communities and to American society (1, 2, 4, 5);

e. C-1D-E5: Discussing issues related to citizenship and public service (1, 3, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§505. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. Structure and Purposes of Government

a. C-1A-M1: Explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve (1, 2, 4, 5);

b. C-1A-M2: Describing the essential characteristics of various systems of government (1, 3, 4, 5);

c. C-1A-M3: Explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions (1, 3, 5);

d. C-1A-M4: Explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution (1, 3, 5);

e. C-1A-M5: Describing the organization and major responsibilities of local, state, and national governments (1, 3, 5);

f. C-1A-M6: Identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers (1, 3, 5);

g. C-1A-M7: Explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws (, 2, 3, 4, 5);

h. C-1A-M8: Explaining how public policy is formed, debated, and carried out at local, state, and national levels (1, 3, 4, 5);

i. C-1A-M9: Explaining the necessity of taxes and describing the purposes for which tax revenues are used (1, 3, 4, 5);

j. C-1A-M10: Identifying and evaluating different types of taxes;

2. Foundations of the American Political System

a. C-1B-M1: Explaining the essential ideas and historical origins of American constitutional government (1, 4, 5);

b. C-1B-M2: Identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture (1, 3, 4, 5);

c. C-1B-M3: Explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents (1, 3, 4, 5);

d. C-1B-M4: Analyzing the ways in which political and social conflict can be peacefully resolved (1, 2, 4, 5);

e. C-1B-M5: Analyzing democratic processes used to institute change (1, 2, 5);

f. C-1B-M6: Analyzing the importance of political parties, campaigns, and elections in the American political system (1, 2, 3, 4, 5);

3. International Relationships

a. C-1C-M1: Describing how the world is organized politically and explaining the means by which nation-states interact (1, 3, 4);

b. C-1C-M2: Explaining the formation, implementation, and impact of United States foreign policy (1, 3, 5);

c. C-1C-M3: Identifying types of foreign policy issues, using current and historical examples (1, 2, 3, 4, 5);

4. Roles of the Citizen

a. C-1D-M1: Explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States (1, 5);

b. C-1D-M2: Identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society (1, 4, 5);

c. C-1D-M3: Discussing issues involving the rights and responsibilities of individuals in American society (1, 2, 4, 5);

d. C-1D-M4: Describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels (1, 2, 3, 4, 5);

e. C-1D-M5: Communicating the importance of knowledge to competent and responsible political participation and leadership (1, 4, 5);

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§507. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

1. Structure and Purposes of Government

a. C-1A-H1: Analyzing the necessity and purposes of politics and government and identifying examples of programs that fit within those purposes (1, 2, 4, 5);

b. C-1A-H2: Comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each (1, 2, 3, 4, 5);

c. C-1A-H3: Explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system (1, 2, 4, 5);

d. C-1A-H4: Explaining the organization and functions of local, state, and national governments and evaluating their relationships (1, 2, 3, 4, 5);

e. C-1A-H5: Evaluating the role and importance of law in the American political system and applying criteria to evaluate laws (1, 2, 3, 4, 5);

f. C-1A-H6: Examining the major responsibilities of the national government for domestic and foreign policy (1, 3, 4, 5);

g. C-1A-H7: Explaining how government is financed through taxation (1, 3, 4, 5);

2. Foundations of the American Political System

a. C-1B-H1: Analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shaped American society (1, 2, 3, 4, 5);

b. C-1B-H2: Explaining basic democratic beliefs and principles of constitutional democracy in American society and applying them to the analysis of issues of conflicting beliefs and principles (1, 2, 3, 4, 5);

c. C-1B-H3: Analyzing the nature of American political and social conflict (1, 2, 3, 4, 5);

d. C-1B-H4: Evaluating issues related to the differences between American ideals and the realities of American social and political life (1, 2, 4, 5);

e. C-1B-H5: Evaluating the roles of political parties, campaigns, and elections in American politics (1, 2, 3, 4, 5);

f. C-1B-H6: Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics (1, 2, 3, 4, 5);

3. International Relationships

a. C-1C-H1: Analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States (1, 2, 3, 4, 5);

b. C-1C-H2: Analyzing the major foreign policy positions of the United States and evaluating their consequences (1, 2, 3, 4, 5);

c. C-1C-H3: Evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States (1, 2, 3, 4, 5);

4. Roles of the Citizen

a. C-1D-H1: Evaluating and defending positions on issues regarding the personal, political, and economics rights of citizens (1, 2, 3, 4, 5);

b. C-1D-H2: Evaluating and defending positions regarding the personal and civic responsibilities and citizens in American constitutional democracy (1, 2, 3, 4, 5);

c. C-1D-H3: Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy (1, 2, 4, 5);

d. C-1D-H4: Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy (1, 2, 4, 5);

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2806 (November 2005).

Chapter 7. Economics: Strand Three

§701. Interdependence and Decision Making

A. Focus. Effective economic education in our schools is the key to preparing young people for economic decisions in their personal lives and as citizens in a democratic society. An economically literate work force is critical to the well-being of our state and nation. Students need to understand and apply basic economic concepts in order to make reasoned judgments in a complex and changing world. With economic knowledge and decision-making skills, students will be ready to live and work productively in the 21st century. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

B. Standard. Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

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§703. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. Fundamental Economic Concepts

a. E-1A-E1: Recognizing that limited resources require people to make decisions (1, 2, 4);

b. E-1A-E2: Identifying what is gained and lost when individuals or groups make decisions (1, 3, 4, 5);

c. E-1A-E3: Demonstrating how economic wants affect decisions about using goods and services (1, 2, 4);

d. E-1A-E4: Discussing and determining the process for making economic decisions (1, 2, 3, 4, 5);

e. E-1A-E5: Explaining the relationships among producers and consumers (1, 4);

f. E-1A-E6: Describing how natural resources, human resources, and capital (human-made) resources have been used and are combined in the production of goods and services (1, 3, 4);

g. E-1A-E7: Describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers (1, 4);

h. E-1A-E8: Determining how the development of skills and knowledge relates to career opportunity and economic well-being (1, 4, 5);

i. E-1A-E9: Identifying different methods for the distribution of goods and services, including the concept of markets (1, 4, 5);

j. E-1A-E10: Identifying some of the economic institutions, such as households and banks, that make up the economy (1, 4);

k. E-1A-E11: Explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process (1, 2, 4, 5);

2. Individuals, Households, Businesses, and Governments

a. E-1B-E1: Describing how prices are determined by the interactions of buyers and sellers (1, 3, 4);

b. E-1B-E2: Explaining how the changes in prices affect incentives to produce, consume, and save (1, 3, 4);

c. E-1B-E3: Identifying and explaining economic concepts, such as profit as an incentive for people to take economic risk (1, 2, 4);

d. E-1B-E4: Explaining why some goods and services are provided by the government through taxing, charging user fees, and borrowing (1, 3, 4, 5);

e. E-1B-E5: Identifying the major goods and services produces in the local community and state (1, 3, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§705. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. Fundamental Economic Concepts

a. E-1A-M1: Describing how the scarcity of resources necessitates decision making at both person and societal levels (1, 2, 4, 5);

b. E-1A-M2: Analyzing consequences of economic decisions in terms of additional benefits and additional costs (1, 2, 4);

c. E-1A-M3: Analyzing the consequences and opportunity cost of economic decisions (1, 2, 3, 4);

d. E-1A-M4: Analyzing the role of specialization in the economic process (1, 2, 4);

e. E-1A-M5: Giving examples of how skills and knowledge increase productivity and career opportunities (1, 3, 4, 5);

f. E-1A-M6: Describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems;

g. E-1A-M7: Describing the various institutions, such as business firms and government agencies, that make up economic systems (1, 4);

h. E-1A-M8: Differentiating among various forms of exchange and money (1, 3, 4);

i. E-1A-M9: Using economic concepts to help explain historic and contemporary events and developments (1, 2, 3, 4);

2. Individuals, Households, Businesses, and Governments

a. E-1B-M1: Explaining the role of supply and demand in a competitive market system (1, 3, 4);

b. E-1B-M2: Explaining the factors that affect the production and distribution of goods and services (1, 4);

c. E-1B-M3: Explaining the difference between private and public goods and services (1, 4, 5);

d. E-1B-M4: Identifying the costs and benefits of government policies on competitive markets (1, 3, 4, 5);

e. E-1B-M5: Identifying different types of taxes and user fees and predicting their consequences (1, 3, 4, 5);

f. E-1B-M6: Determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results (1, 4);

g. E-1B-M7: Describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies (1, 3, 4, 5);

3. The Economy as a Whole

a. E-1C-M1: Explaining the meaning of economic indicators that help to describe economies (1, 3);

b. E-1C-M2: Describing the influences of inflation, unemployment, and underemployment on different groups of people (1, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§707. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

1. Fundamental Economic Concepts

a. E-1A-H1: Analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result (1, 2, 3, 4, 5);

b. E-1A-H2: Analyzing the roles that production, distribution, and consumption play in economic decisions (1, 2, 3, 4);

c. E-1A-H3: Applying the skills and knowledge necessary in making decisions about career options (2, 3, 4, 5);

d. E-1A-H4: Comparing and evaluating economic systems (1, 2, 3, 4);

e. E-1A-H5: Explaining the basic features of market structures and exchanges (1, 3, 4);

f. E-1A-H6: Analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems (1, 2, 4);

g. E-1A-H7: Analyzing the roles of money and banking in an economic system (1, 2, 3, 4);

h. E-1A-H8: Applying economic concepts to understand and evaluate historical and contemporary issues (1, 2, 3, 4);

2. Individuals, Households, Businesses, and Governments

a. E-1B-H1: Identifying factors that cause changes in supply and demand (1, 2, 3, 4);

b. E-1B-H2: Analyzing how changes in supply and demand, price, incentives, and profit influence production and distribution in a competitive market system (1, 2, 4);

c. E-1B-H3: Analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy (1, 2, 3, 4, 5);

d. E-1B-H4: Analyzing the causes and consequences of worldwide economic interdependence (1, 2, 3, 4);

e. E-1B-H5: Evaluating the effects of domestic policies on international trade (1, 2, 3, 4);

f. E-1B-H6: Analyzing Louisiana's role in the national and world economies (1, 2, 3, 4, 5);

3. The Economy as a Whole

a. E-1C-H1: Explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate (1, 3, 4);

b. E-1C-H2: Explaining how interest rates, investments, and inflation/deflation impact the economy (1, 3, 4);

c. E-1C-H3: Analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy (1, 2, 3, 4);

d. E-1C-H4: Explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy (1, 3, 4);

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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Chapter 9. History: Strand Four

§901. Time, Continuity, and Change

A. Focus. History, the written record of the past, examines the forces of change and continuity that have influenced the human experience over time. In our participatory democracy, that knowledge must be shared by all. Americans need to understand the relationship between past and present, the major trends in the historic and contemporary worlds, and key historical turning points. The study of the great sweep of history explains the past so that citizens can understand the present and look toward the future. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

B. Standard. Students develop a sense of historical perspective as they study the history of their community, state, nation, and world.

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§903. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. Historical Thinking Skills

a. H-1A-E1: Demonstrating an understanding of the concepts of time and chronology (1, 3, 4);

b. H-1A-E2: Recognizing that people in different times and places view the world differently (1, 3, 4);

c. H-1A-E3: Identifying and using primary and secondary historical sources to learn about the past (1, 3, 4);

2. Families and Communities

a. H-1B-E1: Describing and comparing family life in the present and the past (1, 2, 3, 4);

b. H-1B-E2: Relating the history of the local community and comparing it to other communities of long ago (1, 2, 3, 4);

3. Louisiana and United States History

a. H-1C-E1: Describing the people, events, and ideas that were significant to the growth and development of our state and nation (1, 3, 4);

b. H-1C-E2: Identifying the development of democratic principles and discussing how these principles have been exemplified by historic figures, events, and symbols (1, 3, 4, 5);

c. H-1C-E3: Describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history (1, 3, 4);

d. H-1C-E4: Recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage (1, 3, 4);

4. World History

a. H-1D-E1: Identifying the characteristics and historical development of selected societies throughout the world (1, 3, 4);

b. H-1D-E2: Describing the social and economic impact of major scientific and technological advancements (1, 3, 4);

c. H-1D-E3: Discussing the impact of significant contributions made by historic figures from different regions of the world (1, 3, 4);

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§905. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. Historical Thinking Skills

a. H-1A-M1: Describing chronological relationships and patterns (1, 3, 4);

b. H-1A-M2: Demonstrating historical perspective through the political, social and economic context in which an event or idea occurred (1, 2, 3, 4);

c. H-1A-M3: Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history (1, 2, 3, 4);

d. H-1A-M4: Analyzing historical data using primary and secondary sources (1, 2, 3, 4);

e. H-1A-M5: Identifying issues and problems from the past and evaluating alternative courses of action (1, 2, 3, 4);

f. H-1A-M6: Conducting research in efforts to answer historical questions (1, 2, 3, 4);

2. United States History

a. Era 1: Three Worlds Meet (Beginnings to 1620)

i. H-1B-M1: Identifying and describing characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450 (1, 3, 4);

ii. H-1B-M2: Explaining the cultural, ecological, and economic results of early European exploration and colonization (1, 3, 4);

b. Era 2: Colonization and Settlement (1565-1763)

i. H-1B-M3: Describing the interactions among Native Americans, early Europeans, and Africans in the Americas (1, 3, 4);

ii. H-1B-M4: Tracing the emergence of religious freedom and changing political institutions in the English colonies (1, 3, 4);

iii. H-1B-M5: Analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas (1, 2, 3, 4);

c. Era 3: Revolution and the New Nation (1754-1820s)

i. H-1B-M6: Explaining the causes and course of the American Revolution and the reasons for the American victory (1, 3, 4);

ii. H-1B-M7: Explaining the impact of the American Revolution on the politics, society, and economy of the new nation (1, 3, 4);

iii. H-1B-M8: Relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system (1, 3, 4);

d. Era 4: Expansion and Reform (1801-1861)

i. H-1B-M9: Describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers (1, 3, 4, 5);

ii. H-1B-M10: Analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement (1, 2, 3, 4);

iii. H-1B-M11: Explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society (1, 2, 3, 4, 5);

e. Era 5: Civil War and Reconstruction (1850-1877)

i. H-1B-M12: Describing the causes and course of the Civil War and examining the impact of the war on the American people (1, 3, 4);

ii. H-1B-M13: Comparing and evaluating various reconstruction plans of the post-Civil War era (1, 2, 3, 4);

f. Era 6: The Development of the Industrial United States (1870-1900)

i. H-1B-M14: Describing the impact of industrialization in the United States (1, 3, 4);

g. Era 7: The Emergence of Modern America (1890-1930)

i. H-1B-M15: Describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century (1, 3, 4);

ii. H-1B-M16: Identifying the causes and consequences of major world conflicts involving the United States (1, 3, 4);

h. Era 8: The Great Depression and World War II (1929-1945)

i. H-1B-M17: Describing the impact of the Great Depression and World War II on American society (1, 3, 4);

i. Era 9: Contemporary United States (1945 to the Present)

i. H-1B-M18: Discussing significant developments and issues in contemporary United States history (1, 2, 3, 4, 5);

3. World History

a. Era 1: The Beginnings of Society

i. H-1C-M1: Describing the earliest human communities (1, 3, 4);

ii. H-1C-M2: Explaining the emergence of agricultural societies around the world (1, 3, 4);

b. Era 2: The Rise of Early Civilization (4000-1000 B.C.)

i. H-1C-M3: Identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley (1, 3, 4);

ii. H-1C-M4: Tracing the development and expansion of agricultural societies and the emergence of new states (1, 3, 4);

iii. H-1C-M5: Analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia (1, 2, 3, 4);

c. Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 B.C.-A.D. 300)

i. H-1C-M6: Discussing and giving examples of technological and cultural innovation and change (1, 3, 4);

ii. H-1C-M7: Describing the classical civilizations and examining their interactions and influences (1, 3, 4);

iii. H-1C-M8: Describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India (1, 3, 4);

d. Era 4: Expanding Zones of Exchange and Encounter (A.D. 300-1000)

i. H-1C-M9: Tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa (1, 3, 4);

ii. H-1C-M10: Analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas (1, 2, 3, 4);

e. Era 5: Intensified Hemispheric Interactions (A.D. 1000-1500)

i. H-1C-M11: Analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa (1, 2, 3, 4);

ii. H-1C-M12: Explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe (1, 3, 4);

iii. H-1C-M13: Describing the development and expansion of complex societies and empires in the Americas (1, 3, 4);

f. Era 6: Emergence of the First Global Age (1450-1770)

i. H-1C-M14: Explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the 15th through the mid-18th centuries (1, 3, 4);

g. Era 7: An Age of Revolutions (1750-1914)

i. H-1C-M15: Determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world (1, 3, 4);

ii. H-1C-M16: Describing the transformation of world societies that occurred during an era of global trade and Western domination (1, 3, 4);

h. Era 8: A Half-Century of Crisis and Achievement (1900-1945)

i. H-1C-M17: Identifying the causes and worldwide consequences of major 20th century conflicts (1, 3, 4);

i. Era 9: The 20th Century Since 1945 (1945 to the Present)

i. H-1C-M18: Identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world (1, 3, 4, 5);

4. Louisiana History

a. H-1D-M1: Describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana (1, 3, 4);

b. H-1D-M2: Tracing the development of the various governments that have been established in Louisiana throughout its history (1, 3, 4, 5);

c. H-1D-M3: Identifying and discussing the major conflicts in Louisiana's past (1, 2, 3, 4);

d. H-1D-M4: Locating and describing Louisiana's geographic features and examining their impact on people past and present (1, 3, 4);

e. H-1D-M5: Tracing the development and growth of Louisiana's economy throughout history (1, 3, 4);

f. H-1D-M6: Examining folklore and describing how cultural elements have shaped our state and local heritage (1, 3, 4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2809 (November 2005).

§907. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

1. Historical Thinking Skills

a. H-1A-H1: Applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity (1, 2, 3, 4);

b. H-1A-H2: Explaining and analyzing events, ideas, and issues within a historical context (1, 2, 3, 4);

c. H-1A-H3: Interpreting and evaluating the historical evidence presented in primary and secondary sources (1, 2, 3, 4);

d. H-1A-H4: Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues (1, 2, 3, 4, 5);

e. H-1A-H5: Conducting research in efforts to analyze historical questions and issues (1, 2, 3, 4);

f. H-1A-H6: Analyzing cause-effect relationships (1, 2, 3, 4);

2. United States History

a. Era 1: Three Worlds Meet (Beginnings to 1620)

i. H-1B-H1: Analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas (1, 2, 3, 4);

b. Era 2: Colonization and Settlement (1565-1763)

i. H-1B-H2: Summarizing the process by which the United States was colonized and later became an independent nation (1, 4);

c. Era 3: Revolution and the New Nation (1754-1820s)

i. H-1B-H3: Analyzing the development of the American constitutional system (1, 2, 3, 4);

d. Era 4: Expansion and Reform (1801-1861)

i. H-1B-H4: Tracing territorial expansion and reform movements in the United States (1, 3, 4);

e. Era 5: Civil War and Reconstruction (1850-1877)

i. H-1B-H5: Analyzing the origins, major events, and effects of the Civil War and Reconstruction (1, 2, 3, 4);

f. Era 6: The Development of the Industrial United States (1870-1900)

i. H-1B-H6: Analyzing the development of industrialization and examining its impact on American society (1, 2, 3, 4);

ii. H-1B-H7: Describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted (1, 2, 3, 4);

g. Era 7: The Emergence of Modern America (1890-1930)

i. H-1B-H8: Evaluating the significance of the Progressive Movement (1, 2, 3, 4);

ii. H-1B-H9: Analyzing the rise of the labor and agrarian movements (1, 2, 3, 4);

iii. H-1B-H10: Explaining the changing role of the United States in world affairs through World War I (1, 3, 4);

iv. H-1B-H11: Analyzing the significant changes that evolved in the United States between World War I and the Great Depression (1, 2, 3, 4);

h. Era 8: The Great Depression and World War II (1929-1945)

i. H-1B-H12: Analyzing the causes, developments, and effects of the Great Depression and the New Deal (1, 2, 3, 4);

ii. H-1B-H13: Analyzing the origins, course, and results of World War II (1, 2, 3, 4);

i. Era 9: Contemporary United States (1945 to the Present)

i. H-1B-H14: Examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era (1, 2, 3, 4);

ii. H-1B-H15: Analyzing the economic, political, social, and cultural transformation of the United States since World War II (1, 2, 3, 4, 5);

iii. H-1B-H16: Explaining the major changes that have resulted as the United States has moved from an industrial to an information society (1, 3, 4);

iv. H-1B-H17: Analyzing developments and issues in contemporary American society (1, 2, 3, 4, 5);

v. H-1B-H18: Discussing and demonstrating an understanding of recent developments in foreign and domestic policies (1, 2, 3, 4, 5);

3. World History

a. Era 1: The Beginnings of Society

i. H-1C-H1: Analyzing the development of early human communities and civilizations (1, 2, 3, 4);

b. Era 2: The Rise of Early Civilizations (4000-1000 B.C.)

i. H-1C-H2: Making generalizations about the cultural legacies of both the ancient river and the classical civilizations (1, 3, 4);

c. Era 3: Classical Traditions, Major Religions, and Giant Empire (1000 B.C.-A.D. 300)

i. H-1C-H3: Analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions (1, 2, 3, 4);

d. Era 4: Expanding Zones of Exchange and Encounter (A.D. 300-1000)

i. H-1C-H4: Summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas (1, 3, 4);

e. Era 5: Intensified Hemispheric Interactions (A.D. 1000-1500)

i. H-1C-H5: Analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa (1, 2, 3, 4);

f. Era 6: Emergence of the First Global Age (1450-1770)

i. H-1C-H6: Analyzing the impact of transoceanic linking of all major regions of the world (1, 2, 3, 4);

ii. H-1C-H7: Analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions (1, 2, 3, 4);

iii. H-1C-H8: Explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally (1, 3, 4);

iv. H-1C-H9: Tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americas (1, 3, 4);

g. Era 7: An Age of Revolutions (1750-1914)

i. H-1C-H10: Analyzing the impact that political revolutions and new ideologies had on societies around the world (1, 2, 3, 4);

ii. H-1C-H11: Evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies (1, 2, 3, 4);

iii. H-1C-H12: Analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination (1, 2, 3, 4);

h. Era 8: A Half-Century of Crisis and Achievement (1900-1945)

i. H-1C-H13: Analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts (1, 2, 3, 4);

i. Era 9: The 20th Century since 1945 (1945 to the Present)

i. H-1C-H14: Analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II (1, 2, 3, 4);

ii. H-1C-H15: Explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends (1, 2, 3, 4, 5);

B. Notes about the History Benchmarks for Grades 5-12

1. The history benchmarks for Grades 5-12 are arranged chronologically in historical eras for clarity.

2. If a benchmark covers content in more than one historical era, the benchmark will be listed only in the earliest of the chronological eras being covered.

3. Benchmarks for Grades 5-8 detail United States history to 1877 and world history to 1450. Benchmarks for Grades 9-12 provide detailed emphasis on United States history from 1877 and world history from 1450 to the present.

4. The intent is to allow for mastery of needed content without detailed repetition and major omissions. Students should master the benchmarks through emphasis at the indicated levels, with introduction and review of the entire historical survey included.

5. Whenever appropriate, the content of the benchmarks should be made relevant by relating them to state and local history and current events.

6. The traditional terms, B.C. and A.D., are used to help clarify the historical eras in the world history benchmarks. If preferred, the terms BCE (Before the Common Era) and CE (in the Common Era) may be substituted.

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2811 (November 2005).

Chapter 11. Grade Level Expectations

§1101. Prekindergarten

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1);

b. GLE 2: Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2).

B. Civics: Strand Two

1. Roles of the Citizen

a. GLE 3: Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-1D-E4);

b. GLE 4: Discuss ways people can help each other (e.g., sharing, paying attention, and taking turns) (PK-SE-C1) (C-1D-E4);

c. GLE 5: Participate in patriotic activities (PK-CSS-C2) (C-1D-E4).

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 6: Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3).

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 7: Demonstrate an awareness of time by using and responding to such words as *yesterday, today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2812 (November 2005).

§1103. Kindergarten

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Identify a map and a globe as a representation of Earth (G-1A-E1);

b. GLE 2: Recognize the shape of Louisiana and the United States on maps and globes (G-1A-E2);

c. GLE 3: Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as *left, right, first, last, big, little* (G-1A-E2);

d. GLE 4: Create simple maps to identify the location of places in the home or classroom (G-1A-E3);

2. Places and Regions

a. GLE 5: Identify the difference between land and water and locate both on a map or globe (G-1B-E1);

b. GLE 6: Describe people and places in the school and community (G-1B-E3);

3. Physical and Human Systems

a. GLE 7: Describe the daily weather (e.g., rainy, cold) (G-1C-E1);

4. Environment and Society

a. GLE 8: Describe how seasonal changes affect people (e.g., in different seasons, people wear different kinds of clothing) (G-1D-E2);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 9: Identify home and class rules, and the persons responsible for enforcement (C-1A-E1);

b. GLE 10: Identify governmental employees and their roles (e.g., postal workers, police) (C-1A-E2);

c. GLE 11: Identify reasons for home and classroom rules (C-1A-E7);

2. Foundations of the American Political System

a. GLE 12: Identify responsibilities the student has at home and at school (C-1B-E2);

3. Roles of the Citizen

a. GLE 13: Describe the student's role as a member of the family, class, and school (C-1D-E4);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 14: Identify ways people use money to purchase goods (E-1A-E3);

b. GLE 15: Identify work people do and the name of related jobs at home and school (E-1A-E7);

c. GLE 16: Describe a situation illustrating a voluntary exchange (e.g., trading seats, exchanging books) (E-1A-E11);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 17: Use words to describe the chronology of the school day (e.g., first, next, last) (H-1A-E1);

b. GLE 18: Identify ways in which people are alike and different (H-1A-E2);

c. GLE 19: Describe personal likes and dislikes (e.g., picture journals) (H-1A-E3);

2. Louisiana and United States History

a. GLE 20: Identify customs associated with national holidays (H-1C-E1).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2813 (November 2005).

§1105. First Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Identify and use simple map symbols and key/legend (G-1A-E1);

b. GLE 2: Interpret a simple chart (G-1A-E1);

c. GLE 3: Describe a map as a representation of a place (G-1A-E1);

d. GLE 4: Locate places on the school campus and describe their relative location (G-1A-E2);

e. GLE 5: Create simple maps to identify the relative location of places in the school and community (G-1A-E3);

2. Places and Regions

a. GLE 6: Identify Earth's various physical features (e.g., oceans, islands, mountains, rivers) (G-1B-E1);

b. GLE 7: Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3);

c. GLE 8: Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country (G-1B-E4);

3. Physical and Human Systems

a. GLE 9: Describe how seasons affect the local community (G-1C-E1);

b. GLE 10: Identify and compare differences in land use (e.g., rural and city settlements) (G-1C-E2);

c. GLE 11: Identify and compare basic elements of culture (e.g., food, music, celebrations) (G-1C-E4);

d. GLE 12: Identify the types of economic activities in which family members participate (G-1C-E5);

e. GLE 13: Identify by name the town, parish, state, and country in which the student lives (G-1C-E6);

4. Environment and Society

a. GLE 14: Identify the basic human needs of food, clothing, and shelter (G-1D-E1);

b. GLE 15: Identify various types of human shelters and describe building materials used for construction (G-1D-E2);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 16: Identify school rules and the persons responsible for making and enforcing them (C-1A-E1);

b. GLE 17: Explain the necessity of establishing leadership and order at school (C-1A-E2);

c. GLE 18: Identify and recognize the current president of the United States (C-1A-E5);

d. GLE 19: Explain the process of voting using classroom issues (C-1A-E6);

e. GLE 20: Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7);

2. Foundations of the American Political System

a. GLE 21: Discuss the importance of sharing responsibilities at home, class, and school (C-1B-E2);

3. Roles of the Citizen

a. GLE 22: Define the meaning of the term *classroom citizen* (C-1D-E1);

b. GLE 23: Identify patriotic songs and American symbols (C-1D-E4);

c. GLE 24: Identify ways to participate in public service within school or community (e.g., volunteer, donations, parent organizations) (C-1D-E5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 25: Identify the difference between basic human needs and wants (E-1A-E3);

b. GLE 26: Identify a personal example of how the cost of an item affects whether or not it can be purchased (E-1A-E4);

c. GLE 27: Describe how the individual is a consumer (E-1A-E5);

d. GLE 28: Identify simple descriptions of the work people do and the names of related jobs in the community (E-1A-E7);

e. GLE 29: Explain why people in a school and community have different jobs (E-1A-E7);

f. GLE 30: Describe skills the student can do well (e.g., personal, physical, academic) (E-1A-E8);

g. GLE 31: Describe the benefits of a voluntary exchange (E-1A-E11);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 32: Use words to describe time (past, present, future) (H-1A-E1);

b. GLE 33: Identify similarities and differences in families over time (e.g., structure, roles of women, men, and children) (H-1A-E2);

c. GLE 34: Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3);

2. Families and Communities

a. GLE 35: Identify transportation methods of the local community in the past (H-1B-E2).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2813 (November 2005).

§1107. Second Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Interpret a diagram (G-1A-E1);

b. GLE 2: Describe basic characteristics of maps and globes (G-1A-E1);

c. GLE 3: Use cardinal directions to locate places on maps and places in the classroom, school, and community (G-1A-E2);

d. GLE 4: Identify geographical features in the local region (G-1A-E2);

e. GLE 5: Construct a bar graph to represent given geographical information (G-1A-E3);

f. GLE 6: Sketch a simple map related to the classroom, school, or community (mental map) (G-1A-E3);

2. Places and Regions

a. GLE 7: Describe how location, weather, and physical environment affect where and how people live (G-1B-E1);

b. GLE 8: Identify examples of various landforms (e.g., continents, islands) (G-1B-E1);

c. GLE 9: Identify the human characteristics of the local community (G-1B-E2);

d. GLE 10: Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time (G-1B-E3);

3. Physical and Human Systems

a. GLE 11: Describe how climate affects the vegetation in the community (G-1C-E1);

b. GLE 12: Identify the types of settlement and patterns of land use in the local community (G-1C-E2);

c. GLE 13: Identify simple demographics of a local region (e.g., mostly factory workers) (G-1C-E3);

d. GLE 14: Identify ways of making a living within the community (G-1C-E5);

4. Environment and Society

a. GLE 15: Explain ways in which people in the local community depend on the physical environment to satisfy basic needs (G-1D-E1);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 16: Identify local community and parish laws, and the persons responsible for making and enforcing them (C-1A-E1);

b. GLE 17: Identify the necessity of local government and how it helps meet the basic needs of society (C-1A-E2);

c. GLE 18: Describe major responsibilities of local government (C-1A-E4);

d. GLE 19: Identify key government positions at the local level, their powers, and limits on their powers (C-1A-E5);

e. GLE 20: Explain how government officials at the local level are elected (C-1A-E6);

f. GLE 21: Explain the need/purpose/importance of having rules in the school, community, and society (C-1A-E7);

2. Foundations of the American Political System

a. GLE 22: Explain how citizens help leaders in a community solve problems (C-1B-E2);

3. Roles of the Citizen

a. GLE 23: Define the meaning of the term *community citizen* (C-1D-E1);

b. GLE 24: Identify examples of responsible citizenship in the school and community settings (C-1D-E2);

c. GLE 25: Discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules (C-1D-E3);

d. GLE 26: Describe actions individuals or groups may take to improve their community (C-1D-E4);

e. GLE 27: Explain the significance of national holidays and the achievements of the people associated with them (C-1D-E4);

f. GLE 28: Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 29: Explain how basic human needs of food, clothing, and shelter can be met (E-1A-E1);

b. GLE 30: Identify examples of scarcity in the local community (E-1A-E1);

c. GLE 31: Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents) (E-1A-E2);

d. GLE 32: Identify examples of choices families make when buying goods and services (E-1A-E4);

e. GLE 33: Identify a consumer and a producer and their roles in the economy (E-1A-E5);

f. GLE 34: Explain how people in the local community depend on each other for goods and services (E-1A-E5);

g. GLE 35: Identify various ways in which resources are used (e.g., use of trees to produce wood for building, wood products, heat) (E-1A-E6);

h. GLE 36: Describe the roles of farmers, processors, and distributors in food production and consumption (E-1A-E6);

i. GLE 37: Describe the role of weather, land, and water resources in food production over time (E-1A-E6);

j. GLE 38: Identify the specialized work that people do to manufacture, transport, and market goods and services (E-1A-E7);

k. GLE 39: Describe the importance of skills and education in choosing a career (E-1A-E8);

l. GLE 40: Identify a local economic institution (e.g., bank) (E-1A-E10);

m. GLE 41: Explain why people exchange goods and services (E-1A-E11);

2. Individuals, Households, Businesses, and Governments

a. GLE 42: Identify individuals or groups in the community who have started new businesses (E-1B-E3);

b. GLE 43: Identify goods and services provided by the local government (E-1B-E4);

c. GLE 44: Explain the difference between goods and services and give examples of each within the local community (E-1B-E5);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 45: Develop a personal timeline (H-1A-E1);

b. GLE 46: Identify similarities and differences in communities over time (H-1A-E2);

c. GLE 47: Identify sources where historical information can be found and how that information can be used (H-1A-E3);

d. GLE 48: Locate general areas on maps and globes referenced in historical stories and legends (H-1A-E3);

2. Families and Communities

a. GLE 49: Compare and contrast the student's daily life to that of parents, grandparents, and/or guardians (H-1B-E1);

3. Louisiana and United States History

a. GLE 50: Identify and describe the significance of various community landmarks and symbols (H-1C-E2);

b. GLE 51: Identify cultural elements (e.g., crafts, customs, music, folklore) of the local community (H-1C-E4);

4. World History

a. GLE 52: Explain the customs related to important holidays and ceremonies in various countries around the world in the past (H-1D-E1).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2814 (November 2005).

§1109. Third Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1);

b. GLE 2: Differentiate between a bar, pictograph, and circle graph (G-1A-E1);

c. GLE 3: Interpret a graph, chart, and diagram (G-1A-E2);

d. GLE 4: Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2);

e. GLE 5: Locate major geographic features of Louisiana on a map (G-1A-E2);

f. GLE 6: Construct a chart, line graph, or diagram to display geographical information (G-1A-E3);

g. GLE 7: Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3);

h. GLE 8: Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) (G-1A-E3);

2. Places and Regions

a. GLE 9: Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1);

b. GLE 10: Identify and describe the human characteristics of places in Louisiana (G-1B-E2);

c. GLE 11: Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3);

d. GLE 12: Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4);

3. Physical and Human Systems

a. GLE 13: Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1);

b. GLE 14: Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2);

c. GLE 15: Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3);

d. GLE 16: Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4);

e. GLE 17: Identify the relationship between geography and economic activities in Louisiana (G-1C-E5);

f. GLE 18: Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6);

4. Environment and Society

a. GLE 19: Identify and explain ways in which people in Louisiana modify the physical environment to

meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1);

b. GLE 20: Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2);

c. GLE 21: Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 22: Identify state laws, and the persons responsible for making and enforcing them (C-1A-E1);

b. GLE 23: Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2);

c. GLE 24: Describe major responsibilities of state government (C-1A-E4);

d. GLE 25: Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5);

e. GLE 26: Explain how government officials at the state and national levels are elected (C-1A-E6);

f. GLE 27: Define *laws* and explain the difference between *laws* and *rules* (C-1A-E7);

2. Foundations of the American Political Systems

a. GLE 28: Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2);

3. Roles of the Citizens

a. GLE 29: Identify the qualities of people who were leaders and *good citizens* as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3);

b. GLE 30: Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 31: Define scarcity and abundance and give examples of both for individuals and society (E-1A-E1);

b. GLE 32: Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2);

c. GLE 33: Explain reasons why people save money (E-1A-E3);

d. GLE 34: Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4);

e. GLE 35: Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5);

f. GLE 36: Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6);

g. GLE 37: Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7);

h. GLE 38: Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8);

i. GLE 39: Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9);

j. GLE 40: Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10);

k. GLE 41: Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11);

2. Individuals, Households, Businesses, and Governments

a. GLE 42: Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1);

b. GLE 43: Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2);

c. GLE 44: Identify services provided by the state government (E-1B-E4);

d. GLE 45: Identify major goods and services produced in Louisiana (E-1B-E5);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 46: Complete a timeline based on given information (H-1A-E1);

b. GLE 47: Use information in a map, table, or graph to describe the past (H-1A-E3);

c. GLE 48: Identify primary and secondary sources (H-1A-E3);

d. GLE 49: Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3);

2. Families and Communities

a. GLE 50: Describe family life at a given time in history and compare it with present-day family life (H-1B-E1);

b. GLE 51: Describe changes in community life, comparing a given time in history to the present (H-1B-E2);

3. Louisiana and United States History

a. GLE 52: Identify and describe early settlers in Louisiana (H-1C-E1);

b. GLE 53: Identify people and their influence in the early development of Louisiana (H-1C-E1);

c. GLE 54: Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1);

d. GLE 55: Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2);

e. GLE 56: Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3);

f. GLE 57: Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4);

4. World History

a. GLE 58: Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1);

b. GLE 59: Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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§1111. Fourth Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1);

b. GLE 2: Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1);

c. GLE 3: Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2);

d. GLE 4: Identify all U.S. states by shapes and position on map (G-1A-E2);

e. GLE 5: Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information (G-1A-E3);

2. Places and Regions

a. GLE 6: Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1);

b. GLE 7: Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1);

c. GLE 8: Explain physical and human developments in a region of the United States since it was first settled based on given information (G-1B-E3);

d. GLE 9: Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4);

3. Physical and Human Systems

a. GLE 10: Identify physical processes that change Earth's surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1);

b. GLE 11: Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2);

c. GLE 12: Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3);

d. GLE 13: Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4);

e. GLE 14: Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5);

f. GLE 15: Differentiate between countries, states, parishes, and cities (G-1C-E6);

4. Environment and Society

a. GLE 16: Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1);

b. GLE 17: Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3);

c. GLE 18: Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4);

d. GLE 19: Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 20: Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2);

b. GLE 21: Distinguish between *limited government* and *unlimited government* (C-1A-E3);

c. GLE 22: Explain the role of government and the rights of citizens (C-1A-E3);

d. GLE 23: Identify the three branches of the federal government and describe their major responsibilities (C-1A-E4);

e. GLE 24: Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5);

f. GLE 25: Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6);

g. GLE 26: Identify the purpose and importance of a rule or a law (C-1A-E7);

2. Foundations of the American Political System

a. GLE 27: Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) (C-1B-E1);

b. GLE 28: Explain the similarities between the Louisiana and U.S. Constitutions (C-1B-E1);

3. International Relationships

a. GLE 29: Explain the concept of *nation* with reference to countries, governments, and peoples (C-1C-E1);

b. GLE 30: Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1);

c. GLE 31: Identify the United Nations and its role in international peace keeping (C-1C-E1);

4. Roles of the Citizen

a. GLE 32: Identify the means by which individuals become U.S. citizens (C-1D-E1);

b. GLE 33: Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2);

c. GLE 34: Discuss civic traits of *good citizenship* that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4);

d. GLE 35: Identify a national issue and describe how good citizenship can help solve the problem (C-1D-E5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 36: Demonstrate that limited resources necessitate choices and decisions (E-1A-E1);

b. GLE 37: Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices

and decisions involved in developing a personal budget) (E-1A-E4);

c. GLE 38: Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5);

d. GLE 39: Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6);

e. GLE 40: Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7);

f. GLE 41: Describe the benefits of increasing one's skill/knowledge and various ways to do so (E-1A-E8);

g. GLE 42: Describe the basic concept of a *market* (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9);

h. GLE 43: Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10);

i. GLE 44: Identify the relationship between money, writing checks, and credit cards (E-1A-E11);

j. GLE 45: Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11);

2. Individuals, Households, Businesses, and Governments

a. GLE 46: Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1);

b. GLE 47: Explain how a rise or fall in prices affects personal, family, and government budgets (E-1B-E2);

c. GLE 48: Identify the terms *profit* and *risk* and give examples of risk that businesses take to make a profit (E-1B-E3);

d. GLE 49: Define *tax* and explain how government pays for goods and services through taxes and fees (E-1B-E4);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 50: Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments) (H-1A-E1);

b. GLE 51: Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2);

c. GLE 52: Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the "I Have a Dream" speech) (H-1A-E2);

d. GLE 53: Interpret historical information in a map, table, or graph (H-1A-E3);

e. GLE 54: Compare and contrast primary and secondary sources (H-1A-E3);

2. Families and Communities

a. GLE 55: Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1);

3. Louisiana and United States History

a. GLE 56: Identify and describe major early explorers and explorations in North America (H-1C-E1);

b. GLE 57: Identify leaders and their influence in the early development of America (H-1C-E1);

c. GLE 58: Describe the importance of events and ideas significant to our nation's development (H-1C-E1);

d. GLE 59: Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1);

e. GLE 60: Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2);

f. GLE 61: Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3);

g. GLE 62: Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4);

4. World History

a. GLE 63: Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1);

b. GLE 64: Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics) (H-1D-E1);

c. GLE 65: Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2);

d. GLE 66: Identify the chronological order of major scientific or technological advancements (H-1D-E2);

e. GLE 67: Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1113. Fifth Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Describe the characteristics, functions, and applications of various types of maps (G-1A-M1);

b. GLE 2: Compare the uses of different types of maps, including two different types of maps of the same area (G-1A-M1);

c. GLE 3: Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2);

d. GLE 4: Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2);

e. GLE 5: Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3);

2. Places and Regions

a. GLE 6: Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1);

b. GLE 7: Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2);

c. GLE 8: Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3);

d. GLE 9: Explain ways in which goals, cultures, interests, inventions, and technological advances affected perceptions and uses of places or regions in Colonial America (G-1B-M4);

3. Physical and Human Systems

a. GLE 10: Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3);

b. GLE 11: Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4);

c. GLE 12: Describe the economic interdependence among the thirteen American colonies (G-1C-M6);

d. GLE 13: Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7);

4. Environment and Society

a. GLE 14: Describe the impact of human action on the physical environment of early America (G-1D-M1);

b. GLE 15: Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2);

c. GLE 16: Identify the natural resources used by people in the United States (G-1D-M3);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 17: Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 18: Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9);

b. GLE 19: Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 20: Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1);

b. GLE 21: Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1);

c. GLE 22: Identify different points of view about key events in early American history (H-1A-M2);

d. GLE 23: Identify the causes, effects, or impact of a given event in early American history (H-1A-M3);

e. GLE 24: Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4);

f. GLE 25: Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5);

g. GLE 26: Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6);

2. United States History

a. GLE 27: Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration (H-1B-M1);

b. GLE 28: Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection (H-1B-M1);

c. GLE 29: Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1);

d. GLE 30: Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2);

e. GLE 31: Describe major early explorations and explorers and their reasons for exploration (H-1B-M2);

f. GLE 32: Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2);

g. GLE 33: Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2);

h. GLE 34: Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3);

i. GLE 35: Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3);

j. GLE 36: Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3);

k. GLE 37: Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4);

l. GLE 38: Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M5);

m. GLE 39: Describe reflections of European culture, politics, and institutions in American life (H-1B-M5);

n. GLE 40: Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5);

3. World History

a. GLE 41: Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1115. Sixth Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe (G-1A-M2);

2. Places and Regions

a. GLE 2: Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions (G-1B-M1);

b. GLE 3: Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as "cradles of civilization") (G-1B-M2);

c. GLE 4: Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history (G-1B-M4);

3. Physical and Human Systems

a. GLE 5: Explain reasons for different patterns of migration among early peoples (G-1C-M4);

b. GLE 6: Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5);

c. GLE 7: Describe the economic interdependence among various ancient civilizations (G-1C-M6);

d. GLE 8: Explain how ancient civilizations established and maintained political boundaries (G-1C-M7);

4. Environment and Society

a. GLE 9: Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2);

b. GLE 10: Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export (G-1D-M3);

B. Civics: Strand Two

1. Foundations of the American Political System

a. GLE 11: Identify the essential elements of Greek and Roman government that would later influence the U.S. government (C-1B-M1);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 12: Explain the role of expanding specialization in the development of world civilizations (E-1A-M4);

b. GLE 13: Identify the functions and characteristics of money (e.g., money as a store of value) and compare barter exchange to money exchange (E-1A-M8);

c. GLE 14: Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 15: Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1);

b. GLE 16: Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1);

c. GLE 17: Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2);

d. GLE 18: Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3);\

e. GLE 19: Use multiple primary and secondary sources to describe world civilizations (H-1A-M4);

f. GLE 20: Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5);

g. GLE 21: Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6);

2. World History

a. GLE 22: Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1);

b. GLE 23: Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1);

c. GLE 24: Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2);

d. GLE 25: Explain why agricultural societies developed from hunters and gatherers (H-1C-M2);

e. GLE 26: Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing (H-1C-M2);

f. GLE 27: Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley (H-1C-M3);

g. GLE 28: Describe the major characteristics of early river valley civilizations (H-1C-M3);

h. GLE 29: Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4);

i. GLE 30: Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology (H-1C-M4);

j. GLE 31: Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia (H-1C-M5);

k. GLE 32: Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5);

l. GLE 33: Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region (H-1C-M6);

m. GLE 34: Explain the significance of Phoenician trade in the Mediterranean basin (H-1C-M6);

n. GLE 35: Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life (H-1C-M6);

o. GLE 36: Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests (H-1C-M7);

p. GLE 37: Explain the sharing of ideas, goods, and services through trade between the Greek and Roman

civilizations, and the influence of those civilizations on other cultures (H-1C-M7);

q. GLE 38: Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7);

r. GLE 39: Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (i.e., Christianity, Hinduism, Buddhism, Islam) (H-1C-M8);

s. GLE 40: Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8);

t. GLE 41: Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (H-1C-M9);

u. GLE 42: Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9);

v. GLE 43: Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas prior to A.D. 1000 (H-1C-M10);

w. GLE 44: Describe major events, key figures, and social structure of the Early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism) (H-1C-M10);

x. GLE 45: Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 (H-1C-M11);

y. GLE 46: Explain how communication among regions was accomplished between AD 1000 to 1500 (H-1C-M11);

z. GLE 47: Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions (H-1C-M12);

aa. GLE 48: Describe the major contributing factors that led to the Renaissance (H-1C-M12);

bb. GLE 49: Describe the major contributing factors that would lead to the Reformation (H-1C-M12);

cc. GLE 50: Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization (H-1C-M14);

dd. GLE 51: Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations (H-1C-M14);

ee. GLE 52: Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing (H-1C-M14).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2820 (November 2005).

§1117. Seventh Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Analyze various types of maps, charts, graphs, and diagrams related to U.S. history (G-1A-M2);

2. Places and Regions

a. GLE 2: Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877 (G-1B-M1);

b. GLE 3: Identify and describe significant physical features that have influenced U.S. historical events (e.g., Ohio River Valley in the American Revolution) (G-1B-M2);

c. GLE 4: Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in the United States (G-1B-M4);

3. Physical and Human Systems

a. GLE 5: Explain patterns of rural/urban migration and the positive and negative consequences of urban development in the United States (G-1C-M3);

b. GLE 6: Identify selected racial, ethnic, and religious groups that settled in the United States and explain the political, cultural, and economic reasons for immigration (G-1C-M4);

c. GLE 7: Compare the interdependence of Great Britain and the American colonies to the global economy today (G-1C-M6);

d. GLE 8: Explain how cooperation and conflict affected the changing political boundaries of the United States to 1877 (e.g., Missouri Compromise) (G-1C-M7);

4. Environment and Society

a. GLE 9: Explain how the different physical environments in the American North and South led to different economic activities (G-1D-M2);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 10: Explain and evaluate the major purposes of government (C-1A-M1);

b. GLE 11: Explain the meaning of the term *federalism* (C-1A-M2);

c. GLE 12: Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization (C-1A-M2);

d. GLE 13: Explain how separation of powers limits government and describe the U.S. government system of checks and balances (C-1A-M3);

e. GLE 14: Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution (C-1A-M3);

f. GLE 15: Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch (C-1A-M5);

g. GLE 16: Identify qualifications and terms of office for elected officials at the national level (C-1A-M6);

h. GLE 17: Identify current government leaders at the national level (C-1A-M6);

i. GLE 18: Describe the powers/responsibilities and limits of power for government officials at the national level (C-1A-M6);

j. GLE 19: Explain how a bill becomes law at the federal level (C-1A-M7);

k. GLE 20: Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision) (C-1A-M7);

l. GLE 21: Evaluate a type of tax in an historical context (e.g., Stamp Act, Tea Tax) (C-1A-M10);

2. Foundations of the American Political System

a. GLE 22: Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution (C-1B-M1);

b. GLE 23: Compare and contrast the Articles of Confederation with the U.S. Constitution (C-1B-M1);

c. GLE 24: Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union (C-1B-M1);

d. GLE 25: Identify the arguments of the Federalists and Anti-Federalists (C-1B-M1);

e. GLE 26: Explain how historical English documents, such as the Magna Carta and the English Bill of Rights, influenced American democracy (C-1B-M1);

f. GLE 27: Explain how ancient governments influenced American democracy and culture (C-1B-M1);

g. GLE 28: Describe historical experiences and factors that defined, influenced, and helped shape American political culture (C-1B-M2);

h. GLE 29: Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence (C-1B-M3);

i. GLE 30: Explain the principles of government embodied in the U.S. Constitution (C-1B-M3);

j. GLE 31: Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory) (C-1B-M4);

k. GLE 32: Explain how changes are made in a democratic society (C-1B-M5);

l. GLE 33: Describe the role of political parties in the American political system (C-1B-M6);

3. International Relationships

a. GLE 34: Describe political divisions of the world (nation-states) (C-1C-M1);

b. GLE 35: Explain various processes/strategies nations use to interact (C-1C-M1);

c. GLE 36: Explain how U.S. foreign policy is formed and carried out (C-1C-M2);

d. GLE 37: Identify types of foreign policy issues with reference to current and historical examples (e.g., Middle East conflicts) (C-1C-M3);

4. Roles of the Citizen

a. GLE 38: Identify the qualifications or requirements for U.S. citizenship, including naturalization (C-1D-M1);

b. GLE 39: Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights) (C-1D-M2);

c. GLE 40: Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes) (C-1D-M3);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 41: Use economic concepts (e.g., supply and demand, interdependence) to explain Mercantilism and describe its role in British colonization and the conflict between the thirteen American colonies and Great Britain (E-1A-M9);

2. Individuals, Households, Businesses, and Governments

a. GLE 42: Identify U.S. exports and imports that contributed to the U.S economic interdependence with Europe and other parts of the world during the eighteenth and nineteenth centuries (E-1B-M6);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 43: Construct a timeline of key events and key figures in U.S. history from 1763 to 1877 (H-1A-M1);

b. GLE 44: Interpret a timeline to identify cause-and-effect relationships among events in U.S. history (H-1A-M1);

c. GLE 45: Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2);

d. GLE 46: Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3);

e. GLE 47: Explain how a given historical figure influenced or changed the course of U.S. history (H-1A-M3);

f. GLE 48: Compare and contrast two primary sources related to the same event in U.S. history (H-1A-M4);

g. GLE 49: Propose and defend an alternative course of action to a given issue or problem in U.S. history (H-1A-M5);

h. GLE 50: Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6);

2. United States History

a. GLE 51: Explain the causes, course, and consequences of the American Revolutionary War (H-1B-M6);

b. GLE 52: Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution (H-1B-M6);

c. GLE 53: Explain the role of key figures in the American Revolution (H-1B-M6);

d. GLE 54: Explain how the American Revolution affected the politics, society, and economy of the new nation (H-1B-M7);

e. GLE 55: Describe the issues involved in the creation and ratification of the U.S. Constitution (H-1B-M8);

f. GLE 56: Explain the significance of the Bill of Rights and its specific guarantees (H-1B-M8);

g. GLE 57: Describe major events and issues involving early presidencies (H-1B-M8);

h. GLE 58: Explain Napoleon's reasons for selling the Louisiana territory to the United States and the impact of that acquisition (H-1B-M9);

i. GLE 59: Explain President Madison's reason for declaring war in 1812, the sectional divisions over the war, and the consequences of the Native American alliance with the British (H-1B-M9);

j. GLE 60: Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations (H-1B-M9);

k. GLE 61: Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans (H-1B-M9);

l. GLE 62: Explain Manifest Destiny and its economic, political, social, and religious roots (H-1B-M9);

m. GLE 63: Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850 (H-1B-M9);

n. GLE 64: Identify the causes, course, and consequences of the Texas War for Independence and the Mexican-American War (H-1B-M9);

o. GLE 65: Describe Jacksonian Democracy, the influence of Jackson on the U.S. political system, and Jackson's Indian Removal Policy (H-1B-M10);

p. GLE 66: Identify major technological developments related to land, water, and transportation and explain how they transformed the economy, created international markets, and affected the environment (H-1B-M10);

q. GLE 67: Analyze national policies on a protective tariff, a national bank, federally funded improvements (e.g., roads, canals, railroads), and educational and prison reforms (H-1B-M10);

r. GLE 68: Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10);

s. GLE 69: Identify the causes and explain the effects of new waves of immigration prior to the Civil War (H-1B-M10);

t. GLE 70: Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, women's suffrage, and abolition (H-1B-M11);

u. GLE 71: Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation (H-1B-M11);

v. GLE 72: Identify the major antebellum reform movements, their leaders, and the movements' effects on the United States (H-1B-M11);

w. GLE 73: Describe the economic, social, and cultural differences between the North and South, including the advantages and disadvantages each had at the outbreak of the Civil War (H-1B-M12);

x. GLE 74: Explain the impact of the compromises on the issue of slavery and the Dred Scott decision on increasing tensions between the North and South (H-1B-M12);

y. GLE 75: Explain the immediate and long-term causes of the secession of the Southern states and the outbreak of the Civil War (H-1B-M12);

z. GLE 76: Describe the course of the Civil War, including major turning points and the war's immediate and long-term impact on the North and the South (H-1B-M12);

aa. GLE 77: Explain the purpose, significance, and results of Lincoln's Emancipation Proclamation (H-1B-M12);

bb. GLE 78: Describe provisions of the Thirteenth Amendment and Lincoln's reasons for advancing it, as well as the purpose and significance of the Fourteenth and Fifteenth Amendments (H-1B-M12);

cc. GLE 79: Describe, compare, and evaluate various reconstruction plans of the post-Civil War South (H-1B-M13);

dd. GLE 80: Explain the growing conflict between Andrew Johnson and Congress, and the reasons for and consequences of his impeachment and trial (H-1B-M13);

ee. GLE 81: Describe the successes and failures of Reconstruction, as well as its impact on the South (H-1B-M13);

ff. GLE 82: Explain how the presidential election of 1876 led to the Compromise of 1877 and brought about an end to Reconstruction in the South (H-1B-M13).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2821 (November 2005).

§1119. Eighth Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate current times in different places (G-1A-M2);

b. GLE 2: Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2);

c. GLE 3: Construct a map based on given narrative information (G-1A-M2);

d. GLE 4: Construct a chart or diagram to display geographical information in an organized way (G-1A-M2);

2. Places and Regions

a. GLE 5: Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1);

b. GLE 6: Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2);

c. GLE 7: Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands) (G-1B-M3);

d. GLE 8: Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3);

e. GLE 9: Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4);

3. Physical and Human Systems

a. GLE 10: Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables (G-1C-M2);

b. GLE 11: Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3);

c. GLE 12: Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5);

d. GLE 13: Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present (G-1C-M6);

4. Environment and Society

a. GLE 14: Analyze, evaluate, and predict consequences of environmental modifications on Louisiana

landforms, natural resources, and plant or animal life (G-1D-M1);

b. GLE 15: Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2);

c. GLE 16: Analyze the distribution and uses of Louisiana's natural resources (G-1D-M3);

d. GLE 17: Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 18: Identify the powers of state government as defined in the Louisiana Constitution and compare/contrast those powers to the powers of the federal government (C-1A-M3);

b. GLE 19: Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4);

c. GLE 20: Identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch (C-1A-M5);

d. GLE 21: Describe the various forms of local government in Louisiana (C-1A-M5);

e. GLE 22: Describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana (C-1A-M6);

f. GLE 23: Identify qualifications and terms of office for key leaders/representatives at the state and local levels (C-1A-M6);

g. GLE 24: Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6);

h. GLE 25: Explain how a bill becomes law at the state level (C-1A-M7);

i. GLE 26: List and apply criteria for evaluating rules and laws (C-1A-M7);

j. GLE 27: Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8);

k. GLE 28: Explain why taxes are needed and purposes for which tax monies/revenues are used (C-1A-M9);

l. GLE 29: Identify types of taxes collected by the local, state, and federal government (C-1A-M10);

m. GLE 30: Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10);

2. Foundations of the American Political System

a. GLE 31: Explain how the Louisiana Constitution reflects the principles of government set forth in the U.S. Constitution (e.g., checks and balance, separation of powers) (C-1B-M3);

b. GLE 32: Describe various peaceful ways of resolving political or social conflicts, including *majority vote* vs. *consensus* (C-1B-M4);

c. GLE 33: Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5);

d. GLE 34: Explain how the U.S. census is used in the political process and how it affects Louisiana representation in Congress (C-1B-M6);

e. GLE 35: Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6);

f. GLE 36: Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government (C-1B-M6);

3. International Relationships

a. GLE 37: Explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana (C-1C-M1);

b. GLE 38: Explain how U.S. foreign policy has affected Louisiana (e.g., tariffs, NAFTA) (C-1C-M2);

4. Roles of the Citizen

a. GLE 39: Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2);

b. GLE 40: Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4);

c. GLE 41: Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 42: Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1);

b. GLE 43: Explain how effective economic decisions (e.g., determining the best level of consumption) require comparing the additional costs of alternatives with additional benefits (E-1A-M2);

c. GLE 44: Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3);

d. GLE 45: Analyze the role of specialization in Louisiana's economy (E-1A-M4);

e. GLE 46: Use a variety of resources to research education and training for jobs and careers (E-1A-M5);

f. GLE 47: Cite examples of how skills/knowledge and technical training increase personal productivity and career opportunities, and which skills/knowledge would enhance particular career prospects (E-1A-M5);

g. GLE 48: Characterize and analyze the use of productive resources in an economic system (E-1A-M6);

h. GLE 49: Describe how the four basic economic questions are answered in *traditional* vs. *command* vs. *market* economies (E-1A-M6);

i. GLE 50: Describe institutions (e.g., banks, government agencies, large companies, small businesses) that make up economic systems (E-1A-M7);

j. GLE 51: Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9);

2. Individuals, Households, Businesses, and Governments

a. GLE 52: Explain how supply and demand affect prices (E-1B-M1);

b. GLE 53: Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2);

c. GLE 54: Explain the difference between private goods/services and public goods/services and give examples of each (E-1B-M3);

d. GLE 55: Identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market (E-1B-M4);

e. GLE 56: Identify various types of taxes and user fees and predict their consequences (E-1B-M5);

f. GLE 57: Explain reasons for trade between nations and the impact of international trade (E-1B-M6);

g. GLE 58: Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7);

3. The Economy as a Whole

a. GLE 59: Explain the meaning of various economic indicators that help describe the state of an economy (e.g., GDP, CPI, stock market indices, rate of unemployment or inflation) (E-1C-M1);

b. GLE 60: Define *inflation* and *unemployment* in terms of an economic system as a whole (E-1C-M2);

c. GLE 61: Describe the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners) (E-1C-M2);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 62: Construct a timeline of key events in Louisiana history (H-1A-M1);

b. GLE 63: Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1);

c. GLE 64: Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2);

d. GLE 65: Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3);

e. GLE 66: Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3);

f. GLE 67: Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4);

g. GLE 68: Interpret a political cartoon (H-1A-M4);

h. GLE 69: Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5);

i. GLE 70: Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6);

2. Louisiana History

a. GLE 71: Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1);

b. GLE 72: Describe leaders who were influential in Louisiana's development (H-1D-M1);

c. GLE 73: Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1);

d. GLE 74: Describe the causes and effects of various migrations into Louisiana (H-1D-M1);

e. GLE 75: Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1);

f. GLE 76: Trace and describe various governments in Louisiana's history (H-1D-M2);

g. GLE 77: Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3);

h. GLE 78: Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc (H-1D-M4);

i. GLE 79: Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4);

j. GLE 80: Trace the state's economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5);

k. GLE 81: Explain cultural elements that have shaped Louisiana's heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2823 (November 2005).

§1121. Geography (Core Course: World Geography)

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Identify, explain, and apply the five themes of geography (G-1A-H1);

b. GLE 2: Compare and contrast various types of maps (G-1A-H1);

c. GLE 3: Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1);

d. GLE 4: Use a city or road map to plot a route from one place to another or to identify the shortest route (G-1A-H1);

e. GLE 5: Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1);

f. GLE 6: Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1);

g. GLE 7: Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1);

h. GLE 8: Use maps drawn from memory to answer geographic questions (G-1A-H2);

2. Places and Regions

a. GLE 9: Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1);

b. GLE 10: Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1);

c. GLE 11: Draw conclusions about a place or area from its geographic or physical features (G-1B-H1);

d. GLE 12: Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2);

e. GLE 13: Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2);

f. GLE 14: Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) (G-1B-H3);

g. GLE 15: Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3);

h. GLE 16: Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions (G-1B-H3);

i. GLE 17: Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration) (G-1B-H3);

j. GLE 18: Analyze how human activities and physical characteristics of regions have led to regional labels (e.g., Dust Bowl, New South, Sunbelt) (G-1B-H4);

k. GLE 19: Describe how physical, historical, and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) (G-1B-H4);

3. Physical and Human Systems

a. GLE 20: Categorize elements of the natural environment as belonging to one of four components of Earth's physical systems: atmosphere, lithosphere, biosphere, or hydrosphere (G-1C-H1);

b. GLE 21: Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean "Rim of Fire," San Andreas fault) (G-1C-H1);

c. GLE 22: Examine the physical effects of Earth-Sun relationships (G-1C-H1);

d. GLE 23: Explain the movement of wind patterns across the earth, its relationship to ocean currents, and its climatic effects on various regions of the world (G-1C-H1);

e. GLE 24: Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1);

f. GLE 25: Compare and contrast past and present trends in human migration (G-1C-H2);

g. GLE 26: Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2);

h. GLE 27: Analyze patterns of urban development in an area or region (G-1C-H3);

i. GLE 28: Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3);

j. GLE 29: Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) (G-1C-H3);

k. GLE 30: Analyze population pyramids and use other data, graphics, and maps to describe population characteristics of different societies and to predict future growth (G-1C-H3);

l. GLE 31: Compare the role that culture plays in incidents of cooperation and conflict in the present-day world (G-1C-H4);

m. GLE 32: Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4);

n. GLE 33: Identify the geographical distribution of the different economic systems (market, command, traditional, mixed) (G-1C-H5);

o. GLE 34: Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income (G-1C-H5);

p. GLE 35: Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) (G-1C-H6);

q. GLE 36: Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6);

r. GLE 37: Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6);

4. Environment and Society

a. GLE 38: Identify technological advances that expanded human capacity to modify the environment (e.g., steam, coal, electric, nuclear power, levees) (G-1D-H1);

b. GLE 39: Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2);

c. GLE 40: Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) (G-1D-H2);

d. GLE 41: Analyze the relationship between the development of natural resources in a region and human settlement patterns or regional variations in land use (G-1D-H3);

e. GLE 42: Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict (G-1D-H3);

f. GLE 43: Analyze world or regional distribution of natural resources in terms of import need and export capacity (G-1D-H3);

g. GLE 44: Analyze the relationship between a country's standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3);

h. GLE 45: Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) (G-1D-H3);

i. GLE 46: Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4);

j. GLE 47: Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4);

k. GLE 48: Evaluate import and export policies in regard to a country's needs for resources (G-1D-H4);

l. GLE 49: Debate a position on an environmental issue involving conservation or use of natural resources (e.g., private vs. public interest) (G-1D-H5);

m. GLE 50: Evaluate options for solving a local or regional problem involving physical processes or environmental challenges (e.g., government disaster aid, environmental clean-up cost responsibility) (G-1D-H5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1123. Civics (Core Course: Civics)

A. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 1: Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary (C-1A-H1);

b. GLE 2: Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) (C-1A-H1);

c. GLE 3: Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants) (C-1A-H1);

d. GLE 4: Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare) (C-1A-H1);

e. GLE 5: Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin) (C-1A-H2);

f. GLE 6: Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3);

g. GLE 7: Categorize governmental powers as delegated, reserved, concurrent, or implied (C-1A-H3);

h. GLE 8: Identify powers denied to federal or state governments by the U.S. Constitution (C-1A-H3);

i. GLE 9: Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government, roles and responsibilities of the three branches) (C-1A-H3);

j. GLE 10: Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4);

k. GLE 11: Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4);

l. GLE 12: Explain the structure and functions of state, parish, and local governments (C-1A-H4);

m. GLE 13: Discuss the advantages and disadvantages of various types of local government (C-1A-H4);

n. GLE 14: Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4);

o. GLE 15: Explain the processes and strategies of how a bill becomes a law at the federal and state levels (C-1A-H5);

p. GLE 16: Evaluate a specific law or court ruling on given criteria (C-1A-H5);

r. GLE 17: Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5);

s. GLE 18: Define domestic and foreign policies (C-1A-H6);

t. GLE 19: Analyze responsibilities of the federal government for domestic and foreign policy (e.g. monetary policy, national defense) (C-1A-H6);

u. GLE 20: Analyze a past or present domestic or foreign policy issue from a news article or editorial (C-1A-H6);

v. GLE 21: Explain how government is financed (e.g., taxation, fines, user fees, borrowing) (C-1A-H7);

w. GLE 22: Identify the major sources of tax revenues at the federal, state, and local levels (C-1A-H7);

x. GLE 23: Analyze or evaluate various uses of tax dollars (e.g., the public's need for services versus the public's resistance to taxation) (C-1A-H7);

y. GLE 24: Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice (C-1A-H7);

2. Foundations of the American Political System

a. GLE 25: Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States (C-1B-H1);

b. GLE 26: Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1);

c. GLE 27: Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1);

d. GLE 28: Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1);

e. GLE 29: Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. constitutional government has helped shape American society (C-1B-H1);

f. GLE 30: Identify and describe examples of freedoms enjoyed today but denied to earlier Americans (C-1B-H1);

g. GLE 31: Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution (C-1B-H2);

h. GLE 32: Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) (C-1B-H2);

i. GLE 33: Analyze a given example of American political or social conflict, and state and defend a position on the issue (C-1B-H3);

j. GLE 34: Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws) (C-1B-H4);

k. GLE 35: Explain the two-party system and assess the role of third parties in the election process (C-1B-H5);

l. GLE 36: Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system (C-1B-H5);

m. GLE 37: Analyze the use and effects of propaganda (C-1B-H5);

n. GLE 38: Identify key platform positions of the major political parties (C-1B-H5);

o. GLE 39: Evaluate the role of the media and public opinion in American politics (C-1B-H6);

p. GLE 40: Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics (C-1B-H6);

3. International Relationships

a. GLE 41: Identify the political divisions of the world and the factors that contribute to those divisions (C-1C-H1);

b. GLE 42: Analyze and assess the various ways that nation-states interact (C-1C-H1);

c. GLE 43: Explain the role of the United Nations or other international organizations in political interactions and conflicts (C-1C-H1);

d. GLE 44: Analyze ways in which the interactions of nation-states or international organizations affect the United States (C-1C-H1);

e. GLE 45: Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) (C-1C-H2);

f. GLE 46: Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world (C-1C-H2);

g. GLE 47: Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the rest of the world (C-1C-H3);

h. GLE 48: Describe ways in which ideas, actions, and problems of other nations impact the United States (C-1C-H3);

4. Roles of the Citizen

a. GLE 49: Distinguish between personal, political, and economic rights of citizenship (C-1D-H1);

b. GLE 50: Describe the importance of various rights of citizenship to the individual or to society at large (C-1D-H1);

c. GLE 51: Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1);

d. GLE 52: Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens (C-1D-H1);

e. GLE 53: Assess the difference between personal and civic responsibilities (C-1D-H2);

f. GLE 54: Describe various forms of political participation (C-1D-H3);

g. GLE 55: Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context (C-1D-H3);

h. GLE 56: Describe the importance of political leadership to American society, and identify ways in which citizens can exercise leadership (C-1D-H4);

i. GLE 57: Identify examples of public service, and describe the importance of public service to American society (C-1D-H4);

j. GLE 58: Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4);

k. GLE 59: Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present (C-1D-H4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1125. Economics (Core Course: Free Enterprise)

A. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 1: Apply fundamental economic concepts to decisions about personal finance (E-1A-H1);

b. GLE 2: Define scarcity (E-1A-H1);

c. GLE 3: Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1);

d. GLE 4: Analyze an economic choice at the personal, family, or societal level to determine its opportunity cost (E-1A-H1);

e. GLE 5: Explain how the scarcity of natural resources leads to economic interdependence (E-1A-H1);

f. GLE 6: Identify the four basic economic questions (E-1A-H1);

g. GLE 7: Define *productivity* and characterize the relationship between productivity and standard of living (E-1A-H2);

h. GLE 8: Explain the role of marketing and channels of distribution in economic decisions (E-1A-H2);

i. GLE 9: Identify actions or conditions that increase productivity or output of the economy (E-1A-H2);

j. GLE 10: Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field (E-1A-H3);

k. GLE 11: Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society (E-1A-H3);

l. GLE 12: Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction (E-1A-H3);

m. GLE 13: Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) (E-1A-H4);

n. GLE 14: Explain the advantages and disadvantages of given market structures (E-1A-H5);

o. GLE 15: Explain factors affecting levels of competition in a market (e.g., number of buyers and sellers, profit motive, collusion among buyers or sellers, presence of cartels) (E-1A-H5);

p. GLE 16: Explain the effects of competition on producers and consumers (E-1A-H5);

q. GLE 17: Analyze the role of various economic institutions in economic systems (E-1A-H6);

r. GLE 18: Explain the role of government as producer, employer, and consumer in economic systems (E-1A-H6);

s. GLE 19: Analyze the importance of labor-management relations and the effects of given labor and management practices on productivity or business profitability (E-1A-H6);

t. GLE 20: Compare and contrast characteristics of various forms of business ownership (E-1A-H6);

u. GLE 21: Explain ways in which businesses have changed to meet rising production costs or to compete more effectively in a global market (E-1A-H6);

v. GLE 22: Analyze the role of banks in economic systems (e.g., increasing the money supply by making loans) (E-1A-H7);

w. GLE 23: Describe the functions and purposes of the financial markets (E-1A-H7);

x. GLE 24: Compare and contrast credit, savings, and investment services available to the consumer from financial institutions (E-1A-H7);

y. GLE 25: Apply an economic concept to analyze or evaluate a given historical economic issue or situation (e.g., causes of the Great Depression, how the New Deal changed the role of the federal government) (E-1A-H8);

z. GLE 26: Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system (e.g., Eastern European countries, China, other developing economies) (E-1A-H8);

2. Individuals, Households, Businesses, and Governments

a. GLE 27: Explain, analyze, and apply principles of supply and demand, including concepts of price, equilibrium point, incentives, and profit (E-1B-H1);

b. GLE 28: Identify factors that cause changes in supply or demand for a product (e.g. complements, substitutes) (E-1B-H1);

c. GLE 29: Explain the role of *factors of production* in the economy (E-1B-H2);

d. GLE 30: Identify factors affecting production/allocation of goods/services and characterize their effects (E-1B-H2);

e. GLE 31: Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior (E-1B-H2);

f. GLE 32: Analyze the circular flow of goods and services and money payments from a diagram (E-1B-H2);

g. GLE 33: Identify various forms of taxation (E-1B-H3);

h. GLE 34: Describe the impact of given forms of taxation (E-1B-H3);

i. GLE 35: Describe the effects of governmental action or intervention in a market economy (E-1B-H3);

j. GLE 36: Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets (E-1B-H3);

k. GLE 37: Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt (E-1B-H3);

l. GLE 38: Evaluate the impact of policies related to the use of resources (e.g., water use regulations, policies on scarce natural resources) (E-1B-H3);

m. GLE 39: Explain the causes of global economic interdependence (E-1B-H4);

n. GLE 40: Describe the worldwide exchange of goods and services in terms of its effect in increasing global interdependence and global competition (E-1B-H4);

o. GLE 41: Examine fundamental concepts of currency valuation and foreign exchange and their role in a global economy (E-1B-H4);

p. GLE 42: Explain how the economy of one country can affect the economies of other countries or the balance of trade among nations (E-1B-H4);

q. GLE 43: Explain the role of the International Monetary Fund in supporting world economies (E-1B-H4);

r. GLE 44: Identify and evaluate various types of trade barriers among nations (E-1B-H5);

s. GLE 45: Take and defend a position on a trade policy or issue (e.g., NAFTA, G8, European Union) (E-1B-H5);

t. GLE 46: Evaluate the role and importance of Louisiana ports and products in the national and international economy (E-1B-H6);

3. The Economy as a Whole

a. GLE 47: Explain the meaning or use of various economic indicators and their implications as measures of economic well-being (E-1C-H1);

b. GLE 48: Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1);

c. GLE 49: Interpret various economic indicators used in a chart, table, or news article (E-1C-H1);

d. GLE 50: Draw conclusions about two different economies based on given economic indicators (E-1C-H1);

e. GLE 51: Explain how inflation and deflation are reflected in the Consumer Price Index (E-1C-H2);

f. GLE 52: Explain the impact of inflation/deflation on individuals, nations, and the world, including its impact on economic decisions (E-1C-H2);

g. GLE 53: Describe the effects of interest rates on businesses and consumers (E-1C-H2);

h. GLE 54: Predict the consequences of investment decisions made by individuals, businesses, and government (E-1C-H2);

i. GLE 55: Predict how interest rates will act as an incentive for savers and borrowers (E-1C-H2);

j. GLE 56: Explain various causes and consequences of unemployment in a market economy (E-1C-H3);

k. GLE 57: Analyze regional, national, or demographic differences in rates of unemployment (E-1C-H3);

l. GLE 58: Analyze the relationship between the business cycle and employment (E-1C-H3);

m. GLE 59: Explain the meaning of *underemployment* and analyze its causes and consequences (E-1C-H3);

n. GLE 60: Explain factors contributing to unequal distribution of income in a market economy (E-1C-H3);

o. GLE 61: Interpret a chart or graph displaying various income distributions (e.g., in the United States vs. the Third World, various groups within a country) (E-1C-H3);

p. GLE 62: Distinguish monetary policy from fiscal policy (E-1C-H4);

q. GLE 63: Explain the role of the Federal Reserve System as the central banking system of the United States (E-1C-H4);

r. GLE 64: Explain the role of regulatory agencies in the U.S. economy (E-1C-H4);

s. GLE 65: Explain the role of the Federal Deposit Insurance Corporation (FDIC) (E-1C-H4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1127. History (Core Course: U.S. History)

A. History: Strand Four

1. Historical Thinking Skills

a. GLE 1: Construct a timeline to explain and analyze historical periods in U.S. history (H-1A-H1);

b. GLE 2: Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history (H-1A-H1);

c. GLE 3: Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context (H-1A-H1);

d. GLE 4: Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1);

e. GLE 5: Describe multiple perspectives on an historical issue or event in U.S. history (H-1A-H2);

f. GLE 6: Analyze the point of view of an historical figure or group in U.S. history (H-1A-H2);

g. GLE 7: Analyze or interpret a given historical event, idea, or issue in U.S. history (H-1A-H2);

h. GLE 8: Debate a historical point of view, with supporting evidence, on an issue or event in U.S. history (H-1A-H2);

i. GLE 9: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3);

j. GLE 10: Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3);

k. GLE 11: Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4);

l. GLE 12: Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4);

m. GLE 13: Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4);

n. GLE 14: Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4);

o. GLE 15: Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4);

p. GLE 16: Construct a narrative summary of an historical speech or address (H-1A-H5);

q. GLE 17: Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5);

r. GLE 18: Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources (H-1A-H6);

2. United States History

a. GLE 19: Examine the causes of industrialization and analyze its impact on production, business structures, the work force, and society in the United States (H-1B-H6);

b. GLE 20: Describe the emergence of big business and analyze how it changed American society in the late nineteenth century (H-1B-H6);

c. GLE 21: Analyze the changing relationship between the federal government and private industry (H-1B-H6);

d. GLE 22: Describe the phases, geographic origins, and motivations behind mass migration to and within the United States (H-1B-H7);

e. GLE 23: Explain the causes of the late nineteenth-century urbanization of the United States, including immigration and migration from rural areas, and discuss its impact in such areas as housing, political structures, and public health (H-1B-H7);

f. GLE 24: Explain the impact of legislation, federal Indian and land policies, technological developments, and economic policies on established social and migratory groups in the settlement of the western United States (e.g., Dawes Act, Chinese Exclusion Act) (H-1B-H7);

g. GLE 25: Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Presidents Roosevelt, Taft, and Wilson, Jane Adams) (H-1B-H8);

h. GLE 26: Evaluate the Progressive movement in terms of its goals and resulting accomplishments (e.g., Sixteenth through Nineteenth Amendments, Pure Food and Drug Act, advances in land conservation) (H-1B-H8);

i. GLE 27: Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community (e.g., populism, share-croppers, rise of labor unions) (H-1B-H9);

j. GLE 28: Locate on a world map the territories acquired by the United States during its emergence as an imperial power in the world and explain how these territories were acquired (H-1B-H10);

k. GLE 29: Explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs (H-1B-H10);

l. GLE 30: Identify causes of World War I (H-1B-H10);

m. GLE 31: Describe the events that led to U.S. involvement in World War I (H-1B-H10);

n. GLE 32: Identify and describe significant events and issues during World War I (H-1B-H10);

o. GLE 33: Identify and explain the consequences of World War I, in terms of changes in U.S foreign and domestic policies during the 1920s (e.g., Treaty of Versailles, Wilson's Fourteen Points, League of Nations) (H-1B-H11);

p. GLE 34: Identify the characteristics of the 1920s and describe the cultural changes that resulted (e.g., Harlem Renaissance, prohibition, women's suffrage) (H-1B-H11);

q. GLE 35: Analyze the international and domestic events, interests, and philosophies that prompted threats to civil liberties in the aftermath of World War I (H-1B-H11);

r. GLE 36: Identify the causes of the Great Depression (e.g., over speculation, Stock Market Crash of 1929) and analyze its impact on American society (H-1B-H12);

s. GLE 37: Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation (H-1B-H12);

t. GLE 38: Describe the conditions that led to the outbreak of World War II (H-1B-H13);

u. GLE 39: Describe the events that led the United States into World War II (H-1B-H13);

v. GLE 40: Describe the course of World War II, including major turning points and key strategic decisions (H-1B-H13);

w. GLE 41: Describe the effects of World War II on the U.S. home front and Europe, including the Holocaust (H-1B-H13);

x. GLE 42: Explain the consequences and impact of World War II (e.g., Cold War, United Nations, Baby Boom) (H-1B-H13);

y. GLE 43: Analyze the spread of Communism after World War II and its impact on U.S. foreign policy (H-1B-H14);

z. GLE 44: Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War) (H-1B-H14);

aa. GLE 45: Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14);

bb. GLE 46: Analyze the reasons for the end of the Cold War and its impact on the world today (H-1B-H14);

cc. GLE 47: Explain the impact of post-World War II domestic policies on life in the United States (e.g., the Great Society) (H-1B-H15);

dd. GLE 48: Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15);

ee. GLE 49: Describe the effects of Watergate on the United States and its political system (H-1B-H15);

ff. GLE 50: Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women's Movement) (H-1B-H15);

gg. GLE 51: Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) (H-1B-h1);

hh. GLE 52: Evaluate the effects of the mass media on American society (H-1B-H16);

ii. GLE 53: Describe the impact of technology on American society (H-1B-H16);

jj. GLE 54: Analyze contemporary issues in American society and suggest alternative solutions (H-1B-H17);

kk. GLE 55: Identify recent U.S. Supreme Court decisions and describe how they impact political and social institutions (e.g., presidential election of 2000) (H-1B-H17);

ll. GLE 56: Describe the relationship of the United States and nations of the world in the post-Cold War era (e.g., Middle East conflicts, U.S. peace keeping) (H-1B-H18);

mm. GLE 57: Identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (e.g., NAFTA, global economy) (H-1B-H18);

nn. GLE 58: Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education) (H-1B-H18).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2830 (November 2005).

§1129. History (Core Course: World History)

A. History: Strand

1. Historical Thinking Skills

a. GLE 1: Construct a timeline to explain and analyze historical periods in world history (H-1A-H1);

b. GLE 2: Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1);

c. GLE 3: Contrast past and present events or ideas in world history, demonstrating awareness of differing political, social, or economic context (H-1A-H1);

d. GLE 4: Analyze change or continuity in areas of the world over time based on information in stimulus material (H-1A-H1);

e. GLE 5: Describe multiple perspectives on an historical issue or event in world history (H-1A-H2);

f. GLE 6: Analyze the point of view of an historical figure or group in world history (H-1A-H2);

g. GLE 7: Analyze or interpret a given historical event, idea, or issue in world history (H-1A-H2);

h. GLE 8: Debate an historical point of view, with supporting evidence, on an issue or event in world history (H-1A-H2);

i. GLE 9: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3);

j. GLE 10: Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3);

k. GLE 11: Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4);

l. GLE 12: Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4);

m. GLE 13: Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4);

n. GLE 14: Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4);

o. GLE 15: Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4);

p. GLE 16: Construct a narrative summary of an historical speech or address (H-1A-H5);

q. GLE 17: Conduct historical research using a variety of resources to answer historical questions related to world history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5);

r. GLE 18: Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6);

2. World History

a. GLE 19: Explain the origins, developments, and consequences of the transatlantic slave trade between Africa and the Americas and Europe (H-1C-H6);

b. GLE 20: Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to European voyages of exploration, conquest, and colonization (H-1C-H6);

c. GLE 21: Identify demographic, economic, and social trends in major world regions (H-1C-H7);

d. GLE 22: Describe key features of the Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment (H-1C-H7);

e. GLE 23: Describe major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-eighteenth century (H-1C-H8);

f. GLE 24: Describe the development of nation-states and major world powers (H-1C-H8);

g. GLE 25: Describe the goals and consequences of European colonization in the Americas (H-1C-H9);

h. GLE 26: Describe the European commercial penetration of Asia and the impact on trade (H-1C-H9);

i. GLE 27: Identify the influence of European economic power within Africa and its impact on other parts of the world (H-1C-H9);

j. GLE 28: Describe the major ideas of philosophers and their effects on the world (H-1C-H10);

k. GLE 29: Identify causes and evaluate effects of major political revolutions since the seventeenth century (H-1C-H10);

l. GLE 30: Describe how the American Revolution differed from the French Revolution and the impact both had on world political developments (H-1C-H10);

m. GLE 31: Describe the characteristics of the agricultural revolution that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of landholding (H-1C-H11);

n. GLE 32: Describe the expansion of industrial economies and the resulting social transformations throughout the world (e.g., urbanization, change in daily work life) (H-1C-H11);

o. GLE 33: Describe the motives, major events, and effects of Western European and American imperialism in Africa, Asia, and the Americas (H-1C-H12);

p. GLE 34: Using a map, identify the extent of European and American territorial expansion (H-1C-H12);

q. GLE 35: Describe the origins, major events, and peace settlements of World War I from multiple international perspectives (H-1C-H13);

r. GLE 36: Describe the causes and consequences of the Russian Revolution of 1917 (H-1C-H13);

s. GLE 37: Explain how art, literature, and intellectual thought reflect changes brought about by World War I (e.g., Freud, Einstein) (H-1C-H13);

t. GLE 38: Explain the causes and consequences of global depression following World War I (H-1C-H13);

u. GLE 39: Describe the political, social, and economic conditions leading to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain (H-1C-H13);

v. GLE 40: Describe the origins, major events, and peace settlements of World War II including decisions made at wartime conferences (H-1C-H13);

w. GLE 41: Explain the consequences of World War II as a total war (e.g., occupation of defeated powers, Nuremberg trials, Japanese war trials, Cold War, NATO, Warsaw Pact) (H-1C-H13);

x. GLE 42: Explain major differences in the political ideologies and values of the Western democracies versus the Soviet bloc and how they led to development of the Cold War (H-1C-H14);

y. GLE 43: Describe the causes and effects of major Cold War crises and military conflicts on the world (H-1C-H14);

z. GLE 44: Analyze and compare the development of Communism in the Soviet Union and China (H-1C-H14);

aa. GLE 45: Describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East (H-1C-H14);

bb. GLE 46: Describe the role of the United Nations in the contemporary world (H-1C-H14);

cc. GLE 47: Analyze the consequences of the breakup of the Soviet Union on the world (H-1C-H15);

dd. GLE 48: Describe terrorist movements in terms of their proliferation and impact on politics and societies (H-1C-H15);

ee. GLE 49: Describe the progress and status of democratic movements and civil rights around the world (H-1C-H15);

ff. GLE 50: Explain the political, social, and economic significance of the growing interdependence in the global economy (H-1C-H15);

gg. GLE 51: Analyze information about current economic systems undergoing change (e.g., command economy to mixed economy, traditional economy to industrial economy, developing countries to developed countries) (H-1C-H15);

hh. GLE 52: Describe and evaluate the significance and possible consequences of major technological innovations and trends (H-1C-H15).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2831 (November 2005).

Chapter 13. Glossary and References

§1301. Definitions

Analyzing—weighing or studying various factors in order to arrive at an answer, result or solution.

Applying—using (a tool or a concept) for a practical purpose, for a particular purpose, or in a particular case.

Benchmark—a broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress.

Comparing—examining the character or qualities of two or more persons, things, or concepts for the purpose of discovering similarities or differences.

Constructing—creating by organizing ideas or concepts logically, coherently, and meaningfully.

Content area—a field of study or a branch of knowledge formally referred to as a subject area or discipline.

Content standard—a description of what a student should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of his or her education.

Culture—customary beliefs, social forms, and material traits of a racial, religious, or social group.

Defining—discovering and setting forth the meaning to significance in context of a word, term, or concept.

Describing—representing orally or in writing the characteristics of a person, object, or concept, derived from personal observation or understanding.

Determining—coming to a decision as the result of investigation or reasoning.

Developing—laying out in a clear, full, and explicit presentation the meaning, significance, or application of a basic thought or concept.

Differentiating—expressing the specific differences between or among two or more ideas, concepts, or objects.

Displaying—setting forth evidence of a concept in order to assist the transfer of knowledge or understanding.

Evaluating—examining an object, idea, or concept for the purpose of determining its worth, applicability, quality, or significance within a specific context.

Explaining—presenting a subject or concept plainly and understandably, clear of unnecessary complexities or obscurities.

Focus—a statement describing the importance of a content strand.

Formulating—placing ideas into a systemized statement or expression.

Foundation skills—processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.

Global—of, relating to, or involving the entire world; worldwide.

Hypothesizing—adopting temporarily as true a proposition in order to establish its consequences and to test its agreement with facts which are known or which may be determined.

Identifying—associating a persona, thought, or concept with a specific characteristic or requirement which determines its nature or character.

Interpreting—translating an idea or concept into intelligible or familiar language.

Locating—determining or indicating the place, time, or context in which a person, place, movement, or idea can be found.

Mental map—a map which represents the mental image a person has of an area, including knowledge of features and spatial relationships; also known as a cognitive map.

Opportunity cost—the highest valued alternative that must be forgone because another economic option is chosen.

Predicting—declaring in advance the likelihood that an event will occur, or the consequence(s) of the occurrence of an action or event.

Relating—showing or establishing a logical or causal connection between or among two or more ideas, events, or occurrences.

Spatial—pertaining to space on Earth's surface; includes location, distance, direction, pattern, shape, and arrangement.

Strands—categories within particular content areas, which may vary from discipline to discipline. Because strands are interrelated, they should be integrated, rather than taught in isolation.

Tracing—following or studying in detail the historical development of a concept or movement.

Using/utilizing—putting an object, idea, or concept into service or action in order to accomplish a desired purpose.

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Weegie Peabody
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RULE

Board of Elementary and Secondary Education

Bulletin 1955—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Mathematics (LAC 28:CXIX.Chapters 1-17)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted *Bulletin 1955—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Mathematics.* Bulletin 1955 will be printed in codified format as Part CXIX of Title 28 of the Louisiana Administrative Code. This revision of the Louisiana mathematics content standards includes Grade Level Expectations for all grades pre-kindergarten through 12th. Grade Level Expectations are statements of knowledge and skills that students should master at the end of each grade. The federal No Child Left Behind legislation requires every state to have grade specific standards. Since the Louisiana content standards are by grade band, it was necessary to develop the Grade Level Expectations.

Title 28
EDUCATION
Part CXIX. Bulletin 1955—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Mathematics
Chapter 1. General
§101. Introduction

A. The Louisiana Content Standards Task Force has developed the following foundational skills which should apply to all students in all disciplines:

1. Communication—a process by which information is exchanged and a concept of "meaning" is being created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing;

2. Problem Solving—the identifying of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent;

3. Resource Access and Utilization—the process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies;

4. Linking and Generating Knowledge—the effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. Transfer refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. Elaboration refers to monitoring, adjusting, and expanding strategies into other contexts; and

5. Citizenship—the application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2834 (November 2005).

§103. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resource of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing. The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources. After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording. Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information. After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information. Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings. Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).

7. Evaluating Efforts. Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2834 (November 2005).

§105. Philosophy

A. In mathematics classrooms in Louisiana, each student actively participates in a learning environment guided by a capable teacher and supported by the home and community. The student values mathematics and is confident and competent in his or her ability to use mathematics in an ever-changing world. The student develops mathematical understanding through individual and group instruction that includes investigating, discovering, communicating, and reasoning. Assessment, an integral part of the teaching and learning process, is carefully integrated with instructional practices.

B. Need and Context for Reform

1. Rationale for Change. The rational for change in mathematics education is driven by the implications of the evolving ages of technology and information and their implications for future societal and work force needs. "In tomorrow's word, the best opportunities for jobs and advancements will go to those best prepared to cope confidently and competently with mathematical, scientific, and technological issues" (Everybody Counts, 1989). To adequately prepare students for the future, mathematics education must change to include the following:

a. the student as an active participant in learning rather than a passive recipient of knowledge;

b. equitable access for all students to manipulatives and state-of-the-art technologies, including electronic networking; and

c. the incorporation of a variety of individual and group activities that use real-life experiences to develop critical thinking.

2. Because the demands of the workplace are changing, our efforts to prepare students for the workplace must continually change. Schools must prepare students to adapt productively to change by focusing on the process of lifelong learning. The nation's business leaders agree that to become productive workers and informed citizens in today's society, students must develop the ability to:

a. reason critically and understand concepts;

b. work with others;

c. communicate ideas effectively;

d. understand and interpret statistical information;

e. become lifelong learners; and

f. adapt to a dynamic work environment.

3. Implications for Curricula Change. The processing of vast amounts of numerical information available through modern technology makes more imperative than ever the ability to synthesize mathematical information as a basis for rational decision making. Thus, quantitative thinking is becoming more pervasive in virtually all aspects of the workplace and everyday life experiences. School mathematics must remain attuned to the needs of students, adjusting to include the handling and understanding of data; the appreciation, recognition, and use of numerical and geometrical patterns, and the integration and synthesis of information leading to creative problem solving. The basic facts of addition, subtraction, multiplication, and division are important; however, technology, specifically the development of calculators, allows all students to expand and extend much of traditional school mathematics far beyond the basic math facts and repeated drill and practice. Students should concentrate on understanding ideas, reasoning, solving problems, communicating, and making connections within mathematics and between mathematics and its growing applications in other fields. Numbers and a sense of numbers are of greater value than ever before. Number sense, the intuitive, meaningful use of numbers in mental computation, estimation, problem solving, and applications, is vital. It is essential for students to develop this intuitive sense in order to determine, for example, if a number in a news account, on a printout, or on a display screen is appropriate and acceptable.

4. National Direction. In the 1980s after reports concerning the low performance of American students on international assessments, several publications emerged that directly addressed the urgent national need to revitalize mathematics education. The nation recognized that to be competitive in a global economy, American students had to be prepared to work competently and confidently in the age of technology and information. The most significant publications include the following:

a. Curriculum and Evaluation Standards for School Mathematics 1989). National Council of Teachers of Mathematics;

b. Everybody Counts: A Report to the Nation on the Future of Mathematics Education (1989). National Research Council;

c. Reshaping School Mathematics: A Philosophy and Framework for Curriculum (1990). Mathematics Sciences Education Board;

d. Professional Standards for Teaching Mathematics (1991). National Council of Teachers of Mathematics;

e. Mathematics Assessment (1991). National Council of Teachers of Mathematics;

f. Assessment Standards for School Mathematics (1995). National Council of Teachers of Mathematics.

NOTE: The Louisiana Mathematics Framework is based on the direction reflected in these and other reform-based publications.

5. Collaborative Systemic Reform. In 1990, the National Science Foundation (NSF) solicited for Statewide Systemic Initiatives (SSI) Programs. In its program solicitation, the NSF described the proposals eligible for funding, stating, that the initiatives "…must involve all those who have a responsibility to the system or to particular parts of it whether at the state or local level." It further stated that partners involved in the initiatives must include "state leaders; teachers and other school system leaders; university faculty; leaders in science-rich institutions, including business and industry; and leaders of parent groups and other community based organizations." The change to funding "systemic" efforts to involve all major stakeholders in education was a major shift by NSF to affect reform of mathematics and science education throughout the nation. The reform effort in Louisiana began with a successful application to establish a NSF-funded statewide systemic initiative. A broad-based coalition of Louisianans worked to secure a five-year, $10 million grant for the Louisiana Systemic Initiatives Programs (LaSIP). Louisiana provided matching funds from the Louisiana Board of Elementary and Secondary Education (LBESE) and the Louisiana Board of Regents (LBoR) for colleges and universities to support the reform of mathematics and science education. The Louisiana Department of Education (LDE) was awarded a Dwight D. Eisenhower National Program for Mathematics and Science

Education grant from the United States Department of Education. This grant enabled the LDE, in collaboration with LaSIP, to develop the Louisiana Mathematics and Science Curriculum and Assessment Frameworks.

6. Framework Development Process. Using recommendations from statewide leaders in mathematics, panel members were selected to assist in the development of the Louisiana Mathematics and Science Frameworks. The panel was divided into subpanels for mathematics and science, consisting of approximately 40 members each. Membership consisted of: LDE personnel; LaSIP staff; educators from both public and private schools; educators who had expertise in working with students with disabilities; educators with expertise in working with minorities and underserved populations; and university faculty from mathematics, the sciences, and education. After assessing the current state of affairs in Louisiana in light of national reform, the mathematics subpanel began the development of a strategic plan to reform mathematics curricula in Louisiana. Two 15-member Mathematics Framework Steering Committees, consisting of LDE staff, LaSIP staff, university faculty, supervisors, and classroom teachers, were formed to oversee the writing of the framework and grade-level handbooks. As drafts of the frameworks were completed, extensive reviews were conducted by state educational stakeholders and national leaders in mathematics reform. In collaboration with the steering committee, exemplary classroom teachers helped write grade-level handbooks. Drafts of the handbooks were reviewed by classroom teachers from across the state.

C. Purpose. This framework document was formulated to articulate the shared vision of the mathematical, business, professional, and vocational communities of Louisiana concerning mathematics education. It provides a unifying structure which encompasses instructional methodologies and course content, while maintaining sufficient flexibility to permit adaptability, within local districts. The framework should guide the teacher in designing a comprehensive program that assists in the development of the mathematical power of each student. Using national mathematics standards as a guide, the framework forms the foundation of a comprehensive mathematics educational program upon which state mathematics assessment can be based.

1. Intended Audience. The Louisiana Mathematics Framework is intended for a broad audience: teachers, curriculum supervisors, school and district administrators, school boards, business and industry leaders, parents, college, university, and state education agency staff and policy makers. With the framework as a common reference point, it will be possible for these varied groups to work to achieve a shared vision of what and how mathematics should be taught in Louisiana schools.

2. Intended Use. The Louisiana Mathematics Framework serves as a guide for curriculum and instruction and as a general reference to the basic principles of mathematics education. Intended uses for this framework include the following:

a. for teachers, a guide for planning curriculum, instruction, and assessment;

b. for parents, a means for assessing the effectiveness of their children's mathematics education;

c. for administrators and school board members, a vision for mathematics education and a basis for planning resource allocations, materials purchases, local curriculum development, and teachers' professional development;

d. for policy makers and state education staffs, a basis for developing laws, policies, and funding priorities to support local reforms;

e. for staff developers, a basis for creating professional development materials and strategies designed to increase teachers' knowledge of mathematics content, teaching methodologies and assessment strategies;

f. for assessment specialists and test developers, a guide to establishing tools and strategies that effectively assess students' mathematics understanding and ability;

g. for colleges and universities, a guide for content and design of teacher preparation programs; and

h. for business and industry leaders and governmental agencies, a basis for developing effective partnerships and local reforms for funding instructional materials and professional development.

D. Framework Criteria

1. The following criteria, which provided the foundation for the development of the framework, are critical to strengthen, support, and sustain mathematics education.

a. The Louisiana Mathematics Framework reflects national standards in defining K-12 curricula.

b. A National Validation Team consisting of nationally recognized mathematics educators and mathematicians reviewed the documents during development to ensure content validity.

c. The Louisiana Mathematics Framework is equitable for all students.

2. In addition to involving representatives from under represented groups in the development process, a Louisiana Equity Review Team, consisting of state leaders representing the following groups, reviewed the documents: students with learning disabilities, students with special education needs (including disabled and gifted students), minorities, students who speak English as a second language, and women. Professional development activities for framework implementation will include specific strategies to assist the teacher in addressing the needs of all students.

a. Classroom teachers are significantly involved in the development of the Louisiana Mathematics Framework.

3. Through the organizational structures of the Louisiana Department of Education (LDE) and the Louisiana Systemic Initiatives Program (LaSIP), the drafts of the documents were reviewed by over 2,000 mathematics teachers from throughout the state.

a. The Louisiana Mathematics Framework includes a comprehensive, well-developed structure that demonstrates cohesiveness and continuity from kindergarten through 12th grade.

4. University faculty were an integral part of the framework development process. Classroom teachers from grades K-4, 5-8, and 9-12 were involved in the development of all components of the framework.

a. The Louisiana Mathematics Framework demonstrates the relevance of mathematics to real-life activities.

5. The framework and handbooks have a pervasive theme of interconnectedness to real-life situations. The classroom activities included in the handbooks engage students in mathematical activities that are relevant and genuinely motivating. The documents were reviewed by representatives from Louisiana business and industry to ensure their relevance to activities in which specific mathematical principles are applied.

a. The Louisiana Mathematics Framework reflects national trends in assessment by thoroughly integrating assessment and instruction.

6. The handbooks include grade-level alternative assessment samples for both classroom and large-scale assessment. Several nationally recognized leaders in student assessment reviewed the documents.

a. The Louisiana Mathematics Framework is dynamic and easily adaptable to future changes that better prepare both teachers and students to be lifelong learners.

7. Representatives from the LDE and the Louisiana Association of Teachers of Mathematics (LATM) will convene each year, as needed at the annual LATM meeting to review the framework to ensure that it remains dynamic. Revisions will be transmitted electronically to each district.

E. Pervasive Themes

1. The vision of mathematics education in this framework is expressed through five pervasive and thoroughly interwoven themes, which encompass the strands of school mathematics.

a. Mathematics as Problem Solving

i. Classroom instruction should focus on more diverse and complex problem-solving situations that arise from relevant, real-life circumstances. Students should be able to design problems and generate appropriate solutions. For a given problem, teachers must actively encourage students to find alternative approaches to the problem, as well as using formal procedures.

b. Mathematics as Numerical Intuition

i. Students should develop a common-sense approach to using numbers, an intuitive feel for numbers including various uses and meanings, an appreciation for different levels of accuracy needed, and the ability to determine the reasonableness of answers.

c. Mathematics as Reasoning

i. Students should use critical thinking skills in questioning, elaborating, validating, and justifying.

d. Mathematics as Connections

i. Topics within mathematics should be interconnected rather than taught in isolation. Additionally, problems and procedures should be connected to other subject areas and to real-life, relevant situations that are challenging and motivating to the student.

e. Mathematics as Communication

i. Students should be provided opportunities to express their mathematical ideas through speaking, writing, demonstrating, and modeling.

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§107. Educational Environment

A. Vision of Teaching

1. The teacher must have the content knowledge and skills to be an instructor and facilitator of mathematical learning. The teacher must have the necessary supplies and materials to encourage individual and group explorations by the students. The teacher allows time for students to investigate mathematical ideas or tasks and encourages the use of models, materials, and technology. The teacher ensures an environment that encourages risk-taking, questioning, discovering, and cooperation. The teacher listens and values all students' ideas and encourages students to construct understandings based on their personal learning style and prior experiences.

2. The teacher demonstrates the connectedness of mathematics by utilizing instructional activities that encompass benchmarks from several strands. These activities may require several days or weeks to complete, depending on grade-level appropriateness. While some exercises or independent problems will be used, they are embedded in large problems or issues that are relevant to the student.

B. Vision of Learning

1. The classroom experience envisioned in this document is a dynamic one in which students become autonomous learners, while capable and empowered teachers guide them in taking charge of their own quest for knowledge. Students work independently, in small groups, or in large groups on problem-solving investigations. They have the materials and appropriate manipulatives to explore problems. They become risk takers through exploring ideas, forming questions, making and supporting conjectures, and learning to communicate and reason mathematically.

2. With problem solving at the heart of the curriculum, students develop an understanding of relevant problem-solving strategies including, but not limited to, the following: draw a picture or diagram; develop a chart, list, or table; guess and check; work backwards; simplify problems; use manipulatives, etc. Both student-generated and teacher-generated strategies are explored in developing an understanding of the various approaches to solving a problem.

C. Equity

1. Regardless of ability level, all students in Louisiana must be exposed to a challenging and motivating mathematics curriculum based on relevant problem-solving situations. Traditionally, high-achieving students have participated in activities that required critical thinking and reasoning, whereas students working at or below grade level spent large amounts of time in drill-and-practice activities. One of the myths identified in *Mathematics Assessment*, (NCTM, 1991) that abounds in mathematics education in that "problems and applications come only after mastery of skills." Research supports the position that students learn skills and content in the context of challenging and motivating problems. The Louisiana Framework advocates a common core of significant mathematics that actively and interestingly engages all students.

2. In addition to having access to the common core curriculum, all students should have equal access to

resources, qualified teachers, and quality instructions. The teacher is instrumental in creating an environment that encourages and facilitates each student's mathematical development. Problem-solving situations should reflect and build upon real-life experiences of all students and should reflect diverse cultures.

3. The ability to learn mathematics is not determined by one's socioeconomic level, gender, or ethnic origin. The teacher models the belief that all students can learn and demonstrates an appreciation and understanding of cultural diversity and varied learning styles. By challenging all students, the teacher creates the environment in which all students learn to approach mathematics with enthusiasm and confidence.

D. Technology

1. In the past decades, the classroom environment was a reflection of the workplace. Employees at factories worked independently on routing assembly lines to construct products, while mathematics classrooms consisted of rows of students working independently on routine practice problems. The age of technology has dramatically changed the workplace environment. Employees now work cooperatively and use a variety of techniques to solve real, nonroutine problems. Classrooms must reflect these changes to prepare students for the 21st century.

2. The relevance of technology is expressed in the following underlying beliefs.

a. Calculators and computers are basic tools of today's mathematics just as paper, pencil, and slide rules were basic tools of past years.

b. Calculators and computers have reduced the need to make precise calculations by hand, but in doing so they have increased the importance of acquiring a well-developed number sense (Goldsmith, 1992).

c. Appropriate calculators and computers should be available for all students.

d. Appropriate use of technology should be naturally integrated into the teaching of mathematics to assist the student to investigate and solve problems, not simply to check answers or to practice skills.

e. As resources become available via telecommunications, they should be used in the mathematics classroom to support standards-based instruction.

E. Support Structures

1. The collaborative effort of all stakeholders is imperative if significant change is to occur in Louisiana schools. Support of mathematics reform must be demonstrated by teachers, students, administrators, school boards, parents, business and industry, elected officials, the media, community organizations, etc. The state and local communities must commit to long-range planning to schedule time for appropriate staff development, to ensure funds for necessary resources, and to provide appropriate learning environments and facilities for students. A professional development model, with an accompanying dissemination plan, has been designed by the LDE and LaSIP to support teachers as they implement the framework.

2. Louisiana is developing a state school improvement plan to address content, performance, and opportunity-to-learn standards in all subject disciplines. The Mathematics Framework will be a critical component of the state school improvement plan. As each local district develops its mathematical curriculum, the new curriculum should be aligned with the state Mathematics Framework and should become a part of the local school improvement plan.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2837 (November 2005).

§109. Assessment

A. Purpose

1. Assessment in mathematics is a process through which evidence is gathered about a student's understanding and ability to apply that understanding. The changes in mathematics content and in the way mathematics is taught must be reflected through accompanying changes in assessment. Assessment is an ongoing, dynamic process which is both diagnostic and prescriptive in nature. It communicates, illustrates, and identifies the mathematics that is most important for students to learn and enhances mathematics learning. Assessment and instruction must be intertwined so that each supports the other in promoting the development of mathematical power for all students. Various assessment techniques should be used for:

a. improve teaching and learning;

b. evaluate student progress;

c. assist in making decisions regarding individual student performance;

d. provide information on the effectiveness of educational programs;

e. provide data relative to the progress toward established educational goals;

f. address accountability issues; and

g address the appreciation and understanding of various cultural differences and learning styles.

B. Classroom Assessment

1. Educational purposes for assessment may be as varied as assessment techniques. Assessment is the link between teaching and learning and provides information for making instructional decisions, monitoring student progress, and communicating student progress to appropriate audiences.

2. Assessment is moving away from the use of a single type of instrument to assess students' understanding and toward the use of a wide range of assessment techniques that require students to demonstrate critical thinking skills. Combinations of the following techniques, integrated with instruction, can provide a comprehensive assessment of student understandings: observations, oral questions, journals, portfolios, multiple choice tests, projects, activities, concept maps, presentations, etc.

C. Large-Scale Assessment

1. Large-scale assessment refers to assessment at the district, state, and national level. This type of assessment is used as an external monitoring of student progress on criteria established outside the classroom but with teacher input.

2. When external monitoring is aligned with the curriculum and teaching strategies, it has a positive impact on mathematics education. Appropriate use of external monitoring will enhance learning by providing external support for the teacher's own monitoring of student progress. The monitoring of student progress externally through established performance standards can provide the following:

a. a measurement of student performance on a dynamic, authentic curriculum;

b. information for decision makers;

c. a measure of pupil progression;

d. a criterion for graduation;

e. information for education program evaluation;

f. demographic data;

g. system-wide data; and

h. data for national comparisons.

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§111. Content Strands

A. The six content strands translate the vision of the new mathematics curriculum: Number and Number Relations (N); Algebra (A); Measurement (M); Geometry (G); Data Analysis, Probability, and Discrete Math (D); and Patters, Relations, and Functions (P). Each of the strands is introduced with a focus statement followed by the standard and benchmarks for that strand.

B. The strands are intended to be thoroughly interwoven, providing rich connections at all grade levels. There should be deliberate reinforcement of concepts throughout the school year.

C. Although the content is delineated by strands, it is not a recipe to be followed line by line. Instead, the content provides the building blocks upon which a dynamic, cohesive, and comprehensive mathematics program can be built. It supports student explorations and investigations that relate objectives from several strands. The very nature of the content implies that concepts and understandings should not be taught in isolation.

D. To assist teachers, a handbook that contains sample classroom activities has been developed. The handbook will assist the teacher to translate the content into standards-based classroom instruction. Three or four activities are included for each grade level. The framework and sample activities should assist the teacher in developing curriculum and instruction that enhance the mathematical power of all students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2839 (November 2005).

Chapter 3. Strand One: Number and Number Relations

§301. Number and Number Relations

A. Focus. Developing an intuitive, common-sense approach to number relationships and operations is of primary importance and should permeate every area of the mathematics curriculum. Number sense involves the use of "friendly easy numbers' and of actively seeking alternative ways of making computations. Number sense is not a topic to be taught as a unit, but is a prevailing theme throughout all mathematics. All students should develop a conceptual understanding of number magnitude and number operations through participation in hands-on investigative activities. These activities should provide many opportunities for students to discover and develop problem-solving strategies. Student involvement in these activities should assist in the development of estimation skills (particularly when an approximate answer is sufficient) and other mental arithmetic skills (when an exact answer is required). When the numbers are not manageable for mental arithmetic and an exact answer is required, calculators or paper and pencil should be used. Parallel with the need to develop an understanding of the methods and usage of various computational techniques is the students' need for an informal development of mathematical language and symbolism. Inherent in our increasing dependence on technology is the danger of accepting machine answers at face value. A well-developed number sense can combat this danger. Furthermore, number sense leads naturally to the development of symbol sense necessary for use with technology, such as graphing calculators and symbolic manipulators. This developing mathematical power will allow the students to function and communicate more effectively and with greater confidence in real-life experiences.

B. Standard. In problem-solving investigations, students demonstrate an understanding to the real number system and communicate the relationships within the system using a variety of techniques and tools.

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§303. Benchmarks K-4

A. Students in Grades K-4 use estimate, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they investigate problems involving whole numbers. As a result, what they know and are able to do includes:

1. N-1-E: Constructing number meaning and demonstrating that a number can be expressed in many different forms (e.g., standard notation, number words, number lines, geometrical representations, fractions, and decimals) (1, 2, 4);

2. N-2-E: Demonstrating number sense and estimation skills, giving particular attention to common equivalent reference points (i.e., 1/4= 25% = .25; 1/2 = 50% = .5; $1 = 100%, etc.) (1);

3. N-3-E: Reading, writing, representing, comparing, ordering, and using whole numbers in a variety of forms (e.g., standard notation, number line, and geometrical representations) (1, 4);

4. N-4-E: Demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply, and divide) and their relationships to each other (1);

5. N-5-E: Selecting appropriate operation(s) (add, subtract, multiply, and divide) for a given situation) (2, 3, 4);

6. N-6-E: Applying a knowledge of basic math facts and arithmetic operations to real-life situations (2, 4, 5);

7. N-7-E: Constructing, using, and explaining procedures to compute and estimate with whole numbers (e.g., mental math strategies) (1, 4);

8. N-8-E: Selecting and using appropriate computational methods and tools for given situations involving whole numbers (e.g., estimation, mental arithmetic, calculator, or paper and pencil) (2, 4);

9. N-9-E: Demonstrating the connection of number and number relations to the other strands and to real-life situations (1, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2839 (November 2005).

§305. Benchmarks 5-8

A. Students in Grades 5-8 use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they extend their investigations of problems involving rational numbers. As a result, what they know and are able to do includes:

1. N-1-M: Demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents) (1, 2, 4);

2. N-2-M: Demonstrating number sense and estimation skills that describe, order, and compare rational numbers (e.g., magnitude, integers, fractions, decimals, and percents) (2, 4);

3. N-3-M: Reading, writing, representing, and using rational numbers in a variety of forms (e.g., integers, mixed numbers, and improper fractions) (1);

4. N-4-M: Demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply and divide) and their relationships to each other (1, 2);

5. N-5-M: Applying an understanding of rational numbers and arithmetic operations to real-life situations (1, 2, 3, 4);

6. N-6-M: Constructing, using, and explaining procedures to compute and estimate with rational numbers employing mental math strategies (1, 2, 3, 4);

7. N-7-M: Selecting and using appropriate computational methods and tools for given situations involving rational numbers (e.g., estimation, or exact computation using mental arithmetic, calculator, computer, or paper and pencil) (2, 3, 4);

8. N-8-M: Demonstrating a conceptual understanding and applications of proportional reasoning (e.g., determining equivalent ratios, finding a missing term of a given proportion) (2, 4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§307. Benchmarks 9-12

A. Students in Grades 9-12 use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they extend their investigations of problems involving real numbers. As a result, what they know and are able to do includes:

1. N-1-H: Demonstrating an understanding of the real number system (1, 2, 4);

2. N-2-H: Demonstrating that a number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, percents, and scientific notation) (1, 4);

3. N-3-H: Using number sense to estimate and determine if solutions are reasonable (2, 4)

4. N-4-H: Determining whether an exact or appropriate answer is necessary (2, 3, 4);

5. N-5-H: Selecting and using appropriate computational methods and tools for given situations (e.g., estimation, or exact computation using mental arithmetic, calculator, symbolic manipulator, or paper and pencil) (3);

6. N-6-H: Applying ratios and proportional thinking in a variety of situations (e.g., finding a missing term of a proportion) (2, 4);

7. N-7-H: Justifying reasonableness of solutions and verifying results (1, 2, 4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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Chapter 5. Strand Two: Algebra

§501. Algebra

A. Focus. Algebra is much more than the study of generalized forms of arithmetic. It is a powerful language used to interpret real-world experience. This language is a communication tool used to analyze and describe relationships and mathematical structures. Beginning at the elementary level, the school mathematics curriculum should integrate the use of the language of algebra throughout all strands of the curriculum to enable students to shift progressively from informal to formal concepts and from concrete to symbolic representations. The middle school mathematics curriculum should integrate the use of this language throughout all strands of the curriculum to enable students to progressively shift from the concrete to the symbolic. At this level, algebra should be conceptual and intuitive, not formally computational. It should involve actively seeking easy and alternative ways of looking at problems. These transitions should be powered by investigations involving the use of appropriate manipulatives, models, and technology, and should encourage the development of communication, reasoning, and problem-solving skills. Algebra, in the K-8 classrooms, refers to informal explorations and understandings of symbolism. It is beneficial to introduce the algebraic terminology (equation, inequality, variable, etc.) in the early grades. In this way high school students will be able to understand algebra as a natural outgrowth of their study of various number properties. The high school curriculum should continue the development of symbolic representatives. The use of modern technology frees teachers and students from the need to develop complicated pencil and paper manipulative skills in algebra. More classroom time in now allowed to apply algebra in solving challenging real-world problems. This will allow students to recognize the worth, importance, and power of the mathematics of abstraction and symbolism.

B. Standard. In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships

among variable quantities and to apply algebraic methods to real-world situations.

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§503. Benchmarks K-4

A. Students in Grades K-4 use manipulatives, models, graphs, tables, technology, number sense, and estimation as they investigate problems involving the concepts and application of algebra. As a result, what they know and are able to do includes:

1. A-1-E: Demonstrating a conceptual understanding of variables, expressions, equations, and inequalities (e.g., use letters or boxes to represent values; understand =, ≠, <, and symbols) (1, 4);

2. A-2-E: Modeling and developing strategies for solving equations and inequalities (1, 2, 3, 4);

3. A-3-E: Recognizing the connection of algebra to the other strands and to real-life situations (e.g., number sentences or formulas to represent real-world problems) (4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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§505. Benchmarks 5-8

A. Students in Grades 5-8 use manipulatives, models, graphs, tables, technology, number sense, and estimation as they extend their investigations of problems involving the concepts and application of algebra. As a result, what they know and are able to do includes:

1. A-1-M: Demonstrating a conceptual understanding of variables, expressions, equations, and inequalities (e.g., symbolically represent real-world problems as linear terms, equations, or inequalities) (1, 2, 4);

2. A-2-M: Modeling and developing methods for solving equations and inequalities (e.g., using charts, graphs, manipulatives, and/or standard algebraic procedures) (2, 3, 4);

3. A-3-M: Representing situations and number patterns with tables, graphs, and verbal and written statements, while exploring the relationships among these representations (e.g., multiple representations for the same situation) (1, 4);

4. A-4-M: Analyzing tables and graphs to identify relationships exhibited by the data and making generalizations based upon these relationships (2, 3, 4);

5. A-5-M: Demonstrating the connection of algebra to the other strands and to real-life situations (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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§507. Benchmarks 9-12

A. Students in Grades 9-12 use manipulatives, models, graphs, tables, technology, number sense, and estimation as they extend their investigations of problems involving the concepts and application of algebra. As a result, what they know and are able to do includes:

1. A-1-H: Demonstrating the ability to translate real-world situations (e.g., distance versus time relationships, population growth, growth functions for diseases, growth of minimum wage, auto insurance tables) into algebraic expressions, equations, and inequalities and vice versa (1, 2, 4);

2. A-2-H: Recognizing the relationship between operations involving real numbers and operations involving algebraic equations (2, 4);

3. A-3-H: Using tables and graphs as tools to interpret algebraic expressions, equations, and inequalities (1, 3);

4. A-4-H: Solving algebraic equations and inequalities using a variety of techniques with the appropriate tools (e.g., hand-held manipulatives, graphing calculator, symbolic manipulator, or pencil and paper) (2, 3).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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Chapter 7. Strand Three: Measurement

§701. Measurement

A. Focus. Measurement is the connection between numbers and the real word and as such is a vital component of an attempt to organize the world. It allows one to communicate effectively and make decisions. It relates geometry and algebra, as well as geometry and numbers, in both intuitive and formal ways. It is also a connecting theme between such diverse fields as athletics, music, travel, astronomy, and engineering. The study of measurement should consist of active investigations based on real-world problems in both individual and group format. These explorations should include the appropriate use of manipulatives and technology and should encourage the development of communications, reasoning, and problem-solving skills. Students need to learn the effect of unit choice on mathematical entities, such as the shape of graphs and the magnitude of answers. Secondary students should become so adept with the use of units that they are comfortable with the use of compound units (foot-pounds, miles per second) and specialized units (atmospheres, millennia, gigabytes) as they occur in real-world problems.

B. Standard. In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2841 (November 2005).

§703. Benchmarks K-4

A. Students in Grades K-4 use number sense, estimation, appropriate manipulatives, tools, and technology as they investigate problems involving measurement. As a result, what they know and are able to do includes:

1. M-1-E: Applying (measure or solve measurement problem) the concepts of length (inches, feet, yards, miles, millimeters, centimeters, decimeters, meters, kilometers), area, volume, capacity (cups, liquid pints and quarts, gallons,

milliliters, liters), weight (ounces, pounds, tons, grams, kilograms), mass, time (seconds, minutes, hours, days, weeks, months, years), money, and temperature (Celsius and Fahrenheit) to real-world experiences (1, 2, 3, 4, 5);

2. M-2-E: Selecting and using appropriate standard and non-standard units of measure (e.g., paper clips and Cuisenaire rods) and tools for measuring length, area, capacity, weight/mass, and time for a given situation by considering the purpose and precision required for the task (1, 2, 3, 4);

3. M-3-E: Using estimation skills to describe, order, and compare measures of length, capacity, weight/mass, time, and temperature (1, 2, 3, 4);

4. M-4-E: Converting from one unit of measurement to another within the same system (customary and metric); comparisons between systems should be based on intuitive reference points, not formal computations (e.g., a meter is a little longer than a yard) (2, 3, 4);

5. M-5-E: Demonstrating the connection of measurement to the other strands and to real-life situations (2, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2841 (November 2005).

§705. Benchmarks 5-8

A. Students in Grades 5-8 use number sense, estimation, appropriate manipulatives, tools, and technology as they extend their investigations of problems involving measurement. As a result, what they know and are able to do includes:

1. M-1-M: Applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences (2, 3, 4);

2. M-2-M: Demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of measures) (1, 2, 4);

3. M-3-M: Selecting appropriate units and tools for tasks by considering the purpose for the measurement and the precision required for the task (e.g., length of a room in feet rather than in inches) (2, 3, 4);

4. M-4-M: Using intuition and estimation skills to describe, order, and compare formal and informal measures (e.g., ordering cup, pint, quart, gallon; comparing a meter to a yard) (1, 2, 4);

5. M-5-M: Converting from one unit of measurement to another within the same system (Comparisons between systems, customary and metric, should be based on intuitive reference points, not formal computation.) (2, 4);

6. M-6-M: Demonstrating the connection of measurement to the other strands and to real-life situations (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§707. Benchmarks 9-12

A. Students in Grades 9-12 use number sense, estimation, appropriate manipulatives, tools, and technology as they extend their investigations of problems involving measurement. As a result, what they know and are able to do includes:

1. M-1-H: Selecting and using appropriate units, techniques, and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error (or tolerance) of measurements (3);

2. M-2-H: Demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of results as related to area, volume, mass, rate, and distance) (1, 2, 4);

3. M-3-H: Estimating, computing, and applying physical measurement using suitable units (e.g., calculate perimeter and area of plane figures, surface area and volume of solids presented in real-world situations) (1, 3, 4);

4. M-4-H: Demonstrating the concept of measurement as it applied to real-world experiences (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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Chapter 9. Strand Four: Geometry

§901. Geometry

A. Focus. Geometry is the study of the physical shapes of the word in which we live. It provides a natural environment for the use of inductive and deductive reasoning. It is not only basic to design, construction, and engineering, but also to law, medicine, and other fields that depend on critical deductive thinking skills. It provides models for representing many numerical and algebraic concepts. In Grades K-4, students must have opportunities to examine, manipulate, and construct geometric models using concrete materials. These activities should take place in a setting where students may freely explore and discuss ideas in order to develop and use appropriate vocabulary. After such first-hand experiences, many students should be able to progress to pictorial and abstract representations. The study of geometry should center around cooperative group investigations designed to promote the discovery of geometric concepts and principles and should encourage the development of communication, reasoning, and problem-solving skills. Secondary students should develop coordinate and transformational geometry as well as the usual axiomatic geometry. They should develop deductive reasoning skills by way of written proofs in a variety of formats. In the study of geometry, students should have access to appropriate manipulatives, technology, and construction materials to enhance their investigations.

B. Standard. In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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§903. Benchmarks K-4

A. Students in Grades K-4 use number sense, estimation, models, drawings, manipulatives, and technology as they investigate problems involving geometric concepts. As a result, what they know and are able to do includes:

1. G-1-E: Determining the relationships among shapes (1, 2, 3, 4);
2. G-2-E: Identifying, describing, comparing, constructing, and classifying two-dimensional and three-dimensional geometric shapes using a variety of materials (1, 2, 3, 4);
3. G-3-E: Making predictions regarding combinations, subdivisions, and transformations (slides, flips, turns) of simple plane geometric shapes (1, 2, 4);
4. G-4-E: Drawing, constructing models, and comparing geometric shapes, with special attention to developing spatial sense (1, 2, 4);
5. G-5-E: Identifying and drawing line and angles and describing their relationships to each other and to the real world (1, 4, 5);
6. G-6-E: Demonstrating the connection of geometry to the other strands and to real-lie situations (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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§905. Benchmarks 5-8

A. Students in Grades 5-8 use number sense, estimation, models, drawings, manipulatives, and technology as they extend their investigations of problems involving geometric concepts. As a result, what they know and are able to do includes:

1. G-1-M: Using estimation skills to describe, order, and compare geometric measures (1, 2);
2. G-2-M: Identifying, describing, comparing, constructing, and classifying geometric figures and concepts (1, 2, 3);
3. G-3-M: Making predictions regarding transformations of geometric figures (e.g., make prediction regarding translations, reflections, and rotations or common figures) (1, 4);
4. G-4-M: Constructing two- and three-dimensional models (3);
5. G-5-M: Making and testing conjectures about geometric shapes and their properties (1, 2, 3, 4);
6. G-6-M: Demonstrating an understanding of the coordinate system (e.g., locate points, identify coordinates, and graph points in the coordinate plane to represent real-world situations) (1, 3, 4);
7. G-7-M: Demonstrating the connection of geometry to the other strands and to real-life situations (e.g., applications of the Pythagorean Theorem).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2843 (November 2005).

§907. Benchmarks 9-12

A. Students in Grades 9-12 use number sense, estimation, models, drawings, manipulatives, and technology as they extend their investigations of problems involving geometric concepts. As a result, what they know and are able to do includes:

1. G-1-H: Identifying, describing, comparing, constructing, and classifying geometric figures in two and three dimensions using technology where appropriate to explore and make conjectures about geometric concepts and figures (1, 2, 3, 4);
2. G-2-H: Representing and solving problems using geometric models and the properties of those models (e.g., Pythagorean Theorem or formulas involving radium, diameter, and circumference) (1, 2, 3);
3. G-3-H: Solving problems using coordinate methods, as well as synthetic and transformational methods (e.g., transform on a coordinate plane a design found in real-life situations) (2);
4. G-4-H: Using inductive reasoning to predict, discover, and apply geometric properties and relationships (e.g., patty paper constructions, sum of the angles in a polygon) (1, 2, 4);
5. G-5-H: Classifying figures in terms of congruence and similarity and applying these relationships (4);
6. G-6-H: Demonstrating deductive reasoning and mathematical justification (e.g., oral explanation, informal proof, and paragraph proof) (1, 2, 4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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Chapter 11. Strand Five: Data Analysis, Probability, and Discrete Math

§1101. Data Analysis, Probability, and Discrete Math

A. Focus. Data analysis is the collecting, organizing, presenting, and analyzing of numerical information using appropriate statistical methods. Discrete mathematics is the branch of mathematics that involves finite sets and structured sets, including matrices and graph theory. Probability is that branch of mathematics that deals with uncertainty and the likelihood of events occurring or not occurring. These three subjects are closely interwoven. Concepts from these subjects should develop gradually through many varied experiences based on students' natural interests. These concepts are essential to help students relate mathematical thinking to real-life situations, such as weather, games, sports, newspapers, and business. Classroom explorations involving these concepts should encourage the development of communication, connections, reasoning, and problem-solving skills and should effectively incorporate the use of appropriate models, manipulatives, and technology. Talking and writing should be of particular importance in this strand as students learn to analyze information and express similarities, differences, and patterns based on their investigations. The concepts studies

will enable students to effectively communicate information in an organized and graphic manner that will enhance problem-solving skills.

B. Standard. In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.

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§1103. Benchmarks K-4

A. Students in Grades K-4 use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they investigate problems involving data. As a result, what they know and are able to do includes:

1. D-1-E: Collecting, organizing, and describing data based on real-life situations (1, 3, 4, 5);
2. D-2-E: Constructing, reading, and interpreting data in charts, graphs, tables, etc. (1, 2, 3, 4);
3. D-3-E: Formulating and solving problems that involve the use of data (2, 3, 4);
4. D-4-E: Exploring, formulating, and solving sequence-of-pattern problems involving selection and arrangement of objects/numerals (2, 3, 4);
5. D-5-E: Predicting outcomes based on probability (e.g., make predictions of same chance, more likely, or less likely; determine fair and unfair games);
6. D-6-E: Demonstrating the connection of data analysis, probability, and discrete math to other strands and real-life situations (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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§1105. Benchmarks 5-8

A. Students in Grades 5-8 use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they extend their investigations of problems involving data. As a result, what they know and are able to do includes:

1. D-1-M: Systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets (1, 2, 3, 4);
2. D-2-M: Analyzing, interpreting, evaluating, drawing inferences, and making estimations, predictions, decisions, and convincing arguments based on organized data (e.g., analyze data using concepts of mean, median, mode, range, random samples, sample size, bias, and data extremes) (1, 2, 3, 4, 5);
3. D-3-M: Describing informal thinking procedures (e.g., solving elementary logic problems using Venn diagrams, tables, charts, and/or elementary logic operatives to solve logic problems in real-life situations; reach valid conclusions in elementary logic problems involving "and, or, not, if/then") (2, 3);
4. D-4-M: Analyzing various counting and enumeration procedures with and without replacement (e.g., find the total number of possible outcomes or possible choices in a given situation (2, 4);
5. D-5-M: Comparing experimental probability results with theoretical probability (e.g., representing probabilities of concrete situations as common fractions, investigating single-event and multiple-event probability, using sample spaces, geometric figures, tables, and/or graphs) (2, 3, 4);
6. D-6-M: Demonstrating the connection of data analysis, probability, and discrete math to other strands and to real-life situations (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

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§1107. Benchmarks 9-12

A. Students in Grades 9-12 use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they extend their investigations of problems involving data. As a result, what they know and are able to do includes:

1. D-1-H: Designing and conducting statistical experiments that involve the collection, representation, and analysis of data in various forms (Analysis should reflect an understanding of factors such as: sampling, bias, accuracy, and reasonableness of data.) (1, 2, 3, 4);
2. D-2-H: Recognizing data that relate two variables as linear, exponential, or otherwise in nature (e.g., match a data set, linear or non-linear, to a graph and vice versa) (1, 2, 3, 4);
3. D-3-H: Using simulations to estimate probabilities (e.g., lists and tree diagrams) (1, 2, 3, 4);
4. D-4-H: Demonstrating an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces, and geometric figures (1, 3);
5. D-5-H: Recognizing events as dependent or independent in nature and demonstrating techniques for computing multiple-event probabilities (1, 2, 4);
6. D-6-H: Recognizing and answering questions about data that are normally or non-normally distributed (1, 2, 4);
7. D-7-H: Making inferences from data that are organized in charts, tables, and graphs (e.g., pictograph; bar, line, or circle graph; stem-and-leaf plot or scatter plot) (1, 3, 4);
8. D-8-H: Using logical thinking procedures, such as flow charts, Venn diagrams, and truth tables (2, 3, 4);
9. D-9-H: Using discrete math to model real-life situations (e.g., fair games or elections, map coloring) (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2844 (November 2005).

Chapter 13. Strand Six: Patterns, Relations, and Functions

§1301. Patterns, Relations, and Functions

A. Focus. The concepts of patterns, relations, and functions play a central role in modern mathematics. These

concepts arise naturally from observations of the world. Business people, social scientists, and physical scientists use mathematics to make predictions following their study of patterns and relationships found among the quantities measured in their respective fields. In Grades K-8, students should use informal investigations to observe patterns created by nature and man (flowers, leaves, insects, music, predictable literature, wallpaper, fabric). Students should continue to use the study of patterns to explore mathematical relationships as they verbalize, complete, create, and analyze patterns. This gradual transition from the concrete to the symbolic provides a foundation for the study of functions. Not only does the high school curriculum contain in the formal study of functions and inverse relations, it also uses functions and inverse relations as modeling tools for the study of relationships found in our world. This study of functions and how things change leads naturally to powerful analytic techniques, which are collectively called calculus.

B. Standard. In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

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§1303. Benchmarks K-4

A. Students in Grades K-4 use number sense, estimation, manipulatives, drawings, tables, graphs, formulas, and technology as they investigate problems involving patterns, relations, and functions. As a result, what they know and are able to do includes:

1. P-1-E: Recognizing, describing, extending, and creating a wide variety of numerical (e.g., skip counting of whole numbers), geometrical, and statistical patterns (1, 2, 3, 4);

2. P-2-E: Representing and describing mathematical relationships using tables, variables, open sentences, and graphs (1, 2, 4);

3. P-3-E: Recognizing the use of patterns, relations, and functions in other strands and in real-life situations (2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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§1305. Benchmarks 5-8

A. Students in Grades 5-8 use number sense, estimation, manipulatives, drawings, tables, graphs, formulas, and technology as they extend their investigations of problems involving patterns, relations, and functions. As a result, what they know and are able to do includes:

1. P-1-M: Describing, extending, analyzing, and creating a wide variety of numerical, geometrical, and statistical patterns (e.g., skip counting of rational numbers and simple exponential number patterns) (1, 2, 3, 4);

2. P-2-M: Describing and representing relationships using tables, rules, simple equations, and graphs (1, 3, 4);

3. P-3-M: Analyzing relationships to explain how a change in one quantity results in a change in another (e.g., change in the dimensions of a rectangular solid affects the volume) (1, 2, 4);

4. P-4-M: Demonstrating the pervasive use of patterns, relations, and functions in other strands and in real-life situations (1, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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§1307. Benchmarks 9-12

A. Students in Grades 9-12 use number sense, estimation, manipulatives, drawings, tables, graphs, formulas, and technology as they extend their investigations of problems involving patterns, relations, and functions. As a result, what they know and are able to do includes:

1. P-1-H: Modeling the concepts of variables, functions, and relations as they occur in the real world and using the appropriate notation and terminology (1, 3, 4);

2. P-2-H: Translating between tabular, symbolic, or graphic representations of functions (1, 3, 4);

3. P-3-H: Recognizing behavior of families of elementary functions, such as polynomial, trigonometric, and exponential functions, and, where appropriate, using graphing technologies to represent them (3, 4);

4. P-4-H: Analyzing the effects of changes in parameters (e.g., coefficients and constants) on the graphs of functions, using technology whenever possible (2, 3);

5. P-5-H: Analyzing real-world relationships that can be molded by elementary functions (1, 3, 4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parentheses after the benchmark.

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Chapter 15. Grade Level Expectations

§1501. Prekindergarten

A. Number and Number Relations: Strand One

1. GLE 1: Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E).

2. GLE 2: Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E).

3. GLE 3: Identify an object's position as first or last (PK-CM-G3) (N-1-E).

4. GLE 4: Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E).

5. GLE 5: Compare sets of objects using the words same/different and more/less/fewer (PK-CM-N1) (N-3-E) (N-7-E).

B. Measurement: Strand Three

1. GLE 6: Use comparative vocabulary in measurement settings (e.g., long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E).

2. GLE 7: Use words such as day, week, month, schedule, morning, noon, night (PK-CM-M1) (M-2-E).

C. Geometry: Strand Four

1. GLE 8: Identify rectangles, squares, circles, and triangles using concrete models (G-2-E).

2. GLE 9: Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E).

3. GLE 10: Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E).

4. GLE 11: Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E).

D. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 12: Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E).

E. Patterns, Relations, and Functions: Strand Six

1. GLE 13: Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

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§1503. Kindergarten

A. Number and Number Relations: Strand One

1. GLE 1: Count by ones to 20 (N-1-E) (N-3-E).

2. GLE 2: Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E).

3. GLE 3: Use the ordinal numerals 1st through 10th to discuss positions in ordered lists (N-1-E).

4. GLE 4: Identify the numerals for the numbers 0 through 20 (N-1-E) (N-3-E).

5. GLE 5: Using a number line or chart, identify the numbers coming before/after a given number and between 2 given numbers (N-1-E) (N-3-E) (A-1-E).

6. GLE 6: Identify pennies, nickels, and dimes and their values using the cent sign (¢) (N-1-E) (N-2-E) (N-6-E) (M-1-E).

7. GLE 7: Count forward and backward from a given number between 1 and 10 (N-3-E).

8. GLE 8: Compare sets containing 20 or fewer objects using the words *same/different* and *more/less/greater/fewer* (N-3-E) (N-1-E).

9. GLE 9: Use concrete objects to model simple real-life addition and subtraction problems (N-4-E).

10. GLE 10: Use operational vocabulary (*add, subtract, join, remove, take away, put together*) to explore sets of objects (N-5-E).

B. Algebra: Strand Two

1. GLE 11: Use the words *same*, *different*, *equal*, *not equal, greater than*, and *less than* while using concrete objects for comparative models (A-1-E).

2. GLE 12: Model and act out story problems, physically or with objects, to solve whole number sentences with sums less than or equal to 6 (A-2-E).

C. Measurement: Strand Three

1. GLE 13: Use vocabulary such as: *yesterday, today, tomorrow, hours, weeks,* names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (M-1-E) (M-2-E) (M-5-E).

2. GLE 14: Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E).

3. GLE 15: Use comparative and superlative vocabulary in measurement settings (e.g., longest, shortest, most, hottest, heaviest, biggest) (M-3-E) (M-1-E) (M-2-E).

D. Geometry: Strand Four

1. GLE 16: Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E).

2. GLE 17: Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E).

3. GLE 18: Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E).

4. GLE 19: Investigate the results of combining shapes (using paper shapes, pattern blocks, tangrams, etc.) (G-3-E) (G-1-E).

5. GLE 20: Draw circles, squares, rectangles, and triangles (G-4-E).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 21: Collect and organize concrete data using tally mark charts (D-1-E).

2. GLE 22: Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E).

3. GLE 23: Sort, represent, and use information in simple tables and bar/picture graphs (D-2-E) (D-3-E).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 24: Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (P-1-E).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

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§1505. First Grade

A. Number and Number Relations: Strand One

1. GLE 1: Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E).

2. GLE 2: Read and write numerals to 100 (N-1-E).

3. GLE 3: Write number words for 0 to 19 (N-1-E) (N-3-E).

4. GLE 4: Use ordinal numbers through 31st as they relate to the calendar (N-1-E).

5. GLE 5: Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E).

6. GLE 6: Use region models and sets of objects to demonstrate understanding of the concept of halves (N-1-E).

7. GLE 7: Identify quarters, half-dollars, and their values (N-1-E) (N-2-E) (M-1-E).

8. GLE 8: Find the value of a set of coins up to $1.00, using one denomination of coin (N-2-E) (N-6-E) (M-1-E) (M-5-E).

9. GLE 9: Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E).

10. GLE 10: Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after a given number and between 2 given numbers (N-3-E) (A-1-E).

11. GLE 11: From a given number between 1 and 100, count forward and backward (N-3-E).

12. GLE 12: Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles + 1, then 10s fact, and related turn-around (commutative) pairs] and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E).

13. GLE 13: Recognize and apply addition and subtraction as inverse operations (N-4-E).

14. GLE 14: Add and subtract 2-digit numbers using manipulatives (N-4-E) (N-7-E).

15. GLE 15: Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E).

16. GLE 16: Given a number and number line/hundreds chart, identify the nearest ten (N-7-E).

B. Algebra: Strand Two

1. GLE 17: Use the equal sign (=) to express the relationship of equality (A-1-E).

2. GLE 18: Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E).

3. GLE 19: Use objects, pictures, and verbal information to solve for missing numbers (A-2-E) (N-7-E).

C. Measurement: Strand Three

1. GLE 20: Measure length to the nearest inch and centimeter using appropriate tools (M-1-E) (M-2-E).

2. GLE 21: Tell time to the hour and half-hour, and identify date, day, week, month, and year on a calendar (M-1-E) (M-2-E) (M-5-E).

3. GLE 22: Select appropriate non-standard units for linear measurement situations (e.g., sticks, blocks, paper clips) (M-2-E).

4. GLE 23: Compare the measure of objects to benchmarks (e.g., the width of a child's thumb is about a centimeter , the weight of a loaf of bread is about a pound, and the mass of a textbook is about a kilogram) (M-2-E).

5. GLE 24: Measure capacity using cups (M-2-E) (M-3-E) (M-1-E).

6. GLE 25: Identify the thermometer as a tool for measuring temperature (M-2-E).

D. Geometry: Strand Four

1. GLE 26: Compare, contrast, name, and describe attributes (e.g., corner, side, straight, curved, number of sides) of shapes using concrete models [circle, rectangle (including square), rhombus, triangle] (G-1-E) (G-2-E) (G-4-E).

2. GLE 27: Connect the informal language used for 3-dimensional shapes to their proper mathematical name (e.g., a ball is a sphere, a box is a rectangular prism, a can is a cylinder) (G-2-E).

3. GLE 28: Determine if a shape has a line of symmetry for folding (G-2-E).

4. GLE 29: Visualize, predict, and create new shapes by cutting apart and combining existing 2- and 3-dimensional shapes (G-3-E) (G-1-E).

5. GLE 30: Identify congruent shapes (i.e., same size and shape) in a variety of positions and orientations (G-3-E) (G-2-E).

6. GLE 31: Draw line segments (G-5-E).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 32: Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E).

2. GLE 33: Determine whether an object satisfies a simple logical classification rule (e.g., belongs and does not belong) (D-1-E).

3. GLE 34: Appropriately use basic probability vocabulary (e.g., *more likely to happen/less likely to happen*, *always /never*, *same as*) (D-5-E).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 35: Identify, describe, and explain the patterns in repeating situations (adding the same number (e.g., 2, 5, 8, 11, or skip-counting) (P-1-E).

2. GLE 36: Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

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§1507. Second Grade

A. Number and Number Relations: Strand One

1. GLE 1: Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E).

2. GLE 2: Model the concepts of thirds, fourth, fifths, and sixths using regions, sets, and fraction words (e.g., one-third, three-fourths, five-sixths) (N-1-E).

3. GLE 3: Make reasonable estimates of the number of objects in a collection with fewer than 100 objects (N-2-E).

4. GLE 4: Count and write the value of amounts of money up to $1 using ¢ and $ (N-2-E) (N-6-E) (M-1-E) (M-5-E).

5. GLE 5: Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E).

6. GLE 6: From a given number, count forward and backward and count to 100 by 2s (N-3-E) (N-1-E) (N-4-E).

7. GLE 7: Know all basic facts for addition and subtraction and use them to solve real-life problems (N-5-E) (N-6-E) (N-7-E) (N-8-E) (N-9-E).

8. GLE 8: Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E).

9. GLE 9: Add and subtract 1- and 2-digit numbers (N-6-E) (N-7-E).

10. GLE 10: Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E).

11. GLE 11: Use the concept of one-to-several correspondences to trade single items for a greater quantity of items with unequal value (1 nickel for 5 pennies, 1 dime for 2 nickels) (N-9-E).

B. Algebra: Strand Two

1. GLE 12: Use number sentences to represent real-life problems involving addition and subtraction (A-1-E) (A-2-E).

2. GLE 13: Find the missing number in an equation involving addition or subtraction (e.g., # + 4 = 7, 8 - # = 3) (A-2-E) (N-4-E).

C. Measurement: Strand Three

1. GLE 14: Measure and appropriately label measures of length and perimeter (i.e., inch, centimeter, foot), capacity (i.e., cup, quart, liter), and weight/mass (i.e., pound, kilogram) (M-1-E).

2. GLE 15: Read a thermometer in degrees in Fahrenheit and Celsius and interpret the temperature (M-1-E).

3. GLE 16: Tell time to the nearest 5 minutes, and identify the time one hour before or after a given time (M-1-E) (M-3-E).

4. GLE 17: Select and use appropriate tools and units to measure length, time, capacity, and weight (e.g., scales for pounds and kilograms; rulers for inches and centimeters; measuring containers for cup, quarts, and liters) (M-2-E).

5. GLE 18: Use non-standard units to cover a given region (M-2-E).

6. GLE 19: Estimate length in standard units (inch, foot, and centimeter) (M-3-E).

7. GLE 20: Compare units within the same system (inch is shorter than a foot, minute is shorter than an hour, day is shorter than a month, cup holds less than a quart) (M-3-E).

D. Geometry: Strand Four

1. GLE 21: Compare and contrast 3-dimensional shapes (i.e., sphere, cube, cylinder, cone, prism, pyramid) according to their attributes (e.g., number of faces, shape of faces) (G-2-E).

2. GLE 22: Identify a reduction or enlargement of a given shape (G-2-E).

3. GLE 23: Identify congruent 3-dimensional solids in a variety of positions and orientations (G-3-E) (G-4-E) (G-2-E).

4. GLE 24: Identify and draw horizontal and vertical line segments (G-5-E).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 25: Collect and organize data using observations, surveys, and experiments (D-1-E).

2. GLE 26: Construct and read line plots and tables (D-2-E).

3. GLE 27: Interpret pictographs in which each picture represents more than one object (D-2-E).

4. GLE 28: Generate questions that can be answered by collecting and analyzing data (D-3-E).

5. GLE 29: Solve logic problems involving two sets by using elementary set logic (i.e., and, or, and is/is not statements) (D-3-E).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 30: Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip-counting (P-1-E) (P-2-E).

2. GLE 31: Recognize, extend, create, and explain patterns that involve simple rotations or size changes with geometric objects (P-1-E) (P-2-E).

3. GLE 32: Recognize and apply patterns in problem-solving in other content areas and real-life situations (P-3-E) (N-9-E).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2847 (November 2005).

§1509. Third Grade

A. Number and Number Relations: Strand One

1. GLE 1: Model, read, and write place value in word, standard, and expanded form for numbers through 9999 (N-1-E).

2. GLE 2: Read, write, compare, and order whole numbers through 9999 using symbols (i.e., <, =, >) and models (N-1-E) (N-3-E).

3. GLE 3: Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths (N-1-E) (N-2-E).

4. GLE 4: Use the concepts of associative and commutative properties of multiplication to simplify computations (N-4-E) (N-7-E).

5. GLE 5: Recognize and model multiplication as a rectangular array or as repeated addition (N-4-E) (N-7-E).

6. GLE 6: Recognize and model division as separating quantities into equal subsets (fair shares) or as repeated subtraction (N-4-E) (N-7-E).

7. GLE 7: Recognize and apply multiplication and division as inverse operations (N-4-E).

8. GLE 8: Recognize, select, connect, and use operations, operational words, and symbols (i.e., +, -, x, ÷) to solve real-life situations (N-5-E) (N-6-E) (N-9-E).

9. GLE 9: Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s] (N-6-E) (N-4-E).

10. GLE 10: Calculate the value of a combination of bills and coins and make change up to $5.00 (N-6-E) (M-1-E) (M-5-E).

11. GLE 11: Add and subtract numbers of digits or less (N-6-E) (N-7-E).

12. GLE 12: Round to the nearest 1000 and identify situations in which rounding is appropriate (N-7-E) (N-9-E).

13. GLE 13: Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve addition and subtraction problems (N-8-E) (N-9-E).

B. Algebra: Strand Two

1. GLE 14: Use the symbols <, >, and ≠ to express inequalities (A-1-E).

2. GLE 15: Use objects, pictures, numbers, symbols, and words to represent multiplication and division problem situations (A-1-E).

3. GLE 16: Use number sentences to represent real-life problems involving multiplication and division (A-1-E) (N-4-E).

4. GLE 17: Analyze and describe situations where proportional trades or correspondences are required (e.g., trade 2 pieces of candy for 3 pieces for gum, make equivalent actions on pans to keep balance scale in equilibrium, plan for the number of pieces of bread needed for x sandwiches) (A-1-E).

5. GLE 18: Use letters as variables in mathematical statements that represent real-life problems (e.g., 2 x n = 8) (A-2-E).

C. Measurement: Strand Three

1. GLE 19: Measure length to the nearest yard, meter, and half-inch (M-1-E).

2. GLE 20: Measure capacity using pints and gallons (M-1-E).

3. GLE 21: Measure weight using grams and ounces (M-1-E).

4. GLE 22: Find the perimeter of a geometric shape given the length of its sides (M-1-E).

5. GLE 23: Find the area in square units of a given rectangle (including squares) drawn on a grid or by covering the region with square tiles (M-1-E).

6. GLE 24: Find elapsed time involving hours and minutes, without regrouping, and tell time to the nearest minute (M-1-E) (M-5-E).

7. GLE 25: Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., m), area (square inch, square centimeter), capacity (i.e., cup, pint, quart, gallon, liter), and weight/mass (i.e., oz., lb., g, kg, ton) (M-2-E).

8. GLE 26: Order a set of measures within the same system (M-3-E).

9. GLE 27: Compare U.S. and metric measurement using approximate reference points without using conversions (e.g., a meter is longer than a yard) (M-3-E) (M-4-E).

10. GLE 28: Estimate length, weight/mass, and capacity (M-3-E).

D. Geometry: Strand Four

1. GLE 29: Classify and describe 2- and 3-dimensional objects according to given attributes (triangle vs. quadrilateral, parallelogram vs. prism) (G-2-E) (G-1-E) (G-4-E).

2. GLE 30: Apply concepts of congruence, similarity, and symmetry in real-life situations (G-2-E).

3. GLE 31: Draw or reconstruct figures from visual memory or verbal descriptions (G-3-E).

4. GLE 32: Recognize and executive specified flips, turns, and slides of geometric figures using manipulatives and correct terminology (including *clockwise* and *counterclockwise*) (G-3-E).

5. GLE 33: Construct and draw rectangles (including squares) with given dimensions (e.g., grid paper, square tiles) (G-4-E).

6. GLE 34: Fold a 2-dimensional net into a 3-dimensional object (G-4-E) (G-1-E).

7. GLE 35: Identify, give properties of, and distinguish among points, lines, line segments, planes, rays, and angles (G-5-E).

8. GLE 36: Identify and draw segments, rays, and lines that are perpendicular, parallel, and interesting (G-5-E).

9. GLE 37: Identify, describe, and draw intersecting, horizontal, vertical, parallel, diagonal, and perpendicular lines, rays, and right angles in the real world (G-5-E) (G-6-E).

10. GLE 38: Find the length of a path (that does not include diagonals) between two points on a grid (G-6-E).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 39: Identify categories and sort objects based on qualitative (categorical) and quantitative (numerical) characteristics (D-1-E).

2. GLE 40: Read, describe, and organize a two-circle Venn diagram (D-1-E) (D-2-E).

3. GLE 41: Explain the word *average* and use it appropriately in discussing what is "typical" of a data set (D-1-E).

4. GLE 42: Match a data set to a graph, table, or chart and vice versa (D-2-E).

5. GLE 43: Represent and solve problems using data from a variety of sources (e.g., tables, graphs, maps, advertisements) (D-3-E).

6. GLE 44: Discuss chance situations in terms of *certain/impossible* and *equally likely* (D-5-E).

7. GLE 45: Use manipulatives to discuss the probability of an event (e.g., number cubes, spinners to determine what is most likely or least likely) (D-5-E).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 46: Identify and model even and odd numbers with objects, pictures, and words (P-1-E).

2. GLE 47: Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns) (P-1-E) (P-2-E).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2848 (November 2005).

§1511. Fourth Grade

A. Number and Number Relations: Strand One

1. GLE 1: Read and write place value in word, standard, and expanded form through 1,000,000 (N-1-E).

2. GLE 2: Read, write, compare, and order whole numbers using place value concepts, standard notation, and models through 1,000,000 (N-1-E) (N-3-E) (A-1-E).

3. GLE 3: Illustrate with manipulatives when a number is divisible by 2, 3, 5, or 10 (N-1-E).

4. GLE 4: Know all basic facts for multiplication and division through 12 x 12 and 144 ÷ 12, and recognize factors of composite numbers less than 50 (N-1-E) (N-6-E) (N-7-E).

5. GLE 5: Read, write, and relate decimals through hundredths and connect them with corresponding decimal fractions (N-1-E).

6. GLE 6: Model, read, write, compare, order, and represent fractions with denominators through twelfths using region and set models (N-1-E) (A-1-E).

7. GLE 7: Give decimal equivalents of halves, fourths, and tenths (N-2-E) (N-1-E).

8. GLE 8: Use common equivalent reference points for percents (i.e., 1/4, 1/2, 3/4, and 1 whole) (N-2-E).

9. GLE 9: Estimate fractional amounts through twelfths, using pictures, models, and diagrams (N-2-E).

10. GLE 10: Solve multiplication and division number sentences including interpreting remainders (N-4-E) (A-3-E).

11. GLE 11: Multiply 3-digit by 1-digit numbers, 2-digit by 2-digit numbers, and divide 3-digit numbers by 1-digit numbers, with and without remainders (N-6-E) (N-7-E).

12. GLE 12: Count money, determine change, and solve simple word problems involving money amounts using decimal notation (N-6-E) (N-9-E) (M-1-E) (M-5-E).

13. GLE 13: Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve multiplication and division problems (N-8-E).

14. GLE 14: Solve real-life problems, including those in which some information is not given (N-9-E).

B. Algebra: Strand Two

1. GLE 15: Write number sentences or formulas containing a variable to represent real-life problems (A-1-E).

2. GLE 16: Write a related story problem for a given algebraic sentence (A-1-E).

3. GLE 17: Use manipulatives to represent the distributive property of multiplication over addition to explain multiplying numbers (A-1-E) (A-2-E).

4. GLE 18: Identify and create true/false and open/closed number sentences (A-2-E).

5. GLE 19: Solve one-step equations with whole number solutions (A-2-E) (N-4-E).

C. Measurement: Strand Three

1. GLE 20: Measure length to the nearest quarter-inch and mm (M-2-E) (M-1-E).

2. GLE 21: Describe the concept of volume, and measure volume using cubic in. and cubic cm and capacity using fl. oz. and ml (M-2-E) (M-3-E).

3. GLE 22: Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., mile, m, km), area (i.e., square inch, square foot, square centimeter), capacity (i.e., fl. oz., cup, pt., qt., gal., l, ml), weight/mass (i.e., oz., lb., g, kg, ton), and volume (i.e., cubic cm, cubic in.) (M-2-E) (M-1-E).

4. GLE 23: Set up, solve, and interpret elapsed time problems (M-2-E) (M-5-E).

5. GLE 24: Recognize the attributes to be measured in a real-life situation (M-2-E) (M-5-E).

6. GLE 25: Use estimates and measurements to calculate perimeter and area of rectangular objects (including squares) in U.S. (including square feet) and metric units (M-3-E).

7. GLE 26: Estimate the area of an irregular shape drawn on a unit grid (M-3-E).

8. GLE 27: Use unit conversions within the same system to solve real-life problems (e.g., 60 sec. = 1 min., 12 objects = 1 dozen, 12 in. = 1 ft., 100 cm =1 m, 1 pt= 2 cups) (M-4-E) (N-2-E) (M-5-E).

D. Geometry: Strand Four

1. GLE 28: Identify the top, bottom, or side view of a given 3-dimensional object (G-1-E) (G-3-E).

2. GLE 29: Identify, describe the properties of, and draw circles and polygons (triangle, quadrilateral, parallelogram, trapezoid, rectangle, square, rhombus, pentagon, hexagon, octagon, and decagon) (G-2-E).

3. GLE 30: Make and test predictions regarding transformations (i.e., slides, flips, and turns) of plane geometric shapes (G-3-E).

4. GLE 31: Identify, manipulate, and predict the results of rotations of 90, 180, 270, and 360 degrees on a given figure (G-3-E).

5. GLE 32: Draw, identify, and classify angles that are acute, right, and obtuse (G-5-E) (G-1-E).

6. GLE 33: Specify locations of points in the first quadrant of coordinate systems and describe paths of maps (G-6-E).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 34: Summarize information and relationships revealed by patterns or trends in a graph, and use the information to make predictions (D-1-E).

2. GLE 35: Find and interpret the meaning of mean, mode, and median of a small set of numbers (using concrete objects) when the answer is a whole number (D-1-E).

3. GLE 36: Analyze, describe, interpret, and construct various types of charts and graphs using appropriate titles, axis labels, scales, and legends (D-2-E) (D-1-E).

4. GLE 37: Determine which type of graph best represents a given set of discrete data (D-2-E) D-1-E).

5. GLE 38: Solve problems involving simple deductive reasoning (D-3-E).

6. GLE 39: Use lists, tables, and tree diagrams to generate and record all possible combinations for 2 sets of 3 or fewer objects (e.g., combinations or pants and shirts, days and games) and for given experiments (D-3-E) (D-4-E).

7. GLE 40: Determine the total number of possible outcomes for a given experiment using lists, tables, and tree diagrams (e.g., spinning a spinner, tossing 2 coins) (D-4-E) (D-5-E).

8. GLE 41: Apply appropriate probabilistic reasoning in real-life contexts using games and other activities (e.g., examining fair and unfair situations) (D-5-E) (D-6-E).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 42: Find and describe patterns resulting from operations involving even and odd numbers (such as even + even = even) (P-1-E).

2. GLE 43: Identify missing elements in a number pattern (P-1-E).

3. GLE 44: Represent the relationship in an input-output situations using a simple equation, graph, table, or word description (P-2-E).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2849 (November 2005).

§1513. Fifth Grade

A. Number and Number Relations. Strand One

1. GLE 1: Differentiate between the terms *factor* and *multiple*, and *prime* and *composite* (N-1-M).

2. GLE 2; Recognize, explain, and compute equivalent fractions for common fractions (N-1-M) (N-3-M).

3. GLE 3: Add and subtract fractions with common denominators and use mental math to determine whether the answer is reasonable (N-2-M).

4. GLE 4: Compare positive fractions using number sense, symbols (i.e., <, =, >), and number lines (N-2-M).

5. GLE 5: Read, explain, and write a numerical representation for positive improper fractions, mixed numbers, and decimals from a pictorial representation and vice versa (N-3-M).

6. GLE 6: Select and discuss the correct operation for a given problem involving positive fractions using appropriate language such as *sum*, *difference*, *numerator*, and *denominator* (N-4-M) (N-5-M).

7. GLE 7: Select, sequence, and use appropriate operations to solve multi-step word problems with whole numbers (N-5-M) (N-4-M).

8. GLE 8: Use the whole number system (e.g., computational fluency, place value, etc.) to solve problems in real-life and other content areas (N-5-M).

9. GLE 9: Use mental math and estimation strategies to predict the results of computations (i.e., whole numbers, addition and subtraction of fractions) and to test the reasonableness of solutions (N-6-M) (N-2-M).

10. GLE 10: Determine when an estimate is sufficient and when an exact answer is needed in real-life problems using whole numbers (N-6-M) (N-5-M).

11. GLE 11: Explain concepts of ratios and equivalent ratios using models and pictures in real-life problems (e.g., understand that 2/3 means 2 divided by 3) (N-8-M) (N-5-M).

B. Algebra: Strand Two

1. GLE 12: Find unknown quantities in number sentences by using mental math, backward reasoning, inverse operations (i.e., unwrapping), and manipulatives (e.g., tiles, balance scales) (A-2-M) (A-3-M).

2. GLE 13: Write a number sentence from a given physical model of an equation (e.g., balance scale) (A-2-M) (A-1-M).

3. GLE 14: Find solutions to one-step inequalities and identify positive solutions on a number line (A-2-M) (A-3-M).

C. Measurement: Strand Three

1. GLE 15: Model, measure, and use the names of all common units in the U.S. and metric systems (M-1-M).

2. GLE 16: Apply the concepts of elapsed time in real-life situations and calculate equivalent times across time zones in real-life problems (M-1-M) (M-6-M).

3. GLE 17: Distinguish among the processes of counting, calculating, and measuring and determine which is the most appropriate strategy for a given situation (M-2-M).

4. GLE 18: Estimate time, temperature, weight/mass, and length in familiar situations and explain the reasonableness of answers (M-2-M).

5. GLE 19: Compare the relative sizes of common units for time, temperature, weight, mass, and length in real-life situations (M-2-M) (M-4-M).

6. GLE 20: Identify appropriate tools and units with which to measure time, mass, weight, temperature, and length (M-3-M).

7. GLE 21: Measure angles to the nearest degree (M-3-M).

8. GLE 22: Compare and estimate measurements between the U.S. and metric systems in terms of common reference points (e.g., l vs. qt., m vs. yd.) (M-4-M).

9. GLE 23: Convert between units of measurement for length, weight, and time, in U.S. and metric, within the same system (M-5-M).

D. Geometry: Strand Four

1. GLE 24: Use mathematical terms to classify and describe the properties of 2-dimensional shapes, including circles, triangles, and polygons (G-2-M).

2. GLE 25: Identify and use appropriate terminology for transformations (e.g., *translation* as *slide*, *reflection* as *flip*, and *rotation* as *turn*) (G-3-M).

3. GLE 26: Identify shapes that have rotational symmetry (G-3-M).

4. GLE 27: Identify and plot points on a coordinate grid in the first quadrant (G-6-M).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 28: Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing (D-1-M) (D-2-M) (P-3-M) (A-4-M).

2. GLE 29: Compare and contrast different scales and labels for bar and line graphs (D-1-M).

3. GLE 30: Organize and display data using spreadsheets, with technology (D-1-M).

4. GLE 31: Compare and contrast survey data from two groups relative to the same question (D-2-M).

5. GLE 32: Represent probabilities as common fractions and recognize that probabilities fall between 0 and 1, inclusive (D-5-M).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 33: Fill in missing elements in sequences of designs, number patterns, positioned figures, and quantities of objects (P-1-M).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2850 (November 2005).

§1515. Sixth Grade

A. Number and Number Relations: Strand One

1. GLE 1: Factor whole numbers into primes (N-1-M).

2. GLE 2: Determine common factors and common multiples for pairs of whole numbers (N-1-M).

3. GLE 3: Find the greatest common factor (GCF) and least common multiple (LCM) for whole numbers in the context of problem-solving (N-1-M).

4. GLE 4: Recognize and compute equivalent representations of fractions and decimals (i.e., halves, thirds, fourths, fifths, eighths, tenths, hundredths) (N-1-M) (N-3-M).

5. GLE 5: Decide which representation (i.e., fraction or decimal) of a positive number is appropriate in a real-life situation (N-1-M) (N-5-M).

6. GLE 6: Compare positive fractions, decimals, and positive and negative integers using symbols (i.e., <, =, >) and number lines (N-2-M).

7. GLE 7: Read and write numerals and words for decimals through ten-thousandths (N-3-M).

8. GLE 8: Demonstrate the meaning of positive and negative numbers and their opposites in real-life situations (N-3-M) (N-5-M).

9. GLE 9: Add and subtract fractions and decimals in real-life situations (N-5-M).

10. GLE 10: Use and explain estimation strategies to predict computational results with positive fractions and decimals (N-6-M).

11. GLE 11: Mentally multiply and divide by powers of 10 (e.g., 25/10 = 2.5; 12.56 x 100 = 1,256) (N-6-M).

12. GLE 12: Divide 4-digit numbers by 2-digit numbers with the quotient written as a mixed number or a decimal (N-7-M).

13. GLE 13: Use models and pictures to explain concepts or solve problems involving ratio, proportion, and percent with whole numbers (N-8-M).

B. Algebra: Strand Two

1. GLE 14: Model and identify perfect squares up to 144 (A-1-M).

2. GLE 15: Match algebraic equations and expressions with verbal statements and vice versa (A-1-M) (A-3-M) (A-5-M) (P-2-M).

3. GLE 16: Evaluate simple algebraic expressions using substitution (A-2-M).

4. GLE 17: Find solutions to 2-step equations with positive integer solutions (e.g., $3x - 5 = 13$, $2x + 3x = 20$) (A-2-M).

C. Measurement: Strand Three

1. GLE 18: Measure length and read linear measurements to the nearest sixteenth-inch and mm (M-1-M).

2. GLE 19: Calculate perimeter and area of triangles, parallelograms, and trapezoids (M-1-M).

3. GLE 20: Calculate, interpret, and compare rates such as $/lb., mpg, and mph (M-1-M) (A-5-M).

4. GLE 21: Demonstrate an intuitive sense of relative sizes of common units for length and area of familiar objects in real-life problems (e.g., estimate the area of a desktop in square feet, the average adult is between 1.5 and 2 meters tall) (M-2-M) (G-1-M).

5. GLE 22: Estimate perimeter and area of any 2-dimensional figure (regular and irregular) using standard units (M-2-M).

6. GLE 23: Identify and select appropriate units to measure area (M-3-M).

D. Geometry: Strand Four

1. GLE 24: Use mathematical terms to describe the basic properties of 3-dimensional objects (edges, vertices, faces, base, etc.) (G-2-M).

2. GLE 25: Relate polyhedra to their 2-dimensional shapes by drawing or sketching their faces (G-2-M) (G-4-M).

3. GLE 26: Apply concepts, properties, and relationships of points, lines, line segments, rays, diagonals, circles, and right, acute, and obtuse angles and triangles in real-life situations, including estimating sizes of angles (G-2-M) (G-5-M) (G-1-M).

4. GLE 27: Make and test predictions regarding tessellations with geometric shapes (G-3-M).

5. GLE 28: Use a rectangular grid and ordered pairs to plot simple shapes and find horizontal and vertical lengths and area (G-6-M).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 29: Collect, organize, label, display, and interpret data in frequency tables, stem-and-leaf plots, and scatter plots and discuss patterns in the data verbally and in writing (D-1-M) (D-2-M) (A-3-M).

2. GLE 30: Describe and analyze trends and patterns observed in graphic displays (D-2-M).

3. GLE 31: Demonstrate an understanding of precision, accuracy, and error in measurement (D-2-M) (M-2-M).

4. GLE 32: Calculate and discuss mean, median, mode, and range of a set of discrete data to solve real-life problems (D-2-M).

5. GLE 33: Create and use Venn diagrams with two overlapping categories to solve counting logic problems (D-3-M).

6. GLE 34: Use lists, tree diagrams, and tables to determine the possible combinations from two disjoint sets when choosing one item from each set (D-4-M).

7. GLE 35: Illustrate and apply the concept of complementary events (D-5-M).

8. GLE 36: Apply the meaning of *equally likely* and *equally probable* to real-life situations (D-5-M) (D-6-M).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 37: Describe, complete, and apply a pattern of differences found in an input-output table (P-1-M) (P-2-M) (P-3-M).

2. GLE 38: Describe patterns in sequences of arithmetic and geometric growth and now-next relationships (i.e., growth patterns where the next term is dependent on the present term) with numbers and figures (P-3-M) (A-4-M).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2851 (November 2005).

§1517. Seventh Grade

A. Number and Number Relations: Strand One

1. GLE 1: Recognize and compute equivalent representations of fractions, decimals, and percents (i.e., halves, thirds, fourths, fifths, eighths, tenths, hundredths) (N-1-M).

2. GLE 2: Compare positive fractions, decimals, percents, and integers using symbols (i.e., $<, \leq, =, \geq, >$) and position on a number line (N-2-M).

3. GLE 3: Solve order of operations problems involving grouping symbols and multiple operations (N-4-M).

4. GLE 4: Model and apply the distributive property in real-life applications (N-4-M).

5. GLE 5: Multiply and divide positive fractions and decimals (N-5-M).

6. GLE 6: Set up and solve simple percent problems using various strategies, including mental math (N-5-M) (N-6-M) (N-8-M).

7. GLE 7: Select and discuss appropriate operations and solve single- and multi-step, real-life problems involving positive fractions, percents, mixed numbers,

decimals, and positive and negative integers (N-5-M) (N-3-M) (N-4-M).

8. GLE 8: Determine the reasonableness of answers involving positive fractions and decimals by comparing them to estimates (N-6-M) (N-7-M).

9. GLE 9: Determine when an estimate is sufficient and when an exact answer is needed in real-life problems using decimals and percents (N-7-M) (N-5-M).

10. GLE 10: Determine and apply rates and ratios (N-8-M).

11. GLE 11: Use proportions involving whole numbers to solve real-life problems (N-8-M).

B. Algebra: Strand Two

1. GLE 12: Evaluate algebraic expressions containing exponents (especially 2 and 3) and square roots, using substitution (A-1-M).

2. GLE 13: Determine the square root of perfect squares and mentally appropriate other square roots by identifying the two whole numbers between which they fall (A-1-M).

3. GLE 14: Write a real-life meaning of a simple algebraic equation or inequality, and vice versa (A-1-M) (A-5-M).

4. GLE 15: Match algebraic inequalities with equivalent verbal statements and vice versa (A-1-M).

5. GLE 16: Solve one- and two-step equations and inequalities (with one variable) in multiple ways (A-2-M).

6. GLE 17: Graph solutions sets of one-step equations and inequalities as points, or open and closed rays on a number line (e.g., $x = 5$, $x < 5$, $x \leq 5$, $x > 5$, $x \geq 5$) (A-2-M).

7. GLE 18: Describe linear, multiplicative, or changing growth relationships (e.g., 1, 3, 6, 10, 15, 21, …) verbally and algebraically (A-3-M) (A-4-M) (P-1-M).

8. GLE 19: Use *function machines* to determine and describe the rule that generates outputs from given inputs (A-4-M) (P-3-M).

C. Measurement: Strand Three

1. GLE 20: Determine the perimeter and area of composite plane figures by subdivision and area addition (M-1-M) (G-7-M).

2. GLE 21: Compare and order measurements within and between the U.S. and metric systems in terms of common reference points (e.g., weight/mass and area) (M-4-M) (G-1-M).

3. GLE 22: Convert between units of area in U.S. and metric units within the same system (M-5-M).

4. GLE 23: Demonstrate an intuitive sense of comparisons between degrees of Fahrenheit and Celsius in real-life situations using common reference points (M-5-M).

D. Geometry: Strand Four

1. GLE 24: Identify and draw angles (using protractors), circles, diameters, radii, attitudes, and 2-dimensional figures with given specifications (G-2-M).

2. GLE 25: Draw the results of reflections and translations of geometric shapes on a coordinate grid (G-3-M).

3. GLE 26: Recognize π as the ratio between the circumference and diameter of any circle (i.e., $\pi = C/d$ or $\pi = C/2r$) (G-5-M).

4. GLE 27: Model and explain the relationship between perimeter and area (how scale change in a linear dimension affects perimeter and area) and between circumference and area of a circle (G-5-M).

5. GLE 28: Determine the radius, diameter, circumference, and area of a circle and apply these measures in real-life problems (G-5-M) (G-7-M) (M-6-M).

6. GLE 29: Plot points on a coordinate grid in all 4 quadrants and locate the coordinates of a missing vertex in a parallelogram (G-6-M) (A-5-M).

7. GLE 30: Apply the knowledge that the measures of the interior angles in a triangle add up to 180 degrees (G-7-M).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 31: Analyze and interpret circle graphs, and determine when a circle graph is the most appropriate type of graph to use (D-2-M).

2. GLE 32: Describe data in terms of patterns, clustered data, gaps, and outliers (D-2-M).

3. GLE 33: Analyze discrete and continuous data in real-life applications (D-2-M) (D-6-M).

4. GLE 34: Create and use Venn diagrams with three overlapping categories to solve counting logic problems (D-3-M).

5. GLE 35: Use informal thinking procedures of elementary logic involving *if/then* statements (D-3-M).

6. GLE 36: Apply the fundamental counting principle in real-life situations (D-4-M).

7. GLE 37: Determine probability from experiments and from data displayed in tables and graphs (D-5-M).

8. GLE 38: Compare theoretical and experimental probability in real-life situations (D-5-M).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 39: Analyze and describe simple exponential number patterns (i.e., 3, 9, 27 or 3^1, 3^2, 3^3) (P-1-M).

2. GLE 40: Analyze and verbally describe real-life additive and multiplicative patterns involving fractions and integers (P-1-M) (P-4-M).

3. GLE 41: Illustrate patterns of change in length(s) of sides and corresponding changes in areas of polygons (P-3-M).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

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§1519. Eighth Grade

A. Number and Number Relations: Strand One

1. GLE 1: Compare rational numbers using symbols (i.e., $<$, $\leq$, $=$, $\geq$, $>$) and position on a number line (N-1-M) (N-2-M).

2. GLE 2: Use whole number exponents (0-3) in problem-solving contexts (N-1-M) (N-5-M).

3. GLE 3: Estimate the answer to an operation involving rational numbers based on the original numbers (N-2-M) (N-6-M).

4. GLE 4: Read and write numbers in scientific notation with positive exponents (N-3-M).

5. GLE 5: Simplify expressions involving operations on integers, grouping symbols, and whole number exponents using order of operations (N-4-M).

6. GLE 6: Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M).

7. GLE 7: Use proportional reasoning to model and solve real-life problems (N-8-M).

8. GLE 8: Solve real-life problems involving percentages, including percentages less than 1 or greater than 100 (N-8-M) (N-5-M).

9. GLE 9: Find unit/cost rates and apply them in real-life problems (N-8-M) (N-5-M) (A-5-M).

B. Algebra: Strand Two

1. GLE 10: Write real-life meanings of expressions and equations involving rational numbers and variables (A-1-M) (A-5-M).

2. GLE 11: Translate real-life situations that can be modeled by linear or exponential relationships to algebraic expressions, equations, and inequalities (A-1-M) (A-4-M) (A-5-M).

3. GLE 12: Solve and graph solutions of multi-step linear equations and inequalities (A-2-M).

4. GLE 13: Switch between functions represented as tables, equations, graphs, and verbal representations, with and without technology (A-3-M) (P-2-M) (A-4-M).

5. GLE 14: Construct a table of *x*- and *y*-values satisfying a linear equation and construct a graph of the line on the coordinate plane (A-3-M) (A-2-M).

6. GLE 15: Describe and compare situations with constant or varying rates of change (A-4-M).

7. GLE 16: Explain and formulate generalizations about how a change in one variable results in a change in another variable (A-4-M).

C. Measurement: Strand Three

1. GLE 17: Determine the volume and surface area of prisms and cylinders (M-1-M) (G-7-M).

2. GLE 18: Apply rate of change in real-life problems, including density, velocity, and international monetary conversions (M-1-M) (N-8-M) (M-6-M).

3. GLE 19: Demonstrate an intuitive sense of the relative sizes of common units of volume in relation to real-life applications and use this sense when estimating (M-2-M) (G-1-M).

4. GLE 20: Identify and select appropriate units for measuring volume (M-3-M).

5. GLE 21: Compare and estimate measurements of volume and capacity within and between the U.S. and metric systems (M-4-M) (G-1-M).

6. GLE 22: Convert units of volume/capacity within systems for U.S. and metric units (M-5-M).

D. Geometry: Strand Four

1. GLE 23: Define and apply the terms measure, distance, midpoint, bisect, bisector, and perpendicular bisector (G-2-M).

2. GLE 24: Demonstrate conceptual and practical understanding of symmetry, similarity, and congruence and identify similar and congruent figures (G-2-M).

3. GLE 25: Predict, draw, and discuss the resulting changes in lengths, orientation, angle measures, and coordinates when figures are translated, reflected across horizontal or vertical lines, and rotated on a grid (G-3-M) (G-6-M).

4. GLE 26: Predict, draw, and discuss the resulting changes in lengths, orientation, and angle measures that occur in figures under a similarity transformation (dilation) (G-3-M) (G-6-M).

5. GLE 27: Construct polyhedra using 2-dimensional patterns (nets) (G-4-M).

6. GLE 28: Apply concepts, properties, and relationships of adjacent, corresponding, vertical, alternate interior, complementary, and supplementary angles (G-5-M).

7. GLE 29: Solve problems involving lengths of sides of similar triangles (G-5-M) (A-5-M).

8. GLE 30: Construct, interpret, and use scale drawings in real-life situations (G-5-M) (M-6-M) (N-8-M).

9. GLE 31: Use area to justify the Pythagorean theorem and apply the Pythagorean theorem and its converse in real-life problems (G-5-M) (G-7-M).

10. GLE 32: Model and explain the relationship between the dimensions of a rectangular prism and its volume (i.e., how scale change in linear dimension(s) affects volume) (G-5-M).

11. GLE 33: Graph solutions to real-life problems on the coordinate plane (G-6-M).

E. Data, Analysis, Probability, and Discrete Math: Strand Five

1. GLE 34: Determine what kind of data display is appropriate for a given situation (D-1-M).

2. GLE 35: Match a data set or graph to a described situation, and vice versa (D-1-M).

3. GLE 36: Organize and display data using circle graphs (D-1-M).

4. GLE 37: Collect and organize data using box-and-whisker plots and use the plots to interpret quartiles and range (D-1-M) (D-2-M).

5. GLE 38: Sketch and interpret a trend line (i.e., line of best fit) on a scatterplot (D-2-M) (A-4-M) (A-5-M).

6. GLE 39: Analyze and make predictions from discovered data patterns (D-2-M).

7. GLE 40: Explain factors in a data set that would affect measures of central tendency (e.g., impact of extreme values) and discuss which measure is most appropriate for a given situation (D-2-M).

8. GLE 41: Select random samples that are representative of the population, including sampling with and without replacement, and explain the effect of sampling on bias (D-2-M) (D-4-M).

9. GLE 42:Use lists, tree diagrams, and tables to apply the concept of permutations to represent an ordering with and without replacement, and explain the effect of sampling on bias (D-4-M).

10. GLE 43: Use lists and tables to apply the concept of combinations to represent the number of possible ways a set of objects can be selected from a group (D-4-M).

11. GLE 44: Use experimental data presented in tables and graphs to make outcome predictions of independent events (D-5-M).

12. GLE 45: Calculate, illustrate, and apply single- and multiple-event probabilities, including mutually exclusive, independent events and non-mutually exclusive, dependent events (D-5-M).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 46: Distinguish between and explain when real-life numerical patterns are linear/arithmetic (i.e., grows by addition) or exponential/geometric (i.e., grows by multiplication) (P-1-M) (P-4-M).

2. GLE 47: Represent the nth term in a pattern as a formula and test the representation (P-1-M) (P-2-M) (P-3-M) (A-5-M).

3. GLE 48: Illustrate patterns of change in dimension(s) and corresponding changes in volumes of rectangular solids (P-3-M).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

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§1521. Ninth Grade

A. Number and Number Relations: Strand One

1. GLE 1: Identify and describe differences among natural numbers, whole numbers, integers, rational numbers, and irrational numbers (N-1-H) (N-2-H) (N-3-H).

2. GLE 2: Evaluate and write numerical expressions involving integer exponents (N-2-H).

3. GLE 3: Apply scientific notation to perform computations, solve problems, and write representations of numbers (N-2-H).

4. GLE 4: Distinguish between an exact and an approximate answer, and recognize errors introduced by the use of approximate numbers with technology (N-3-H) (N-4-H) (N-7-H).

5. GLE 5: Demonstrate computational fluency with all rational numbers (e.g., estimation, mental math, technology, paper/pencil) (N-5-H).

6. GLE 6: Simplify and perform basic operations on numerical expressions involving radicals (e.g., $2\sqrt{3}+5\sqrt{3}=7\sqrt{3}$) (N-5-H).

7. GLE 7: Use proportional reasoning to model and solve real-life problems involving direct and inverse variation (N-6-H).

B. Algebra: Strand Two

1. GLE 8: Use order of operations to simplify or rewrite variable expressions (A-1-H) (A-2-H).

2. GLE 9: Model real-life situations using linear expressions, equations, and inequalities (A-1-H) (D-2-H) (P-5-H).

3. GLE 10: Identify independent and dependent variables in real-life relationships (A-1-H).

4. GLE 11: Use equivalent forms of equations and inequalities to solve real-life problems (A-1-H).

5. GLE 12: Evaluate polynomial expressions for given values of the variable (A-2-H).

6. GLE 13: Translate between the characteristics defining a line (i.e., slope, intercepts, points) and both its equation and graph (A-2-H) (G-3-H).

7. GLE 14: Graph and interpret linear inequalities in one or two variables and systems of linear inequalities (A-2-H) (A-4-H).

8. GLE 15: Translate among tabular, graphical, and algebraic representations of functions and real-life situations (A-3-H) (P-1-H) (P-2-H).

9. GLE 16: Interpret and solve systems of linear equations using graphing, substitution, elimination, with and without technology, and matrices using technology (A-4-H).

C. Measurement: Strand Three

1. GLE 17: Distinguish between precision and accuracy (M-1-H).

2. GLE 18: Demonstrate and explain how the scale of a measuring instrument determines the precision of that instrument (M-1-H).

3. GLE 19: Use significant digits in computational problems (M-1-H) (N-2-H).

4. GLE 20: Demonstrate and explain how relative measurement error is compounded when determining absolute error (M-1-H) (M-2-H) (M-3-H).

5. GLE 21: Determine appropriate units and scales to use when solving measurement problems (M-2-H) (M-3-H) (M-1-H).

6. GLE 22: Solve problems using indirect measurement (M-4-H).

D. Geometry: Strand Four

1. GLE 23: Use coordinate methods to solve and interpret problems (e.g., slope as rate of change, intercept as initial value, intersection as common solution, midpoint as equidistant) (G-2-H) (G-3-H).

2. GLE 24: Graph a line when the slope and a point or when two points are known (G-3-H).

3. GLE 25: Explain slope as a representation of "rate of change" (G-3-H) (A-1-H).

4. GLE 26: Perform translations and line reflections on the coordinate plane (G-3-H).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 27: Determine the most appropriate measure of central tendency for a set of data based on its distribution (D-1-H).

2. GLE 28: Identify trends in data and support conclusions by using distribution characteristics such as patterns, clusters, and outliers (D-1-H) (D-6-H) (D-7-H).

3. GLE 29: Create a scatter plot from a set of data and determine if the relationship is linear or nonlinear (D-1-H) (D-6-H) (D-7-H).

4. GLE 30: Use simulations to estimate probabilities (D-3-H) (D-5-H).

5. GLE 31: Define probability in terms of sample spaces, outcomes, and events (D-4-H).

6. GLE 32: Compute probabilities using geometric models and basic counting techniques such as combinations and permutations (D-4-H).

7. GLE 33: Explain the relationship between the probability of an event occurring, and the odds of an event occurring and compute one given the other (D-4-H).

8. GLE 34: Follow and interpret processes expressed in flow charts (D-8-H).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 35: Determine if a relation is a function and use appropriate function notation (P-1-H).

2. GLE 36: Identify the domain and range of functions (P-1-H).

3. GLE 37: Analyze real-life relationships that can be modeled by linear functions (P-1-H) (P-5-H).

4. GLE 38: Identify and describe the characteristics of families of linear functions, with and without technology (P-3-H).

5. GLE 39: Compare and contrast linear functions algebraically in terms of their rates of change and intercepts (P-4-H).

6. GLE 40: Explain how the graph of a linear function changes as the coefficients or constants are changed in the function's symbolic representation (P-4-H).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

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§1523. Tenth Grade

A. Number and Number Relations: Strand One

1. GLE 1: Simplify and determine the value of radical expressions (N-2-H) (N-7-H).

2. GLE 2: Predict the effect of operations on real numbers (e.g., the quotient of a positive number divided by a positive number less than 1 is greater than the original dividend) (N-3-H) (N-7-H).

3. GLE 3: Define *sine, cosine*, and *tangent* in ratio form and calculate them using technology (N-6-H).

4. GLE 4: Use ratios and proportional reasoning to solve a variety of real-life problems including similar figures and scale drawings (N-6-H) (M-4-H).

B. Algebra: Strand Two

1. GLE 5: Write the equation of a line of best fit for a set of 2-variable real-life data presented in table or scatter plot form, with or without technology (A-2-H) (D-2-H).

2. GLE 6: Write the equation of a line parallel or perpendicular to a given line through a specific point (A-3-H) (G-3-H).

C. Measurement: Strand Three

1. GLE 7: Find volume and surface area of pyramids, spheres, and cones (M-3-H) (M-4-H).

2. GLE 8: Model and use trigonometric ratios to solve problems involving right triangles (M-4-H) (N-6-H).

D. Geometry: Strand Four

1. GLE 9: Construct 2- and 3-dimensional figures when given the name, description, or attributes, with and without technology (G-1-H).

2. GLE 10: Form and test conjectures concerning geometric relationships including lines, angles, and polygons (i.e., triangles, quadrilaterals, and *n*-gons), with and without technology (G-1-H) (G-4-H) (G-6-H).

3. GLE 11: Determine angle measurements using the properties of parallel, perpendicular, and intersecting lines in a plane (G-2-H).

4. GLE 12: Apply the Pythagorean theorem in both abstract and real-life settings (G-2-H).

5. GLE 13: Solve problems and determine measurements involving chords, radii, arcs, angles, secants, and tangents of a circle (G-2-H).

6. GLE 14: Develop and apply coordinate rules for translations and reflections of geometric figures (G-3-H).

7. GLE 15: Draw or use other methods, including technology, to illustrate dilations of geometric figures (G-3-H).

8. GLE 16: Represent and solve problems involving distance on a number line or in the plane (G-3-H).

9. GLE 17: Compare and contrast inductive and deductive reasoning approaches to justify conjectures and solve problems (G-4-H) (G-6-H).

10. GLE 18: Determine angle measures and side lengths of right and similar triangles using trigonometric ratios and properties of similarity, including congruence (G-5-H) (M-4-H).

11. GLE 19: Develop formal and informal proofs (e.g., Pythagorean theorem, flow charts, paragraphs) (G-6-H).

E. Data Analysis, Probability, and Discrete Math: Stand Five

1. GLE 20: Show or justify the correlation (match) between a linear or non-linear data set and a graph (D-2-H) (P-5-H).

2. GLE 21: Determine the probability of conditional and multiple events, including mutually and non-mutually exclusive events (D-4-H) (D-5-H).

3. GLE 22: Interpret and summarize a set of experimental data presented in a table, bar graph, line graph, scatter plot, matrix, or circle graph (D-7-H).

4. GLE 23: Draw and justify conclusions based on the use of logic (e.g., conditional statements, converse, inverse, contrapositive) (D-8-H) (G-6-H) (N-7-H).

5. GLE 24: Use counting procedures and techniques to solve real-life problems (D-9-H).

6. GLE 25: Use discrete math to model real life situations (e.g., fair games, elections) (D-9-H).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 26: Generalize and represent patterns symbolically, with and without technology (P-1-H).

2. GLE 27: Translate among tabular, graphical, and symbolic representations of patterns in real-life situations, with and without technology (P-2-H) (P-3-H) (A-3-H).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

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§1525. Eleventh and Twelfth Grade

A. Number and Number Relations: Strand One

1. GLE 1: Read, write, and perform basic operations on complex numbers (N-1-H) (N-5-H).

2. GLE 2: Evaluate and perform basic operations on expressions containing rational exponents (N-2-H).

3. GLE 3: Describe the relationship between exponential and logarithmic equations (N-2-H).

B. Algebra: Strand Two

1. GLE 4: Translate and show the relationships among non-linear graphs, related tables of values, and algebraic symbolic representations (A-1-H).

2. GLE 5: Factor simple quadratic expressions including general trinomials, perfect squares, difference of two squares, and polynomials with common factors (A-2-H).

3. GLE 6: Analyze functions based on zeros, asymptotes, and local and global characteristics of the function (A-3-H).

4. GLE 7: Explain, using technology, how the graph of a function is affected by change of degree, coefficient, and constants in polynomial, rational, radical, exponential, and logarithmic functions (A-3-H).

5. GLE 8: Categorize non-linear graphs and their equations as quadratic, cubic, exponential, logarithmic, step function, rational, trigonometric, or absolute value (A-3-H) (P-5-H).

6. GLE 9: Solve quadratic equations by factoring, completing the square, using the quadratic formula, and graphing (A-4-H).

7. GLE 10: Model and solve problems involving quadratic, polynomial, exponential, logarithmic, step function, rational, and absolute value equations using technology (A-4-H).

C. Measurement: Strand Three

1. GLE 11: Calculate angle measures in degrees, minutes, and seconds (M-1-H).

2. GLE 12: Explain the unit circle basis for radian measure and show its relationship to degree measure of angles (M-1-H).

3. GLE 13: Identify and apply the unit circle definition to trigonometric functions and use this definition to solve real-life problems (M-4-H).

4. GLE 14: Use the Law of Sines and the Law of Cosines to solve problems involving triangle measurements (M-4-H).

D. Geometry: Strand Four

1. GLE 15: Identify conic sections, including the degenerate conics, and describe the relationship of the plane and double-napped cone that forms each conic (G-1-H).

2. GLE 16: Represent translations, reflections, rotations, and dilations of plane figures using sketches, coordinates, vectors, and matrices (G-3-H).

E. Data Analysis, Probability, and Discrete Math: Strand Five

1. GLE 17: Discuss the differences between samples and populations (D-1-H).

2. GLE 18: Devise and conduct well-designed experiments/surveys involving randomization and considering the effects of sample size and bias (D-1-H).

3. GLE 19: Correlate/match data sets or graphs and their representations and classify them as exponential, logarithmic, or polynomial functions (D-2-H).

4. GLE 20: Interpret and explain, with the use of technology, the regression coefficient and the correlation coefficient for a set of data (D-2-H).

5. GLE 21: Describe and interpret displays of normal and non-normal distributions (D-6-H).

6. GLE 22: Explain the limitations of predictions based on organized sample sets of data (D-7-H).

7. GLE 23: Represent data and solve problems involving Euler and Hamiltonian paths (D-9-H).

F. Patterns, Relations, and Functions: Strand Six

1. GLE 24: Model a given set of real-life data with a non-linear function (P-1-H) (P-5-H).

2. GLE 25: Apply the concept of a function and function notation to represent and evaluate functions (P-1-H) (P-5-H).

3. GLE 26: Represent and solve problems involving *n*th terms and sums for arithmetic and geometric series (P-2-H).

4. GLE 27: Compare and contrast the properties of families of polynomial, rational, exponential, and logarithmic functions, with and without technology (P-3-H).

5. GLE 28: Represent and solve problems involving the translation of functions in the coordinate plane (P-4-H).

6. GLE 29: Determine the family or families of functions that can be used to represent a given set of real-life data, with and without technology (P-5-H).

NOTE: The benchmarks addressed by each GLE are listed in parentheses after the GLE.

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Chapter 17. Glossary and References

§1701. Definitions

Accuracy (see *Precision*)—refers to relative error, that is, the maximum allowable error (*tolerance*) of a measurement divided by the measurement. (For example, if a stick is measured to the nearest centimeter as 25 centimeters long, the accuracy of that measurement is one-half, the maximum error is half a centimeter, divided by 25, or 2 percent.)

Algebra—the branch of mathematics that is the symbolic generalization of the ideas of arithmetic.

Basic Facts—addition facts through 10 (0 + 0, 1 + 0, … , 10 + 10), subtraction facts which are the inverses of the addition facts (20 – 10, … , 1 – 0, 0 – 0), multiplication facts (1 x 1, 1 x 2, … , 10 x 10), and division facts which are the inverses of the multiplication facts ($1 \div 1$, $2 \div 1$, …, $100 \div 10$).

Coordinate Geometry—geometry based on the coordinate system.

Data Analysis—the collection, organization, and interpretation of numerical data arising in the real world.

Discrete Math—the branch of mathematics dealing with countable sets including matrices, graph theory, and counting procedures.

Experimental Probability—probability determined by collecting data from repeated trials of an experiment.

Function—a relationship between two sets of numbers (or other mathematical objects). Functions can be used to understand how one quantity varies in relation to another (e.g., the relationship between the number of cars and the number of tires). Once a member of the first set is chosen, the associated member of the second set is uniquely determined.

Integers—the set of numbers consisting of the counting numbers (i.e., 1, 2, 3, 4, 5, …), their opposite (i.e., negative numbers, -1, -2, -3, …), and zero.

Intuitive—perceived insight or awareness.

Magnitude—size of largeness.

Measurement—a way of quantifying the world in which we live.

Patty Paper—thin, waxy squares of paper used in geometric constructions (e.g., hamburger paper).

Precision—the precision of a measurement is determined by the size of the unit used. The smaller the unit, the more precise the measurement. Precision refers to the fineness of the measurement and is limited by the measuring instrument used.

Rational Number—a number that can be expressed in the form a/b, where a and b are integers and $b \neq 0$ (e.g., 3/4. 2/1. or 11/3). Every integer is a rational number, since it can be

expressed in the form a/b (e.g., 5 – 5/1). Rational numbers may be expressed as fractional or decimal numbers (e.g., 3/4 or .75). Finite decimals, repeating decimals, and mixed numbers all represent rational numbers.

Reflection (also called a *flip*)—a transformation which produces the mirror image of a geometric figure.

Relation—a correspondence between two sets of numbers.

Rotation (also called a *turn*)—a transformation which turns a figure about a point by a given number of degrees.

Sample Space—the portion of a population from which data is drawn.

Statistics—the branch of mathematics which is the study of the methods of collecting and analyzing data.

Symbolic Manipulator—technological tool (graphing calculator, computer) that performs traditional algebraic tasks, such as changing the form of expressions (e.g., factoring) and solving equations and inequalities.

Tolerance—the tolerance of a measurement is the largest possible error, generally half of the unit of measure.

Transformation—the process of changing one configuration or expression into another in accordance with a rule. Common geometric transformations include translations, rotations, and reflections.

Translation (also called a *slide*)—a transformation that moves a geometric figure by sliding. Each of the points of the geometric figure moves the same distance in the same direction.

Venn Diagrams—a method of illustrating sets and their properties using overlapping and non-overlapping circles and other plane geometric figures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2857 (November 2005).

Weegie Peabody
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Board of Elementary and Secondary Education

Bulletin 1965—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for English Language Arts
(LAC 28:LXIII.Chapters 1-19)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education amended *Bulletin 1965—Louisiana Content Standards, Benchmarks, and Grade Level* Expectations *for English Language Arts.* This revision of the Louisiana English language arts content standards includes Grade Level Expectations for all grades pre-kindergarten through 12th. Grade Level Expectations are statements of knowledge and skills that students should master at the end of each grade. The federal No Child Left Behind legislation requires every state to have grade specific standards. Since the Louisiana content standards are by grade band, it was necessary to develop the Grade Level Expectations.

Title 28
EDUCATION
Part LXIII. Bulletin 1965XLouisiana Content Standards, Benchmarks, and Grade Level Expectations for English Language Arts

Chapter 1. General

§101. Introduction

A. The content standards in this document define what Louisiana students should know and be able to do in the English Language Arts in order to become lifelong learners and productive citizens in the 21st century. The challenges our students face are numerous and rigorous, requiring that students communicate in all settings. Therefore, the Louisiana English Language Arts Content Standards demonstrate an expanded definition of literacy, one that includes not only knowledge and application of subject matter, but also the ability to be literate technologically and to function as part of a team working individually, collaboratively, and strategically to achieve a common goal.

B. The English Language Arts, reading, writing, speaking, listening, viewing, and visually representing, are integrated; they support each other as they are learned and as they are used. Learning activities are rarely *just reading*, *just writing*, or *just speaking*. Therefore, it is essential that the content standards be viewed holistically; they are not distinct or separable. The English Language Arts are interwoven as pervasive themes throughout this document. Consequently, the Louisiana English Language Arts Content Standards are not categorized by strands.

C. The Louisiana English Language Arts Standards support the philosophy that all students can learn and seek to remove any disparities that may exist in educational opportunities. These content standards reflect a shared vision of the community, educators, and parents that all Louisiana students are capable of becoming informed, productive citizens in our society.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2858 (November 2005).

§103. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. Communication. A process by which information is exchanged and a concept of *meaning* is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing;

2. Problem Solving. The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent;

3. Resource Access and Utilization. The process of identifying, locating, selecting, and using resource tools to

help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies;

4. Linking and Generating Knowledge. The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts; and

5. Citizenship. The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

NOTE: These foundation skills are listed numerically in parenthesis after each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2858 (November 2005).

§105. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing. The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources. After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording. Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, chunking reading, finding main ideas, and taking notes.

4. Processing Information. After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information. Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings. Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).

7. Evaluating Efforts. Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2859 (November 2005).

§107. Louisiana English Language Arts Content Standards

A. The Louisiana English Language Arts Content Standards listed below should be considered as a whole and not as isolated components of instruction. Further, it should be noted that the content standards are numbered for reference purposes and are not arranged by hierarchy or progression.

1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

2. Students write competently for a variety of purposes and audiences.

3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

4. Students demonstrate competence in speaking and listening as tools for learning and communicating.

5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

6. Students read, analyze, and respond to literature as a record of life experiences.

7. Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2859 (November 2005).

Chapter 3. Standard One

§301. General Provisions

A. Standard One. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

B. Focus. As students move through the stages of reading development from emergent literacy to fluent, strategic reading, they learn to draw upon their prior experiences, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., semantic, syntactic, graphophonic). Students need to learn how to vary their approaches according to the type of text (e.g., written, spoken, or visual, including formal, informal, literary, and practical), their purpose in reading, and their own knowledge and experiences. Therefore, students should read for a variety of purposes and within a variety of contexts in order to become proficient and knowledgeable readers. Discovering various purposes and exploring and studying different kinds of texts will enable students to become lifelong readers and productive members of society and the workplace.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2860 (November 2005).

§303. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-1-E1—gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using phonemic awareness, phonics, sentence structure, meaning (1, 4);

2. ELA-1-E2—using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing (1, 4);

3. ELA-1-E3—adjusting speed of reading (e.g., appropriate pacing, intonation, expression) to suit the difficulty of materials and the purpose for reading (e.g., enjoying, learning, problem solving (1, 4);

4. ELA-1-E4—recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection (1, 4);

5. ELA-1-E5—reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., range for fiction passagesX45-1,000 words; range for nonfictionX450-850 words (1, 3, 4);

6. ELA-1-E6—interpreting (e.g., retelling, summarizing) texts to generate connections to real-life situations (1, 2, 4);

7. ELA-1-E7—reading with fluency (natural sequencing of words) for various purposes (e.g., enjoying, learning, problem solving (1, 2, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2860 (November 2005).

§305. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-1-M1—using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words (1, 4);

2. ELA-1-M2—interpreting story elements (e.g., mood, tone, style)* and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism)* within a selection (1, 4);

3. ELA-1-M3—reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words (1, 3, 4);

4. ELA-1-M4—interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific (1, 2, 4, 5);

5. ELA-1-M5—adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)* (1, 2, 4, 5).

* Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2860 (November 2005).

§307. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-1-H1—using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., contexts, connotations and denotations, word derivations, relationships, inferences (1, 4);

2. ELA-1-H2—analyzing and evaluating the effects of complex elements and complex literary devices (e.g., irony, sarcasm, ambiguity)** on the meaning and purpose of a selection (1, 2, 4);

3. ELA-1-H3—reading, comprehending, and responding to extended, complex, written, spoken, and visual texts (e.g., ranging from 600-1,500 words) (1, 2, 3, 4);

4. ELA-1-H4—analyzing and evaluating complex texts with supportive explanations to generate connections to real-life situations and other texts (e.g., consumer materials, public documents) (1, 2, 4, 5);

5. ELA-1-H5—adjusting reading rate according to texts and purposes for reading (e.g., analyzing, synthesizing, evaluating)** (1, 2, 4).

* Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2860 (November 2005).

Chapter 5. Standard Two

§501. General Provisions

A. Standard Two. Students write competently for a variety of purposes and audiences.

B. Focus.Writing is a flexible, recursive process that requires an awareness of purpose and audience, an ability to draw on prior experience, and a knowledge of various approaches. To attain the necessary skills to create written text, students should engage in frequent, meaningful writing activities. As students use different strategies and modify their writing for various purposes and audiences, they become competent in communicating in real-life situations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2861 (November 2005).

§503. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-2-E1—drawing, dictating and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end) (1, 4);

2. ELA-2-E2—focusing on language (vocabulary), concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions (1, 2, 4);

3. ELA-2-E3—creating written texts using the writing process (1, 4);

4. ELA-2-E4—using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs) (1, 4);

5. ELA-2-E5—recognizing and applying literary devices (e.g., figurative language) (1, 4);

6. ELA-2-E6—writing as a response to texts and life experiences (e.g., journals, letters, lists) (1, 2, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2861 (November 2005).

§505. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-2-M1—writing multiparagraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order (1, 4);

2. ELA-2-M2—using language, concepts, and ideas that show an awareness of intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions (1, 2, 4);

3. ELA-2-M3—identifying and applying the steps of the writing process (1, 4);

4. ELA-2-M4—using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)* (1, 4);

5. ELA-2-M5—identifying and applying literary devices (e.g., symbolism, dialogue)* (1, 4);

6. ELA-2-M6—writing as a response to texts and life experiences (e.g., personal and business letters)* (1, 2, 4).

* Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2861 (November 2005).

§507. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-2-H1—writing compositions (250-300 words) that employ specific organizational elements (e.g., spatial order, order of importance, ascending/descending order, chronological order) and clearly imply a central idea with supporting details in a logical, sequential order (1, 4);

2. ELA-2-H2—using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions (1, 2, 4);

3. ELA-2-H3—applying the steps of the writing process, emphasizing revising and editing in final drafts (1, 4);

4. ELA-2-H4—using narration, description, exposition, and persuasion to develop various modes of writing (e.g., editorials, critical analyses)** (1, 4);

5. ELA-2-H5—applying literary devices and various stylistic elements (e.g., diction, sentence structure, voice, tone)** (1, 4);

6. ELA-2-H6—writing as a response to texts and life experiences (e.g., technical writing, resumes)** (1, 2, 4, 5).

* Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2861 (November 2005).

Chapter 7. Standard Three

§701. General Provisions

A. Standard Three. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

B. Focus.Communication is dependent on the practical application of standard English to real-life situations. Students need to be able to apply the knowledge of the systems and structures of standard English in order to develop, discuss, and critique various texts. When students connect the study of grammar and language patterns to written, spoken, and visual compositions, they begin to incorporate these skills into their own working knowledge and ensure that the texts that they create are well received and understood.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2861 (November 2005).

§703. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-3-E1—writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence (1, 4);

2. ELA-3-E2—demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments (1, 4);

3. ELA-3-E3—demonstrating standard English structure and usage by writing clear, coherent sentences (1, 4);

4. ELA-3-E4—using knowledge of the parts of speech to make choices for writing (1, 4);

5. ELA-3-E5—spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary (1, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2862 (November 2005).

§705. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-3-M1—writing fluidly and legibly in cursive or printed form (1, 4);

2. ELA-3-M2—demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations (1, 4);

3. ELA-3-M3—demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles (1, 4, 5);

4. ELA-3-M4—demonstrating understanding of the parts of speech to make choices for writing (1, 4); and

5. ELA-3-M5—spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary (1, 3, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2862 (November 2005).

§707. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-3-H1—writing fluidly and legibly in cursive or printed form (1, 4);

2. ELA-3-H2—using the grammatical and mechanical conventions of standard English (1, 4, 5);

3. ELA-3-H3—spelling accurately using strategies and resources (e.g., technical glossary, specialized dictionary) when necessary (1, 3, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2862 (November 2005).

Chapter 9. Standard Four

§901. General Provisions

A. Standard Four. Students demonstrate competence in speaking and listening as tools for learning and communicating.

B. Focus. Communication is dependent on the interpersonal skills of speaking and listening and on the ability to work collaboratively with different people. Since information can be conveyed in various ways (e.g., between persons or groups, between persons and technological mechanisms, or between mechanisms), students need to understand the communication process: the concepts of sender and receiver, the ability to track communication breakdowns, recognition of verbal and nonverbal cues, and the art of follow-through. Understanding the communication process and applying this understanding to different audiences, purposes, and contexts will enable students to achieve effective communication in real-life situations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2862 (November 2005).

§903. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-4-E1—speaking intelligibly, using standard English pronunciation (1, 4);

2. ELA-4-E2—giving and following directions/procedures (1, 4);

3. ELA-4-E3—telling or retelling stories in sequence (1, 4);

4. ELA-4-E4—giving rehearsed and unrehearsed presentations (1, 4);

5. ELA-4-E5—speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5);

6. ELA-4-E6—listening and responding to a wide variety of media (e.g., music, TV, film, speech) (1, 3, 4, 5);

7. ELA-4-E7—participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader) (1, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2862 (November 2005).

§905. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-4-M1—speaking intelligibly, using standard English pronunciation and diction (1, 4);

2. ELA-4-M2—giving and following directions /procedures (1, 4);

3. ELA-4-M3—using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations (1, 2, 4);

4. ELA-4-M4—speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5);

5. ELA-4-M5—listening and responding to a wide variety of media* (1, 3, 4, 5);

6. ELA-4-M6—participating in a variety of roles in group discussions (e.g., facilitator, recorder)* (1, 4, 5).

* Inclusive of K-4 examples;

** inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§907. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-4-H1—speaking intelligibly, using standard English pronunciation and diction (1, 4);

2. ELA-4-H2—giving and following directions /procedures (1, 4);

3. ELA-4-H3—using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations (1, 2, 4);

4. ELA-4-H4—speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5);

5. ELA-4-H5—listening and responding to a wide variety of media (e.g., CD-ROM)** (1, 3, 4);

6. ELA-4-H6—participating in a variety of roles in group discussion (e.g., mediator)** (1, 4, 5).

* Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2863 (November 2005).

Chapter 11. Standard Five

§1101. General Provisions

A. Standard Five. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

B. Focus. The information and technology age demands multifaceted approaches to accessing facts, images, and text from an array of information sources (e.g., libraries, electronic data, audio and video materials).The vast amount of available sources includes the reading and retrieval of information through the use of technology. The ability to identify topics, to gather information, and to evaluate, assemble, and interpret findings from an assortment of sources is one of the most essential real-life skills that students need in order to acquire and communicate knowledge in a rapidly changing world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2863 (November 2005).

§1103. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-5-E1—recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features) (1, 3, 4);

2. ELA-5-E2—locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials) (1, 3, 4, 5);

3. ELA-5-E3—locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics (1, 3, 4);

4. ELA-5-E4—using available technology to produce, revise, and publish a variety of works (e.g., book reviews, summaries, short research reports) (1, 3, 4);

5. ELA-5-E5—giving credit for borrowed information by telling or listing sources (1, 4);

6. ELA-5-E6—recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams /maps) (1, 2, 3, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2863 (November 2005).

§1105. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-5-MXidentifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)* (1, 3, 4);

2. ELA-5-M2—integrating information sources* (1, 3, 4, 5);

3. ELA-5-M3—locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics* (1, 3, 4);

4. ELA-5-M4—using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)* (1, 3, 4);

5. ELA-5-M5—citing references using various formats (e.g., endnotes, bibliography)* (1, 4);

6. ELA-5-M6—identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)* (1, 2, 3, 4, 5).

* Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003), amended LR 31:2863 (November 2005).

§1107. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-5-H1—evaluating and using organizational features of printed text, other media, and electronic information (e.g., citations, endnotes, bibliographic references)** (1, 3, 4);

2. ELA-5-H2—synthesizing information sources** (1, 3, 4, 5);

3. ELA-5-H3—accessing information and conducting research using a variety of primary and secondary sources to produce formal papers** (1, 2, 3, 4);

4. ELA-5-H4—using available technology to produce, revise, and publish a variety of works (e.g., abstracts, analytical reports, summative research)** (1, 3, 4,);

5. ELA-5-H5—citing references using various formats (e.g., parenthetical citations, annotated bibliographies)** (1, 4);

6. ELA-5-H6—analyzing and synthesizing graphic organizers (e.g., organizational charts, concept maps, comparative tables)** (1, 2, 3, 4, 5).

* Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003), amended LR 31:2864 (November 2005).

Chapter 13. Standard Six

§1301. General Provisions

A. Standard Six. Students read, analyze, and respond to literature as a record of life experiences.

B. Focus. Literature is a record of life experiences as set forth in various writings (e.g., history, novels, poetry, science fiction, essays, news articles, logs). The study of literary texts recognizes characteristics of enduring literature, discovers and reviews the elements of various genres, identifies diverse perspectives, and distinguishes cultural traditions. The study of literature and writers of the United States and throughout the world gives students an appreciation of other cultures in a global society. Through a comprehensive literature program, students learn to make connections between literary texts and their own lives, to develop their own perspectives, and to analyze different viewpoints toward events, circumstances, and issues in our complex society.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:610 (March 2003), amended LR 31:2/864 (November 2005).

§1303. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-6-E1Xrecognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 4, 5);

2. ELA-6-E2Xrecognizing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, short stories) (1, 4);

3. ELA-6-E3Xidentifying and distinguishing key differences of various genres (1, 2, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003), amended LR 31:2864 (November 2005).

§1305. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-6-M1—comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 4, 5);

2. ELA-6-M2—identifying, comparing, and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)* (1, 2, 4, 5);

3. ELA-6-M3—classifying and interpreting various genres according to their unique characteristics (1, 2, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003), amended LR 31:2864 (November 2005).

§1307. Benchmarks 9-12

A. As students in grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-6-H1—analyzing, evaluating, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 2, 4, 5);

2. ELA-6-H2—analyzing and evaluating distinctive elements (e.g., recurrent themes, historical significance, literary techniques) of ancient, American, British, and world literature (1, 2, 4, 5);

3. ELA-6-H3—analyzing, and synthesizing a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., epics)** (1, 2, 4, 5);

4. ELA-6-H4—analyzing and responding to various genres as records of life experiences (1, 2, 4, 5).

* Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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Chapter 15. Standard Seven

§1501. General Provisions

A. Standard Seven. Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

B. Focus. Students use language daily to solve problems and deal with issues surrounding them. In order to respond effectively to these situations, students need to use the English Language Arts clearly, fluently, strategically, critically, technologically, and creatively. Students should use reasoning skills as they pose questions, plan, predict, investigate, hypothesize, speculate, and communicate about issues they encounter in academic subjects as well as in everyday life.

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§1503. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-7-E1—using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts (1, 2, 4);

2. ELA-7-E2—using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts (1, 2, 4);

3. ELA-7-E3—recognizing an author's purpose (reason for writing), and viewpoint (perspective) (1, 2, 4);

4. ELA-7-E4—using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations (1, 2, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1505. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what students know and are able to do includes the following:

1. ELA-7-M1—using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing)* to analyze oral, written, and visual texts (1, 2, 4);

2. ELA-7-M2—using reasoning skills (e.g., categorizing, prioritizing),* life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts (1, 2, 4);

3. ELA-7-M3—interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective) (1, 2, 4);

4. ELA-7-M4—using inductive and deductive reasoning skills across oral, written, and visual texts* (1, 2, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1507. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-7-H1—using comprehension strategies (e.g., synthesizing, critiquing)** to evaluate oral, written, and visual texts (1, 2, 4);

2. ELA-7-H2—using reasoning skills (e.g., analyzing evaluating),** incorporating life experiences, and using available information resources to solve problems in complex oral, written, and visual texts (1, 2, 4, 5);

3. ELA-7-H3—analyzing and evaluating the effects of an author's life, culture, and philosophical assumptions as reflected in the author's viewpoint (perspective) (1, 2, 4, 5);

4. ELA-7-H4—analyzing and evaluating the effects of an author's life, culture, and philosophical assumptions as reflected in the author's viewpoint (perspective) (1, 2, 4, 5).

*Inclusive of K-4 examples;

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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Chapter 17. Grade Level Expectations

§1701. Prekindergarten

A. Reading and Responding. Standard One

1. GLE 1—demonstrate understanding of phonological awareness by doing the following:

a. manipulating endings of words and nonsense words to make rhyming sounds;

b. manipulating syllables in spoken words (segment/blend);

c. identifying and manipulating onset and rime in words with three sounds (onset of the word *cake* is /k/ and the rime of the word *cake* is /-ake/);

d. repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1).

2. GLE 2—demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1);

3. GLE 3—demonstrate understanding of alphabetic principle by doing the following:

a. identifying own first name in print;

b. identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1);

4. GLE 4—orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1);

5. GLE 5-demonstrate understanding of book and print concepts by doing the following:

a. recognizing that a book has a cover and identifying the cover and title of a book;

b. holding a book right side up;

c. differentiating between an illustration and printed text;

d. recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2);

6. GLE 6—relate pictures to characters (PK-LL-R4) (ELA-1-E4);

7. GLE 7—role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4);

8. GLE 8—listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-E5);

9. GLE 9—answer simple questions about a story read aloud (PK-L-S3) (PK-LL-R4) (ELA-1-E5);

10. GLE 10—share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6);

11. GLE 11—orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6).

B. Reading and Responding. Standard Seven

1. GLE 12—demonstrate understanding of texts read aloud using a variety of strategies, including:

a. sequencing two or three pictures to illustrate events in a story;

b. participating in a group discussion to predict what a book will be about; and

c. determining whether the prediction was accurate (PK-LL-R2) (ELA-7-E1).

2. GLE 13—identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2);

3. GLE 14.—use simple reasoning skills, including:

a. identifying reality and fantasy in texts read aloud (PF-LL-R1);

b. determining why something happens in a story read aloud (PK-LL-R2);

c. asking simple questions about a story read aloud (e.g., who, where) (PK-LL-S3) (ELA-7-E4).

C. Writing. Standard Two

1. GLE 15—use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1);

2. GLE 16—orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3);

3. GLE 17—write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4);

4. GLE 18—participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5); and

5. GLE 19—scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6).

D. Writing/Proofreading. Standard Three

1. GLE 20—demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1).

E. Speaking and Listening. Standard Four

1. GLE 21—use words, phrases, and /or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1);

2. GLE 22—carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1);

3. GLE 23—repeat an instruction given orally (PK-LL-S1) (ELA-4-E2);

4. GLE 24—follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2);

5. GLE 25—retell part of a favorite story (PK-LL-R2) (ELA-4-E3);

6. GLE 26—speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4);

7. GLE 27—actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5);

8. GLE 28—listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6);

9. GLE 29—recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7).

F. Information Resources. Standard Five

1. GLE 30—identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (LEA-5-E1);

2. GLE 31—identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2865 (November 2005).

§1703. Kindergarten

A. Reading and Responding. Standard One

1. GLE 1—demonstrate understanding of phonemic awareness by doing the following:

a creating rhyming words;

b. demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen;

c. identifying when words begin with the same sound;

d. listening to three sounds (phonemes) and recognizing that two are the same;

e. listening to and deleting or adding a beginning, a middle, or a final sound to a word;

f. orally segmenting individual sounds (phonemes) in words that have two to five sounds;

g. isolating and saying the beginning and final sounds (phonemes) of a spoken word;

h. Clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1).

2. GLE 2—demonstrate understanding of alphabetic principle by doing the following:

a. distinguishing and naming all uppercase and lowercase letters;

b. identifying own first and last name (ELA-1-E1).

3. GLE 3—demonstrate understanding of phonics by doing the following:

a. matching each consonant or short vowel sound to the appropriate letter;

b. decoding simple one-syllable words (ELA-1-E1).

4. GLE 4—recognize and understand words found in environmental print (ELA-1-E1);

5. GLE 5—read books with predictable, repetitive text and simple illustrations (ELA-1-E1);

6. GLE 6—identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2);

7. LE 7—demonstrate understanding of book and print concepts by doing the following:

a. locating front and back covers, title pages, and inside pages of a book;

b. identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence;

c. isolating individual words in print (ELA-1-E5).

8. GLE 8—identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4);

9. GLE 9—orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher and read by the individual student (ELA-1-E5);

10. GLE 10—answer questions about the important characters, setting, and events of a story (ELA-1-E5);

11. GLE 11—describe the connections between life experiences and texts (ELA-1-E6).

B. Reading and Responding. Standard Six

1. GLE 12—respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1);

2. GLE 13—identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2).

C. Reading and Responding. Standard Seven

1. GLE 14—demonstrate understanding of information in texts read aloud using a variety of strategies, including:

a. making predictions using prior knowledge and pictures;

b. using at least five pictures to sequence the events of a story;

c. drawing conclusions from text;

d. using pictures to resolve questions (ELA-7-E1).

2. GLE 15—identify problems in texts and offer possible solutions (ELA-7-E2);

3. GLE 16—describe the role of an author and an illustrator (ELA-7-E3);

4. GLE 17—identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E4);

5. GLE 18—ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4);

D. Writing. Standard Two

1. GLE 19—write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1);

2. GLE 20—create compositions by participating in shared writing activities (ELA-2-E1);

3. GLE 21—use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2);

4. GLE 22—create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3);

5. GLE 23—use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3);

6. GLE 24—actively discuss ideas and select a focus for group stories (ELA-2-E3);

7. GLE 25—write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures (ELA-2-E4);

8. GLE 26—use rhyme and alliteration in group-shared writing activities (ELA-2-E5);

9. GLE 27—use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6).

E. Writing/Proofreading. Standard Three

1. GLE 28—demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page (ELA-3-E1);

2. GLE 29—print all uppercase and lowercase letters (ELA-3-E1);

3. GLE 30—print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1);

4. GLE 31—identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2);

5. GLE 32—write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5).

F. Speaking and Listening. Standard Four

1. GLE 33—initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1);

2. GLE 34—express feelings, needs, and ideas in complete sentences (ELA-4-E1);

3. GLE 35—give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2);

4. GLE 36—relate an experience or creative story in a logical sequence (ELA-4-E3);

5. GLE 37—describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3);

6. GLE 38—recite short poems, rhymes, and songs (ELA-4-E4);

7. GLE 39—listen to and recite short poems and stories for an audience (ELA-4-E5);

8. GLE 40Xrespond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6);

9. GLE 41—participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 42—use a computer mouse to navigate the screen (ELA-5-E1);

2. GLE 43—identify that a computer has a keyboard to enter information (ELA-5-E1);

3. GLE 44—use technology to produce class work (ELA-5-E4);

4. GLE 45—read and interpret a classroom schedule (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1705. First Grade

A. Reading and Responding. Standard One

1. GLE 1—demonstrate understanding of phonemic awareness of:

a. creating and stating a series of rhyming words, including consonant blends;

b. distinguishing which words have the same target sounds (i.e., beginning, medial, and final) in a given set of spoken words;

c. distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the *a* is short in *ran* and long in *make*);

d. segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words, without looking at the word or letters in print;

e. adding, deleting, or substituting sounds (phonemes) to create new words (ELA-1-E1);

2. GLE 2—demonstrate understanding of phonics by:

a. decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, *r*-controlled vowels, and long vowels spelled with more than one letter, including silent *e*;

b. reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns;

c. identifying and reading words from common word families;

d. recognizing base words and the inflectional forms (e.g., suffixes, *-s, -es, -ed, -ing, -est, -er)*;

e. reading high-frequency, grade-appropriate nonphonetic words with automaticity (ELA-1-E1);

3. GLE 3—use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1);

4. GLE 4—identify grade-appropriate compound words in print (ELA-1-E1);

5. GLE 5—identify grade-appropriate contractions (e.g., *isn't, can't, don't*) (ELA-1-E1);

6. GLE 6—identify words in categories with shared conceptual or

definitional characteristics (ELA-1-E1);

7. GLE 7—give more than one definition for grade-appropriate words that have more than one meaning (ELA-1-E2);

8. GLE 8—identify the author and the illustrator of a book (ELA-1-E2);

9. GLE 9—identify that the first sentence of a paragraph is indented (ELA-1-E2);

10. GLE 10—identify table of contents in a book (ELA-1-E3);

11. GLE 11—demonstrate ability to read and follow two-step written directions (ELA-1-E3);

12. GLE 12—identify story elements, including:

a. speaker or narrator;

b. setting;

c. characters;

d. plot;

e. problems and solutions (ELA-1-E4);

13. GLE 13—identify literary devices, including dialogue (ELA-1-E4);

14. GLE 14—retell a story's beginning, middle, and end (ELA-1-E5);

15. GLE 15—retell important facts from informational text (ELA-1-E5);

16. GLE 16—compare the similarities/differences between events in a story and events in life (ELA-1-E6);

17. GLE 17—identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6);

18. GLE 18—demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7).

B. Reading and Responding. Standard Six

1. GLE 19—identify and state/tell cultural differences found in literature read aloud (ELA-6-E1);

2. GLE 20—explain the difference between a fable and a fairy tale (ELA-6-E2);

3. GLE 21—distinguish between a poem, a fable, and a fairy tale (ELA-6-E3).

C. Reading and Responding. Standard Seven

1. GLE 22—demonstrate understanding of information in texts using a variety of strategies, including:

a. identifying the main idea and some details in a text;

b. after finishing a story, discuss predictions made during reading to determine whether they were reasonable;

c. making simple inferences about characters and events;

d. resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1);

2. GLE 23—identify alternative solutions and consequences to a problem in texts (ELA-7-E3);

3. GLE 24—identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3);

4. GLE 25—apply basic reasoning skills, including:

a. identifying simple causes and effects in stories;

b. telling differences between reality and fantasy in texts;

c. formulating questions beginning with *who, what, when, where,* and *why* about texts read independently (ELA-7-E4).

D. Writing. Standard Two

1. GLE 26—write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1);

2. GLE 27—use specific action and descriptive words when writing a story, description, or narration (e.g., *stomped* instead of *walked* and *magnificent* instead of *big*) for a specific purpose and/or audience (ELA-2-E2);

3. GLE 28—participate in group writing activities and processes, including:

a. using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing;

b. planning for writing by completing a partially completed graphic organizer;

c. writing a first draft of a story, letter, or description using complete sentences;

d. conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper;

e. revising/editing own writing in first draft;

f. creating individual and class-written texts for publication (ELA-2-E3);

4. GLE 29Xindependently write a variety of grade-appropriate compositions, including:

a. simple letters, notes, and stories;

b. simple informational descriptions;

c. simple rhymes and poems (ELA-2-E4);

5. GLE 30—use literary devices including dialogue and sensory details in shared writing activities (ELA-2-E5);

6. GLE 31—write for various purposes, including:

a. responses that include simple judgments about stories and text;

b. responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6).

E. Writing/Proofreading. Standard 3

1. GLE 32—write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1);

2. GLE 33—use standard English punctuation, including:

a. correctly writing common contractions such as *isn't*, *we'll*, and *I'd*;

b. periods, exclamation points, and question marks at the end of sentences;

c. commas to separate words in a series (ELA-3-E2);

3. GLE 34—capitalize the first word of a sentence, names of people, the pronoun *I*, and the names of months and days (ELA-3-E2);

4. GLE 35—use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3);

5. GLE 36—identify and use a subject and a verb when writing a complete sentence (ELA-3-E3);

6. GLE 37—distinguish between a complete and an incomplete sentence (ELA-3-E3);

7. GLE 38—identify different types of sentences including telling, asking, and exclaiming (ELA-3-E3);

8. GLE 39—identify and use knowledge parts of speech, including:

a. basic singular and plural nouns, pronouns, verbs;

b. common conjunctions such as *and*, *but*, and *because*;

c. simple transitional words including *first*, *second*, and *finally* (ELA-3-E4);

9. GLE 40—spell grade-appropriate words, including:

a. one-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds;

b. high-frequency, grade-level words including words with irregular spellings, such as *was, were, says, said, who, what,* and *why* (ELA3-E5);

10. GLE 41—create phonetically spelled written work that can be read by the writer and others (ELA-3-E5);

11. GLE 42—spell unfamiliar words using various phonics strategies, including:

a. segmenting;

b. sounding out;

c. matching familiar words and word parts;

d. using word walls and word banks (ELA-3-E5);

12. GLE 43—use a beginner's dictionary to verify correct spelling (ELA-3-E5);

13. GLE 44—alphabetize to the first letter (ELA-3-E5);

F. Speaking and Listening. Standard Four

1. GLE 45—speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1);

2. GLE 46—follow classroom procedures (e.g., organizing materials) according to teacher directions (ELA-4-E2);

3. GLE 47—give or explain directions for simple processes (e.g., explaining an assignment) to classmates (ELA-4-E2);

4. GLE 48—ask questions to clarify directions and/or classroom routines (ELA-4-E2);

5. GLE 49—retell stories with the following included:

a. sequential order using vocabulary from the story;

b. descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3);

6. GLE 50—recite parts of familiar literature to the class (ELA-4-E4);

7. GLE 51—give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA-4-E4);

8. GLE 52—give oral presentations that have a recognizable organization (e.g., sequence, summary) (ELA-4-E4);

9. GLE 53—use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5);

10. GLE 54—listen and orally respond to information presented in a variety of media, such as audio and video recordings (ELA-4-E6);

11. GLE 55—maintain the topic of conversation with a classmate (ELA-4-E7);

12. GLE 56—engage in discussions about classroom procedures and rules (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 57—locate information using the organization features of various media, including:

a. the keyboard to enter information on a computer;

b. a picture dictionary (ELA-5-E1);

2. GLE 58—use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2);

3. GLE 59—record data through pictures or words (ELA-5-E3);

4. GLE 60—use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3);

5. GLE 61—use technology to publish class work such as research questions and answers (ELA-5-E4);

6. GLE 62—locate and read information on simple charts and graphs (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2868 (November 2005).

§1707. Second Grade

A. Reading and Responding. Standard One

1. GLE 1—identify unique letter-sound patterns, including long and short vowels (e.g., *eg* for short *e,* as in *bread*, and *ought* for long *o*, as in *though*) and consonants (*tch* for /ch/, as in *watch*, and *gh* for /f/, as in *cough*) (ELA-1-E1);

2. GLE 2—demonstrate understanding of phonics by doing the following:

a. isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word;

b. fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words;

c. differentiating short and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., *ou, ow, ough, igh*);

d. reading regularly spelled words with as many as four syllables;

e. using phonetic decoding strategies accurately and rapidly in unfamiliar words and text;

f. using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1);

3. GLE 3—identify and explain common synonyms, antonyms, and homonyms (ELA-1-E1);

4. GLE 4—use knowledge of base words to interpret meaning of unfamiliar words (e.g., heat/preheat) (ELA-1-E1);

5. GLE 5—determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses (ELA-1-E1);

6. GLE 6—identify the glossary and index in a book (ELA-1-E2);

7. GLE 7—determine appropriate circumstances to use skimming and scanning to preview text and to find information (ELA-1-E3);

8. GLE 8—identify story elements, including effects of setting on events and characters (ELA-1-E4);

9. GLE 9—identify literary and sound devices, including similes and rhythm in texts (ELA-1-E4);

10. GLE 10—retell a story in sequence including main idea and important supporting details (ELA-1-E5);

11. GLE 11—make statements about how previous reading and life experiences relate to information read in texts (ELA-1-E6);

12. GLE 12—demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7);

13. GLE 13—read texts and simple chapter books silently at independent reading level (ELA-1-E7).

B. Reading and Responding. Standard Six

1. GLE 14—compare and contrast different version of the same story from different cultures through oral, written, and visual responses (ELA-6-E1);

2. GLE 15—identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses (ELA-6-E2);

3. GLE 16—distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3).

C. Reading and Responding. Standard Seven

1. GLE 17—demonstrate understanding of information in texts using a variety of strategies, including:

a. comparing and contrasting story elements (e.g., character, setting, events);

b. predicting what will happen next in a story or a text;

c. making simple inferences about information in texts;

d. self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1);

2 GLE 18—discuss and choose the most appropriate solution to a problem in texts (ELA-7-E2);

3. GLE 19—identify the author's viewpoint (i.e., perspective) in a text (ELA-7-E3);

4. GLE 20—apply basic reasoning skills, including:

a. discussing the relationship between cause-effect;

b. asking questions about texts read independently including why and how (ELA-7-E4).

D. Writing. Standard Two

1. GLE 21—write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end (ELA-2-E1);

2. GLE 22—use a greater variety of action and descriptive words when writing for a specific purpose and /or audience (ELA-2-E2);

3. GLE 23—develop compositions of one or more paragraphs using writing processes such as the following:

a. independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing);

b. creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing;

c. writing a first draft with a developed beginning, a middle, and an end;

d. conferencing with a teacher or peers;

e. revising for clarity, grammatical and mechanical correctness, and/or to include additional information;

f. creating a final draft for possible publication (ELA-2-E3);

4. GLE 24. Develop grade-appropriate compositions, for example:

a. friendly letters;

b. poems;

c. stories;

d. informational descriptions for possible publication (ELA-2-E4);

5. GLE 25—use literary devices, including patterns of rhythm and simile in writing (ELA-2-E5);

6. GLE 26—write for various purposes, including:

a. letters or invitations that include relevant information and follow a letter/envelope format;

b. informal writing, including messages, journals, notes, and poems (ELA-2-E6).

E. Writing/Proofreading. Standard 3

1. GLE 27—write legible short paragraphs using proper indentation (ELA-3-E1);

2. GLE 28—use standard English punctuation, including:

a. commas in the greeting and closure of a letter, between a city and a state, and in dates;

b. apostrophes in contractions;

c. periods in abbreviations (ELA-3-E2);

3. GLE 29—capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation, and closing of a friendly letter (ELA-3-E2);

4. GLE 30—writing using standard English structure and usage, including:

a. subject-verb agreement in simple and compound sentences;

b. past and present verb tenses;

c. noun and pronoun antecedent agreement;

d transitional words and conjunctions in sentences;

e. prepositions and prepositional phrases;

f. possessive nouns;

g. adverbs, especially those related to time (ELA-3-E3);

5. GLE 31—distinguish between a sentence and a sentence fragment (ELA-3-E3);

6. GLE 32—use knowledge of parts of speech, including:

a. identifying and using nouns, including proper, common, concrete, abstract, and collective;

b. using correct antecedents of pronouns;

c. identifying and using the standard forms of possessives (e.g., *mom's coat, dad's hat, girl's shoes*);

d. electing and using verbs in past and present tenses in writing;

e. selecting and using standard forms of personal pronouns;

f. using a variety of conjunctions (e.g., *or, nor, yet, so*);

g. selecting and using adverbs that modify according to time;

h. identifying and using prepositions appropriately (ELA-3-E4);

7. GLE 33—spell grade-appropriate words, including:

a. words with short-vowels, long vowels, *r*-controlled vowels, and consonant blends;

b. words with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., *ou, ow, ough, igh*);

c. frequently used irregularly spelled words (ELA-3-E5);

8. GLE 34—use spelling patterns and rules correctly (e.g., dropping silent *–e* before adding *–ing*) (ELA-3-E5);

9. GLE 35—use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes) (ELA-3-E5);

10 GLE 36—alphabetize to the second letter and some third letters (ELA-3-E5);

11. GLE 37—use a dictionary and a glossary to locate correct spellings (ELA-3-E5).

F. Speaking and Listening. Standard Four

1. GLE 38—adjust speaking tone and volume to suit purpose, audience, and setting (ELA-4-E1);

2. GLE 39—give/relate multi-step directions to classmates (ELA-4-E2);

3. GLE 40—tell and retell stories with the following included:

a. sequential order, including setting, character, and simple plot;

b. supportive facts and details from the story;

c. explicit and implicit main ideas (ELA-4-E3);

4. GLE 41—adjust language during a presentation in order to inform or explain to a specific audience (ELA-4-E4);

5. GLE 42—deliver informal presentations that demonstrate an understanding of a topic (ELA-4-E4);

6. GLE 43—give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids (ELA-4-E4);

7. GLE 44—use active listening strategies, including asking for clarification and explanations (ELA-4-E5);

8. GLE 45—give oral responses, including:

a. telling stories and personal experiences;

b. giving explanations and reports (ELA-4-E5);

9. GLE 46—compare ideas from a wide variety of media (ELA-4-E6);

10. GLE 47—discuss classroom procedures and rules and generate ideas for new procedures and rules (ELA-4-E7);

11. GLE 48—identify the role of discussion leader, contributor, and active listener (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 49—locate information using the organizational features of texts, including:

a. URL addresses from the Web;

b. title pages;

c. glossaries;

d indices;

e. table of contents;

f. chapter headings (ELA-5-E1);

2. GLE 50—locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2);

3. GLE 51—gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3);

4. GLE 52—tell and write about the sources of learned information (ELA-5-E5);

5. GLE 53—locate and read information on a chart, graph, diagram, map, and simple timeline (EL-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1709. Third Grade

A. Reading and Responding. Standard One

1. GLE 1—decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1);

2. GLE 2—decode similar words (e.g., *supper* vs. *super*) using knowledge of basic syllabication rules (ELA-1-E1);

3. GLE 3—identify and explain words with multiple meanings using contextual clues (ELA-1-E1);

4. GLE 4—demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1);

5. GLE 5—use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1);

6. GLE 6—determine meanings of unfamiliar words using a variety of strategies, including:

a. knowledge of common antonyms, synonyms, homonyms, and homographs;

b. use of context clues;

c. identification of base words and root words (ELA-1-E1);

7. GLE 7—adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3);

8. GLE 8—identify story elements including:

a. theme;

b. conflict;

c. character traits, feelings, and motivation (ELA-1-E4);

9. GLE 9—identify literary devices, including idioms and personification (ELA-1-E4);

10. GLE 10—demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5);

11. GLE 11—connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6);

12. GLE 12—demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7);

13. GLE 13—read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7).

B. Reading and Responding. Standard Six

1. GLE 14—compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1);

2. GLE 15—identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2);

3. GLE 16—identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3);

C. Reading and Responding. Standard Seven

1. GLE 17—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

a. sequencing events;

b. making predictions using information from texts;

c. making simply inferences and drawing conclusions about information in texts;

d. comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts;

e. distinguishing between a main idea and a summary;

f. identifying main ideas of texts (ELA-7-E1);

2. GLE 18—explain chosen solutions to problems in texts (ELA-7-E2);

3. GLE 19—identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3);

4. GLE 20—explain the author's viewpoint using information from the text (ELA-7-E3);

5. GLE 21—apply basic reasoning skills, including:

a. identifying differences between fact and opinion;

b. skimming and scanning texts to locate specific information;

c. identifying multiple cases and/or effects in texts and life situations;

d. raising questions to obtain clarification and/or direct investigation;

e. connecting what is learned to real-life situations (ELA-7-E4).

D. Writing. Standard Two

1. GLE 22—write compositions of two or more paragraphs that are organized with the following:

a. a central idea;

b. a logical, sequential order;

c. supporting details that develop ideas;

d. transitional words within and between paragraphs (ELA-2-E1);

2. GLE 23—incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2);

3. GLE 24—develop compositions of two or more paragraphs using writing processes such as the following:

a. selecting a topic;

b. prewriting using strategies such as brainstorming, locating information, and generating graphic organizers;

c. drafting;

d. conferencing with teachers;

e. revising and proofreading;

f. creating a final draft for publication (ELA-2-E3);

4. GLE 25—develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4);

5. GLE 26—use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5);

6. GLE 27—write for various purposes, including:

a. informal letters using appropriate letter format;

b. book reports and informational compositions that include main idea and significant details from the text (ELA-2-E6).

E. Writing/Proofreading. Standard Three

1. GLE 28—write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1);

2. GLE 29—use standard English punctuation, including:

a. commas to separate phrases in a series;

b commas to separate parts of addresses (ELA-3-E2);

3. GLE 30—capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2);

4. GLE 31—write using standard English structure and usage, including:

a. avoiding run-on sentences;

b. using verbs in the future tense;

c. making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3);

5. GLE 32—apply knowledge of parts of speech in writing, including:

a. using standard future verb tenses;

b. using a variety of conjunctions, such as *although, since, until*, and *while*, in constructing sentences;

c. using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions;

d. identifying and using irregular plural nouns correctly;

e. sing first- and second-, and third-person pronouns correctly;

f. selecting and using adverbs that modify according to time, place, manner, and degree;

g. identifying and using irregular verb tenses (ELA-3-E4);

6. GLE 33—spell grade-appropriate words, including:

a. multisyllabic words made up of both base words and roots and common prefixes and suffixes;

b. compound words;

c. common homophones (ElA-3-E5);

7. GLE 34—follow common spelling generalizations, including *–qu*, *consonant doubling*, and *changing –y* to *–i* (ELA-3-E5);

8. GLE 35—alphabetize to the third letter (ELA-3-E5);

9. GLE 36—use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5).

F. Speaking and Listening. Standard Four

1. GLE 37—use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1);

2. GLE 38—give and follow precise directions and instructions (ELA-4-E2);

3. GLE 39—tell a complex story that includes the following:

a. a central idea;

b. ideas and details organized chronologically (ELA-4-E3);

4. GLE 40—give rehearsed oral presentations that include the following:

a. expression of an opinion about a text, topic, or idea;

b. relevant facts and details from multiple sources (ELA-4-E4);

5. GLE 41Xclarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4);

6. GLE 42Xuse active listening strategies, including:

a. asking questions and responding to ideas/opinions;

b. giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5);

7. GLE 43—compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6);

8. GLE 44—assume the role of discussion leader, contributor, and active listener (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 45—locate information using organizational features of a variety of resources, including:

a. electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features;

b. printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings, and subheadings;

c. the Dewey Decimal system;

d. electronic and online catalogs (ELA-5-E1);

2. GLE 46—locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2);

3. GLE 47—determine appropriateness of collected information for a specified purpose (ELA-5-E2);

4. GLE 48—use keywords to take notes from written sources (ELA-5-E3);

5. GLE 49—complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3);

6. GLE 50—use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4);

7. GLE 51—use simple bibliographic information to cite source (ELA-5-E5);

8. GLE 52—locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

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§1711. Fourth Grade

A. Reading and Responding. Standard One

1. GLE 1—use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1);

2. GLE 2—determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1);

3. GLE 3—determine word meanings, word choices, and pronunciations using a board variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1);

4. GLE 4—adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3);

5. GLE 5—identify a variety of story elements, including:

a. the impact of setting on character;

b. multiple conflicts;

c. first- and third-person points of view;

d. development of theme (ELA-1-E4);

6. GLE 6—identify literary devices, including metaphor and hyperbole (ELA-1-E4);

7. GLE 7—answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5);

8. GLE 8—connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written response (ELA-1-E6);

9. GLE 9—increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7);

10. GLE 10—demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7).

B. Reading and Responding. Standard Six

1. GLE 11—compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1);

2. GLE 12—identify a variety of types of literature, including poetry and short stories, in oral and written responses (ELA-6-E2);

3. GLE 13—identify and explain the defining characteristics of various types of literature, including the myth and the legend (ELA-6-E3).

C. Reading and Responding. Standard Seven

1. GLE 14—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:

a. sequencing events and steps in a process;

b. explaining how the setting impacts other story elements, including the characters' traits and actions;

c. using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations;

d. confirming or denying a prediction about information in a text;

e. comparing and contrasting story elements or information within and across texts;

f. identifying stated main ideas and supporting details;

g. making simple inferences (ELA-7-E1);

2. GLE 15—justify solutions to problems in texts by verifying, confirming, and supporting (ELA-7-E2);

3. GLE 16—distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information (ELA-7-E3);

4. GLE 17—explain in oral or written responses how an author's life and times are reflected in a text (ELA-7-E3);

5. GLE 18—explain how an author's purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3);

6. GLE 19—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

a. supporting differences between fact and opinion with information from texts;

b. skimming and scanning texts from various purposes (e.g., locating information, verifying facts);

c. identifying cause-effect relationships in text and real-life situations;

d. generating questions to guide examination of topics in texts and real-life situations;

e. explaining connection between information from texts and real-life experiences (ELA-7-E4).

D. Writing. Standard Two

1. GLE 20—write compositions of at least three paragraphs organized with the following:

a. a clearly stated central idea;

b. an introduction and a conclusion;

c. a middle developed with supporting details;

d. a logical, sequential order;

e. transitional words and phrases that unify points and ideas (ELA-2-E1);

2. GLE 21—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-E1);

3. GLE 22—identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience (ELA-2-E2);

4. GLE 23—develop grade-appropriate compositions by identifying and applying writing processes, including the following:

a. selecting topic and form;

b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);

c. drafting;

d. conferencing with peers and teachers;

e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist,* rubrics);

f. proofreading/editing;

g. publishing using available technology (ELA-2-E3);

5. GLE 24—develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description (ELA-2-E4);

6. GLE 25—use a variety of literary devices, including hyperbole and metaphor, in compositions (ELA-2-E5);

7. GLE 26—write for various purposes, including:

a. formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure;

b. informational reports that include facts and examples and that present important details in a logical order;

c. book reports that include an opinion and /or a persuasive viewpoint (ELA-2-E6).

E. Writing/Proofreading. Standard Three

1. GLE 27—write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1);

2. GLE 28—use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns ELA-3-E2);

3. GLE 29—capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs (ELA-3-E2);

4. GLE 30—write using standard English structure and usage, including:

a. using active and passive voices of verbs;

b. avoiding writing with sentence fragments and run-on sentences (ELA-3-E3);

5. GLE 31—apply knowledge of parts of speech in writing, including:

a. selecting and using common interjections appropriately;

b. identifying and using transitive and intransitive verbs correctly;

c. identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect;

d. using grade-appropriate irregular verb tenses correctly (ELA-3-E4);

6. GLE 32—use knowledge of root words, affixes, and syllable constructions to spell words (ELA-3-E5);

7. GLE 33—alphabetize to the fourth and fifth letters (ELA-3-E5).

F. Speaking and Listening. Standard Four

1. GLE 34—adjust pacing to suit purpose, audience, and setting when speaking (ELA-4-E1);

2. GLE 35—interpret, follow, and give multi-step directions (ELA-4-E2);

3. GLE 36—deliver presentations that include the following:

a. information drawn from several sources and identification of the sources;

b. effective introductions and conclusions;

c. details, examples, anecdotes, or statistics that explain or clarify information;

d. information selected to persuade or influence the audience (ELA-4-E4);

4. GLE 37—demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5);

5. GLE 38—adjust speaking content according to the needs of the audience (ELA-4-E5);

6. GLE 39—listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print (ELA-4-E6);

7. GLE 40—identify the effectiveness and dynamics of group processes and cooperative learning (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 41—locate information using organizational features of a variety of resources, including:

a. electronic information such as keyword searches, passwords, and entry menu features;

b. print materials such as indices, glossaries, table of contents, title pages, and map legends (ELA-5-E1);

2. GLE 42—locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures (ELA-5-E1);

3. GLE 43—evaluate the usefulness of information selected from multiple sources, including:

a. library and online databases;

b. electronic reference works;

c. Internet information;

d. community and government data;

e. interviews;

f. experiments;

g. surveys (ELA-5-E2);

4. GLE 44—use keywords and phrases to take notes from oral, written, and electronic media sources (ELA-5-E3);

5. GLE 45—paraphrase or summarize information from a variety of sources (ELA-5-E3);

6. GLE 46—construct simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3);

7. GLE 47—use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports (ELA-5-E4);

8. GLE 48—create a list of sources (e.g., books, encyclopedias, online resources) following a specified format (ELA-5-E5);

9. GLE 49—define *plagiarism* (ELA-5-E5);

10. GLE 50—read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2873 (November 2005).

§1713. Fifth Grade

A. Reading and Responding. Standard One

1. GLE 1—identify word meanings using a variety of strategies, including:

a. using context clues (e.g., definition, restatement, example, contrast);

b. using structural analysis (e.g., base words, roots, affixes);

c. determining word origins (etymology);

d. using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1);

2. GLE 2—identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1);

3. GLE 3—identify the meanings of idioms and analogies (ELA-1-M1);

4. GLE 4—develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1);

5. GLE 5. Identify and explain story elements, including:

a. theme development;

b. character development;

c. relationship of word choice and mood;

d. plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2);

6. GLE 6—identify and explain literary devices in grade-appropriate texts, including:

a. how word choice and images appeal to the senses and suggest mood, tone, and style;

b. foreshadowing;

c. flashback (ELA-1-M2);

7. GLE 7—answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:

a. fiction;

b. nonfiction;

c. poetry;

d. songs (ELA-1-M3);

8. GLE 8—identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4).

B. Reading and Responding. Standard Six

1. GLE 9—identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1);

2. GLE 10—compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2);

3. GLE 11—use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:

a. fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels);

b. nonfiction (e.g., biography, autobiography, informational text);

c. poetry (e.g., lyric, narrative);

d. drama (e.g., one-act play or skits) (ELA-6-M3).

C. Reading and Responding. Standard Seven

1. GLE 12—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

a. sequencing events and steps in a process;

b. summarizing and paraphrasing information;

c. identifying stated and implied main ideas and supporting details for each;

d. comparing and contrasting literary elements and ideas;

e. making simple inferences and drawing conclusions;

f. predicting the outcome of a story or situation with reasonable justification;

g. identifying literary devices (ELA-7-M1);

2. GLE 13—examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2);

3. GLE 14—use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2);

4. GLE 15—explain an author's purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3);

5. GLE 16—explain how the author's viewpoint (perspective, bias) is reflected in the text (ELA-7-M3);

6. GLE 17—analyze grade-appropriate print and nonprint texts using various reasoning skills, including:

a. identifying cause-effect relationships;

b. raising questions;

c. thinking inductively and deductively;

d. generating a theory or hypothesis;

e. skimming/scanning;

f. distinguishing facts from opinions and probability (ELA-7-M4).

D. Writing. Standard Two

1. GLE 18—write multiparagraph compositions on student- or teacher-selected topics organized with the following:

a. an established central idea;

b. important ideas or events stated in sequential or chronological order;i

c. elaboration (e.g., fact, examples, specific details);

d. transitional words and phrases that unify points and ideas;

e. an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1);

2. GLE 19—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);

3 GLE 20—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:

a. word choices (diction) appropriate to the identified audience and/or purpose;

b. vocabulary selected to clarify meaning, create images, and set a tone;

c. information/ideas selected to engage the interest of the reader;

d. clear voice (individual personality);

e. variety in sentence structure (ELA-2-M2);

4. GLE 21—develop grade-appropriate compositions applying writing processes such as the following:

a. selecting topic and form;

b. prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers);

c. drafting;

d. conferencing (e.g., peer and teacher);

e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);

f. proofreading/editing;

g. publishing using technology (ELA-2-M3);

5. GLE 22—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4);

6. GLE 23—use the various modes to write compositions, including:

a. how-to essays;

b. stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4);

7. GLE 24—develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5);

8. GLE 25—write for various purposes, including:

a. formal and informal letters that state a purpose, make requests, or give compliments;

b. evaluations of media, such as films, performances, or field trips;

c. explanations of stories and poems using retellings, examples, and text-based evidence (ELA-2-M6).

E. Writing/Proofreading. Standard Three

1. GLE 26—use standard English punctuation, including:

a. parentheses and commas in direct quotations;

b. commas to set off appositives and introductory phrases;

c. use quotation marks around dialogue (ELA-3-M2);

2. GLE 27—capitalize the first and other important words in titles and proper nouns (ELA-3-M2);

3. GLE 28—write paragraphs and compositions following standard English structure and usage, including:

a. varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory);

b. agreement of subjects and verbs in complex sentences;

c. sentences without double negatives;

d. correct sentence fragments and run-on sentences (ELA-3-M3);

4. GLE 29—apply knowledge of parts of speech in writing, including:

a. using same verb tense throughout when appropriate;

b. selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4);

5. GLE 30—spell high-frequency, commonly confused, frequently misspelled words correctly (ELA-3-M5);

6. GLE 31—incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).

F. Speaking and Listening. Standard Four

1. GLE 32—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);

2. GLE 33—use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M2);

3. GLE 34—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);

4. GLE 35—restate or describe oral directions/procedures for tasks (ELA-4-M2);

5. GLE 36—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);

6. GLE 37—organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3);

7. GLE 38—demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4);

8. GLE 39—deliver formal and informal presentations for a variety of purposes, including:

a. book reports;

b. personal experiences;

c. explanations of projects (ELA-4-M4);

9. GLE 40—evaluate media for various purposes, including:

a. effectiveness of organization and presentation;

b. usefulness and relevance of information (ELA-4-M5);

10. GLE 41—participate in group and panel discussions, including:

a. explaining the effectiveness and dynamics of group process;

b. applying agreed-upon rules for formal and informal discussions;

c. assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).

G. Information Resources. Standard Five

1. GLE 42—locate and select information using a variety of organizational features in grade-appropriate resources, including:

a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);

b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);

c. frequently accessed and bookmarked Web addresses (ELA-5-M1);

2. GLE 43—locate and integrate information from grade-appropriate resources, including:

a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);

b. electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2);

3. GLE 44—locate, gather, and select information using data-gathering strategies, including:

a. surveying;

b. interviewing;

c. paraphrasing (ELA-5-M3);

4. GLE 45—generate grade-appropriate research reports that include information presented in a variety of forms, including:

a. visual representations of data/information;

b. graphic organizers (e.g., outlines, timelines, charts, webs);

c. bibliographies (ELA-5-M3);

5. GLE 46—use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4);

6. GLE 47—give credit for borrowed information following acceptable use policy, including:

a. integrating quotations and citations;

b. using endnotes;

c. creating bibliographies and/or works cited lists (ELA-5-M5);

7. GLE 48—interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2875 (November 2005).

§1715. Sixth Grade

A. Reading and Responding. Standard One

1. GLE 1—identify word meanings using a variety of strategies, including:

a. using context clues (e.g., definition, restatement, example, contrast);

b. using structural analysis (e.g., roots, affixes);

c. determining word origins (etymology);

d. using knowledge of idioms;

e. explaining word analogies (ELA-1-M1);

2. GLE 2—identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1);

3. GLE 3—develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1);

4. GLE 4—identify and explain story elements, including:

a. theme development;

b. character development;

c. relationship of word choice and mood;

d. plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2);

5. GLE 5—identify and explain literacy and sound devices, including:

a. foreshadowing;

b. flashback;

c. imagery;

d. onomatopoeia (ELA-1-M2);

6. GLE 6—answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:

a. comic strips;

b. editorial cartoons;

c. speeches (ELA-1-M3);

7. GLE 7—explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4).

B. Reading and Responding. Standard Six

1. GLE 8—compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1);

2 GLE 9—compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2);

3. GLE 10—use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:

a. fiction (e.g., myths, historical fiction);

b. nonfiction (e.g., newspaper articles, magazine articles);

c. poetry (e.g., lyric, narrative);

d. drama (e.g., short plays) (ELA-6-M3).

C. Reading and Responding Standard Seven

1. GLE 11—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

a. sequencing events and steps in a process;

b. summarizing and paraphrasing information;

c. identifying stated or implied main ideas and supporting details;

d. comparing and contrasting literary elements and ideas;

e. making simple inferences and drawing conclusions;

f. predicting the outcome of a story or situation;

g. identifying literary devices (ELA-7-M1);

2. GLE 12—examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2);

3. GLE 13—use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2);

4. GLE 14—analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3);

5. GLE 15—identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts (ELA-7-M3);

6. GLE 16—analyze grade-appropriate print and nonprint texts using various reasoning skills, including:

a. identifying cause-effect relationships;

b. raising questions;

c. reasoning inductively and deductively;

d. generating a theory or hypothesis;

e. skimming/scanning;

f. distinguishing facts from opinions and probability (ELA-7-M4).

D. Writing. Standard Two

1. GLE 17—write multiparagraph compositions on student- or teacher-selected topics organized with the following:

a. an established central idea;

b. organizational patterns (e.g., comparison/ contrast, order of importance, chronological order) appropriate to the topic;

c. elaboration (e.g., fact, examples, and/or specific details);

d. transitional words and phrases that unify ideas and points;

e. an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1);

2. GLE 18—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);

3. GLE 19—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:

a. word choices (diction) appropriate to the identified audience and/or purpose;

b. vocabulary selected to clarify meaning, create images, and set a tone;

c. information/ideas selected to engage the interest of the reader;

d. clear voice (individual personality);

e. variety in sentence structure (ELA-2-M2);

4. GLE 20—develop grade-appropriate compositions applying writing processes such as the following:

a. selecting topic and form;

b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);

c. drafting;

d. conferencing (e.g., peer, teacher);

e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);

f. proofreading/editing;

g. publishing using technology (ELA-2-M3);

5. GLE 21—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4);

6. GLE 22—use the various modes of write compositions, including:

a. comparison/contrast;

b. essays based on a stated opinion (ELA-2-M4);

7. GLE 23—develop writing using a variety to literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5);

8. GLE 24—write for various purposes, including:

a. business letters that include a heading, inside address, salutation, body, and signature;

b. evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons;

c. text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6).

E. Writing/Proofreading. Standard Three

1. GLE 25—use standard English punctuation, including:

a. hyphens to separate syllables of words and compound adjectives;

b. commas and coordinating conjunctions to separate independent clauses in compound sentences;

c. colons after salutation in business letters (ELA-3-M2);

2. GLE 26—capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2);

3. GLE 27—write paragraphs and compositions following standard English structure and usage, including:

a. possessive forms of singular and plural nouns and pronouns;

b. regular and irregular verb tenses;

c. homophones (ELA-3-M3);

4. GLE 28—apply knowledge of parts of speech in writing, including:

a. prepositional phrases;

b. interjections for emphasis;

c. conjunctions and transitions to connect ideas (ELA-3-M4);

5. GLE 29—spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5);

6. GLE 30—use a variety to resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).

F. Speaking and Listening. Standard Four

1. GLE 31—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);

2. GLE 32—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);

3. GLE 33—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);

4. GLE 34—state oral directions/procedures for tasks (ELA-4-M2);

5. GLE 35—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);

6. GLE 36—organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3);

7. GLE 37—demonstrate active listening strategies for various purposes, including:

a. viewing a video to interpret the meaning of the story, to determine the speaker's character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation;

b. summarizing the main points of a speaker's message, including supporting details and their significance (ELA-4-M4);

8. GLE 38—deliver oral presentations and responses, including:

a. a research-based presentation;

b. formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4);

9. GLE 39—evaluate media for various purposes, including:

a. text structure;

b. images/sensory details;

c. support for main position;

d. background information;

e. opinions vs. facts;

f. sequence of ideas and organization (ELA-4-M5);

10. GLE 40—participate in group and panel discussions (ELA-4-M5);

a. explaining the effectiveness and dynamics of group process;

b. applying a variety of roles (e.g., facilitator, recorded, leader, listener) (ELA-4-M6).

G. Information Resources. Standard Five

1. GLE 41—locate and select information using organizational features of grade-appropriate resources, including:

a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);

b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);

c. frequently accessed and bookmarked Web addresses;

d. organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) (ELA-5-M1);

2. GLE 42—locate and integrate information from grade-appropriate resources, including:

a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);

b. electronic sources (e.g., Web sites, databases);

c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);

3. GLE 43—identify sources as primary and secondary to determine credibility of information (ELA-5-M2);

4. GLE 44—locate, gather, and select information using data-gathering strategies, including:

a. surveying;

b. interviewing;

c. paraphrasing (ELA-5-M3);

5. GLE 45—generate grade-appropriate research reports that include information presented in a variety of forms, including:

a. visual representations of data/information;

b. graphic organizers (e.g., outlines, timelines, charts, webs);

c. bibliographies (ELA-5-M3);

6. GLE 46—use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4);

7. GLE 47—give credit for borrowed information following acceptable-use policy, including:

a. integrating quotations and citations;

b. using endnotes;

c. creating bibliographies and/or works cited lists (ELA-5-M5);

8. GLE 48—interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1717. Seventh Grade

A. Reading and Responding. Standard One

1. GLE 1—develop vocabulary using a variety of strategies, including:

a. use of connotative and denotative meanings;

b. use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1);

2. GLE 2—explain story elements, including:

a. the revelation of character motivation through thoughts, words, and actions;

b. plot sequence (e.g., exposition, rising action, climax, falling action, resolution);

c. conflicts (e.g., man vs. man, nature, society, self) and their effect on plot;

d. effects of first- and third-person points of view;

e. theme development (ELA-1-M2);

3. GLE 3—interpret literary devices, including:

a. symbolism;

b. puns;

c. analogies (ELA-1-M2);

4. GLE 4—draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including:

a. instructional materials;

b. essays;

c. dramas (ELA-1-M3);

5. GLE 5—interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4).

B. Reading and Responding. Standard Six

1. GLE 6—identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1);

2. GLE 7—compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2);

3. GLE 8—use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:

a. fiction (e.g., science fiction/fantasy);

b. nonfiction (e.g., essays, letters);

c. poetry (e.g., lyric, narrative);

d. drama (e.g., short plays) (ELA-6-M3).

C. Reading and Responding. Standard Seven

1. GLE 9—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

a. sequencing events and steps in a process;

b. summarizing and paraphrasing information;

c. identifying stated or implied main ideas and explaining how details support ideas;

d. making inferences and drawing conclusions;

e. predicting the outcome of a story or situation;

f. identifying literary devices (ELA-7-M1);

2. GLE 10—explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2);

3. GLE 11—use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2);

4. GLE 12—explain the effects of an author's stated purpose for writing (ELA-7-M3);

5. GLE 13—identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3);

6. GLE 14—analyze grade-appropriate print and nonprint texts using various reasoning skills, for example:

a. identifying cause-effect relationships;

b. raising questions;

c. reasoning inductively and deductively;

d. generating a theory or hypothesis;

e. skimming/scanning (ELA-7-M4).

D. Writing. Standard Two

1. GLE 15—write multiparagraph compositions on student- or teacher-selected topics organized with the following:

a. established central idea;

b. organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic;

c. elaboration (e.g., fact, examples, and/or specific details;

d. transitional words and phrases that unify ideas and points;

e. overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1);

2. GLE 16—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);

3. GLE 17—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:

a. word choices (diction) appropriate to the identified audience and/or purpose;

b. vocabulary selected to clarify meaning, create images, and set a tone;

c. information/ideas selected to engage the interest of the reader;

d. clear voice (individual/personality);

e. variety in sentence structure (ELA-2-M2);

4. GLE 18—develop grade-appropriate compositions by identifying and applying writing processes, such as the following:

a. selecting topic and form;

b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);

c. drafting;

d. conferencing (e.g., peer and teacher);

e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);

f proofreading/editing;

g. publishing using technology (ELA-2-M3);

5. GLE 19—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4);

6. GLE 20—use the various modes to write compositions, including:

a. essays based on a stated opinion;

b. fictional narratives (ELA-2-M4);

7. GLE 21—develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5);

8. GLE 22—write for various purposes, including:

a. letters of complaint supported with complete and accurate information and reasons;

b. evaluations of media, such as television, radio, and the arts;

c. test-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels;

d. applications, such as memberships and library cards (ELA-2-M6).

E. Writing/Proofreading. Standard Three

1. GLE 23—use standard English punctuation, including:

a. commas to set off direct quotations, nouns of direct address, and after introductory words or phrases;

b. semicolons or colons to separate independent clauses (ELA-3-M2);

2. GLE 24—write paragraphs and compositions following standard English structure and usage, including:

a. varied sentence structures, including complex sentences;

b. antecedents that agree with pronouns in number, person, and gender;

c. sentences without double negatives (ELA-3-M3);

3. GLE 25—apply knowledge of parts of speech in writing, including:

a. infinitives and participles;

b. superlative and comparative degrees of adjectives;

c. adverbs (ELA-30M4);

4. GLE 26Xspell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5);

5. GLE 27—use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).

F. Speaking and Listening. Standard Four

1. GLE 28—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);

2. GLE 29—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);

3. GLE 30—follow procedures (e.g., read, question, write a response, form groups) form detailed oral instructions (ELA-4-M2);

4. GLE 31—state oral directions/procedures for tasks (ELA-4-M2);

5. GLE 32—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);

6. GLE 33—organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3);

7. GLE 34—evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4);

8. GLE 35—deliver formal and informal persuasive presentations (ELA-4-M4);

9. GLE 36—deliver grade-appropriate research-based presentations (ELA-4-M4);

10. GLE 37—evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5);

11. GLE 38—participate in group and panel discussions, including:

a. explaining the effectiveness and dynamics of group processes;

b. applying agreed-upon rules for formal and informal discussions;

c. assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).

G. Information Resources. Standard Five

1. GLE 39—locate and select information using organizational features of grade-appropriate resources, including:

a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);

b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);

c. frequently accessed and bookmarked Web addresses;

d. features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1);

2. GLE 40—locate and integrate information from a variety of grade-appropriate resources, including:

a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);

b. electronic sources (e.g., Web sites, databases);

c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);

3. GLE 41—explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2);

4. GLE 42—gather and select information using data-gathering strategies/tools, including:

a. surveying;

b. interviewing;

c. paraphrasing (ELA-5-M3);

5. GLE 43—generate grade-appropriate research reports that include information presented in a variety of forms, including:

a. visual representations of data/information;

b. graphic organizers (e.g., outlines, timelines, charts, webs);

c. works cited lists and/or bibliographies (ELA-5-M3);

6. GLE 44—use word processing and /or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4);

7. GLE 45—give credit for borrowed information following acceptable use policy, including:

a. integrating quotations and citations;

b. using end notes;

c. creating bibliographies and/or works cited lists (ELA-5-M5);

8. GLE 46—interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1719. Eighth Grade

A. Reading and Responding. Standard One

1. GLE 1—develop vocabulary using a variety of strategies, including:

a. use of connotative and denotative meanings;

b. use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1);

2. GLE 2—interpret story elements, including:

a. stated and implied themes;

b. development of character types (e.g., flat, round, dynamic, static);

c. effectiveness of plot sequence and /or subplots;

d. the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot;

e. difference in third-person limited and omniscient points of view;

f. how a theme is developed (ELA-1-M2);

3. GLE 3—interpret literary devices, including:

a. allusions;

b. understatement (meiosis);

c. how word choice and images appeal to the senses and suggest mood and tone;

d. the use of foreshadowing and flashback to direct plot development;

e. the effects of hyperbole and symbolism (ELA-1-M2);

4. GLE 4—draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:

a. epics;

b. consumer materials;

c. public documents (ELA-1-M3);

5. GLE 5—interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4).

B. Reading and Responding. Standard Six

1. GLE 6—analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1);

2. GLE 7—compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2);

3. GLE 8—use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including:

a. fiction (e.g., mystery, novel);

b. nonfiction (e.g., workplace documents, editorials);

c. poetry (e.g., lyric, narrative);

d. drama (e.g., plays) (ELA-6-M3).

C. Reading and Responding. Standard Seven

1. GLE 9—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

a. sequencing events to examine and evaluate information;

b. summarizing and paraphrasing to examine and evaluate information;

c. interpreting stated or implied main ideas;

d. comparing and contrasting literary elements and ideas within and across texts;

e. making inferences and drawing conclusions;

f. predicting the outcome of a story or situation;

g identifying literary devices (ELA-7-M1);

2. GLE 10—explain the relationship between life experiences and texts to generate solutions to solve problems (ELA-7-M2);

3. LE 11—use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2);

4. GLE 12—evaluate the effectiveness of an author's purpose (ELA-7-M3);

5. GLE 13—analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3);

6. GLE 14—analyze grade-appropriate print and nonprint texts using various reasoning skills, including:

a. identifying cause-effect relationships;

b. raising questions;

c. reasoning inductively and deductively;

d. generating a theory or hypothesis;

e. skimming/scanning;

f. distinguishing facts from opinions and probability (ELA-7-M4).

D. Writing. Standard Two

1. GLE 15—write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following:

a. a clearly stated focus or central idea;

b. important ideas or events stated in a selected order;

c. organizational patterns (e.g., comparison /contrast, order of importance, chronological order) appropriate to the topic;

d. elaboration (anecdotes, relevant facts, examples, and/or specific details);

e. transitional words and phrases that unify ideas and points;

f. an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1);

2. GLE 16—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);

3. GLE 17—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:

a. word choices (diction) appropriate to the identified audience and/or purpose;

b. vocabulary selected to clarify meaning, create images, and set a tone;

c. information/ideas selected to engage the interest of the reader;

d. clear voice (individual personality);

e. variety in sentence structure (ELA-2-M2);

4. GLE 18—develop grade-appropriate compositions by identifying and applying writing processes such as the following:

a. selecting topic and form;

b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);

c. drafting;

d. conferencing (e.g., peer and teacher);

e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);

f. proofreading/editing;

g. publishing using technology (ELA-2-M3);

5. GLE 19—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4);

6. GLE 20—use the various modes to write compositions, including:

a. short stories developed with literary devices;

b. problem/solution essays;

c. essays defending a stated position (ELA-2-M4);

7. GLE 21—develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5);

8. GLE 22—write for a wide variety of purposes, including:

a. persuasive letters that include appropriate wording and tone and that state an opinion;

b. evaluations of advertisements, political cartoons, and speeches;

c. text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6).

E. Writing/Proofreading. Standard Three

1. GLE 23—use standard English capitalization and punctuation consistently (ELA-3-M2);

2. GLE 24—write paragraphs and compositions following standard English structure and usage, including:

a. varied sentence structure and patterns, including complex sentences;

b. phrases and clauses used correctly as modifiers (ELA-3-M3);

3. GLE 25—apply knowledge of parts of speech in writing, including:

a. infinitives, participles, and gerunds;

b. superlative and comparative degrees of adjectives;

c. adverbs (ELA-3-M4);

4. GLE 26—spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5);

5. GLE 27—use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).

F. Speaking and Listening. Standard Four

1. GLE 28—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);

2. GLE 29—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);

3. GLE 30—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);

4. GLE 31—state oral directions/procedures for tasks (ELA-4-M2);

5. GLE 32—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);

6. GLE 33—organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3);

7. GLE 34—determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4);

8. GLE 35—deliver grade-appropriate persuasive presentations (ELA-4-M4);

9. GLE 36—summarize a speaker's purpose and point of view (ELA-4-M4);

10. GLE 37—compare, contrast, and evaluate information found in a wide variety of text/electronic media (e.g., microprint, public speeches, art form) (ELA-4-M5);

11. GLE 38—participate in group and panel discussions, including:

a. explaining the effectiveness and dynamics of group process;

b. applying agreed-upon rules for formal and informal discussions;

c. assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).

G. Information Resources. Standard Five

1. GLE 39—locate and select information using organizational features of grade-appropriate resources, including:

a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);

b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);

c. frequently accessed and bookmarked Web addresses;

d. organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1);

2. GLE 40—locate and integrate information from a variety of grade-appropriate resources, including:

a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);

b. electronic sources (e.g., Web sites, databases);

c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);

3. GLE 41—explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2);

4. GLE 42—gather and select information using data-gathering strategies/tools, including:

a. surveying;

b. interviewing;

c. paraphrasing (ELA-5-M3);

5. GLE 43—generate grade-appropriate research reports that include information presented in a variety of forms, including:

a. visual representations of data/information;

b. graphic organizers (e.g., outlines, timelines, charts, webs);

c. works cited lists and/or bibliographies (ELA-5-M3);

6. GLE 44—use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4);

7. GLE 45—give credit for borrowed information following acceptable use policy, including:

a. integrating quotations and citations;

b. using endnotes;

c. creating bibliographies and/or words cited lists (ELA-5-M5);

8. GLE 46—interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1721. Ninth Grade

A. Reading and Responding. Standard One

1. GLE 1—extend basic and technical vocabulary using a variety of strategies, including:

a. use of context clues;

b. use of knowledge of Greek and Latin roots and affixes;

c. use of denotative and connotative meanings;

d. tracing etymology (ELA-1-H1);

2. GLE 2—identify and explain story elements, including:

a. the author's use of direct and indirect characterization;

b. the author's pacing of action and use of plot development, subplots, parallel episodes; and climax to impact the reader;

c. the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2);

3. GLE 3—identify and explain the significance of literary devices, including:

a. mixed metaphors;

b. imagery;

c. symbolism;

d. flashback;

e. foreshadowing;

f. sarcasm/irony;

g. implied metaphors;

h. oxymoron (ELA-1-H2);

4. GLE 4—draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:

a. nonfiction works;

b. short stories/novels;

c. five-act plays;

d. poetry/epics;

e. film/visual texts;

f. consumer/instructional materials;

g. public documents (ELA-1-H3);

5. GLE 5—explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4).

B. Reading and Responding. Standard Six

1. GLE 6—compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1);

2. GLE 7—identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2);

3. GLE 8—identify and explain recurrent themes in world literature (ELA-6-H2);

4. GLE 9—analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:

a. essays by early and modern writers;

b. epic poetry such as *The Odyssey;*

c. forms of lyric and narrative poetry such as ballads and sonnets;

d. drama, including ancient, Renaissance, and modern;

e. short stories and novels;

f. biographies and autobiographies (ELA-6-H3);

5. GLE 10—identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:

a. an essay expresses a point of view;

b. a legend chronicles the life of a cultural hero;

c. a short story or novel provides a vicarious life experience (ELA-6-H4).

C. Reading and Responding. Standard Seven

1. GLE 11—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

a. summarizing and paraphrasing information and story elements;

b. comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information;

c. comparing and contrasting complex literary elements, devices, and ideas within and across texts;

d. examining the sequence of information and procedures in order to critique the logic or development of ideas in texts;

e. making inferences and drawing conclusions;

f. making predictions and generalizations (ELA-7-H1);

2. GLE 12—solve problems using reasoning skills, including:

a. using supporting evidence to verify solutions;

b. analyzing the relationships between prior knowledge and life experiences and information in the texts;

c. using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2);

3. GLE 13—identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3);

4. GLE 14—analyze information within and across grade-appropriate texts using various reasoning skills, including:

a. identifying cause-effect relationships;

b. raising questions;

c. reasoning inductively and deductively;

d. generating a theory or hypothesis;

e. distinguishing facts from opinions and probability (ELA-7-H4).

D. Writing. Standard Two

1. GLE 15—develop organized, coherent paragraphs that include the following:

a. topic sentences;

b. logical sequence;

c. transitional words and phrases;

d. appropriate closing sentences;

e. parallel construction where appropriate (ELA-2-H1);

2. GLE 16—develop multiparagraph compositions organized with the following:

a. a clearly stated central idea or thesis statement;

b. a clear, overall structure that includes an introduction, a body, and an appropriate conclusion;

c. supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction);

d. transitional words and phrases that unify throughout (ELA-2-H1);

3. GLE 17—develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:

a. word choices appropriate to the identified audience and/or purpose;

b. vocabulary selected to clarify meaning, create images, and set a tone;

c. information/ideas selected to engage the interest of the reader;

d. clear voice (individual personality) (ELA-2-H2);

4. GLE 18—develop complex compositions using writing processes, including:

a. selecting topic and form (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements);

b. prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements);

c. drafting;

d. conferencing (e.g., peer and teacher);

e. revising for content and structure based on feedback;

f. proofreading/editing to improve conventions of language;

g. publishing using technology (ELA-2-H3);

5. GLE 19—develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4);

6. GLE 20—develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:

a. literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony;

b. vocabulary and phrasing that reflect an individual character (voice);

c. a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5);

7. GLE 21—write for various purposes, including:

a. formal and business letters, such as letters of complaint and requests for information;

b. letters to the editor;

c job applications;

d. text-supported interpretations that connect life experiences to works of literature (ELA-2-H6).

E. Writing/Proofreading. Standard Three

1. GLE 22—apply standard rules of sentence formation, avoiding common errors, such as:

a. fragments;

b. run-on sentences;

c. syntax problems (ELA-3-H2);

2. GLE 23—apply standard rules of usage, including:

a. making subjects and verbs agree;

b. using verbs in appropriate tenses;

c. making pronouns agree with antecedents;

d. using pronouns appropriately in nominative, objective, and possessive cases;

e. using adjectives in comparative and superlative degrees and adverbs correctly;

f. avoiding double negatives;

g. using all parts of speech appropriately (ELA-3-H2);

3. GLE 24—apply standard rules of mechanics, including:

a using commas to set off appositives or parenthetical phrases;

b. using quotation marks to set off titles of short works;

c. using colons preceding a list and after a salutation in a business letter;

d. using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2);

4. GLE 25—use correct spelling conventions when writing and editing (ELA-3-H3);

5. GLE 26—use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3).

F. Speaking and Listening. Standard Four

1. GLE 27—use standard English grammar, diction, and syntax when responding to questions, participating in

informal group discussions, and making presentations (ELA-4-H1);

2. GLE 28—select language appropriate to specific purposes and audiences when speaking, including:

a. delivering informational/book reports in class;

b. conducting interviews/surveys of classmates or the general public;

c. participating in class discussions (ELA-4-H1);

3. GLE 29—listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:

a. taking accurate notes;

b. writing summaries or responses;

c. forming groups (ELA-4-H2);

4. LE 30—organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2);

5. GLE 31—deliver oral presentations that include the following:

a. phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response;

b. language choices selected to suit the content and context;

c. an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3);

6. GLE 32—use active listening strategies, including:

a monitoring messages for clarity;

b. selecting and organizing essential information;

c. noting cues such as changes in pace;

d. generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4);

7. GLE 33—deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4);

8. GLE 34—analyze media information in oral and written responses, including:

a. summarizing the coverage of a media event;

b. comparing messages from different media (ELA-4-H5);

9. GLE 35—participate in group and panel discussions, including:

a. identifying the strengths and talents of other participants;

b. acting as facilitator, recorded, leader, listener, or mediator;

c. evaluating the effectiveness of participant's performance (ELA-4-H6).

G. Information Resources. Standard Five

1. GLE 36—identify and use organizational features to locate relevant information for research projects using a variety of resources, including:

a. print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references);

b. electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1);

2. GLE 37—locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:

a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs; specialized dictionaries, almanacs, technical encyclopedias; and periodicals);

b. electronic sources (e.g., Web sites, databases);

c. other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2);

3. GLE 38—analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2);

4. GLE 39—access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:

a. formulating clear research questions;

b. gathering evidence from primary and secondary sources;

c. using graphic organizers (e.g., outlining, charts, timelines, webs);

d. compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3);

5. GLE 40—write a variety of research reports, which include the following:

a. research supporting the main ideas;

b. facts, details, examples, and explanations from sources;

c. graphics when appropriate;

d. complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies((ELA-5-H3);

6. GLE 41—use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4);

7. GLE 42—give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:

a. using parenthetical documentation to integrate quotes and citations;

b. preparing bibliographies and/or works cited list (ELA-5-H5);

8. GLE 43—analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2884 (November 2005).

§1723. Tenth Grade

A. Reading and Responding. Standard One

1. GLE 1. Extend basic and technical vocabulary using a variety of strategies, including:

a. use of context clues;

b. use of knowledge of Greek and Latin roots and affixes;

c. use of denotative and connotative meanings;
d. tracing etymology (ELA-1-H1);

2. GLE 2Xanalyze the development of story elements, including:
a. characterization;
b. plot and subplot(s);
c. theme;
d. mood/atmosphere (ELA-1-H2);

3. GLE 3—analyze the significance within a context of literary devices, including:
a. imagery;
b. symbolism;
c. flashback;
d. foreshadowing;
e irony, ambiguity, contradiction;
f. allegory;
g. tone;
h. dead metaphor;
i. personification, including pathetic fallacy (ELA-1-H2);

4. GLE 4—draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:
a. short stories/novels;
b. nonfiction works;
c. five-act plays;
d. poetry/epics;
e. film/visual texts;
f. consumer/instructional materials;
g. public documents (ELA-1-H3);

5. GLE 5—analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4).

B. Reading and Responding. Standard Six

1. GLE 6—compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1);

2. GLE 7—analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2);

3. GLE 8—analyze recurrent themes in world literature (ELA-6-H2);

4. GLE 9—analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:
a. essays by early and modern writers;
b. lyric, narrative, and dramatic poetry;
c. drama, including ancient, Renaissance, and modern;
d. short stories, novellas, and novels;
e. biographies and autobiographies;
f. speeches (ELA-6-H3);

5. GLE 10—identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:
a. an essay expresses a point of view;
b. a legend chronicles the life of a cultural hero;
c. a short story or novel provides a vicarious life experience (ELA-6-H4).

C. Reading and Responding. Standard Seven

1. GLE 11—demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:
a. summarizing and paraphrasing information and story elements;
b. comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information);
c. comparing and contrasting complex literary elements, devices, and ideas within and across texts;
d. examining the sequence of information and procedures in order to critique the logic or development of ideas in texts;
e. making inferences and drawing conclusions;
f. making predictions and generalizations (ELA-7-H1);

2. GLE 12—solve problems using reasoning skills, including:
a. using supporting evidence to verify solutions;
b. analyzing the relationships between prior knowledge and life experiences and information in texts;
c. using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2);

3. GLE 13—use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3);

4. GLE 14—evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3);

5. GLE 15—analyze information within and across grade-appropriate texts using various reasoning skills, including:
a. identifying cause-effect relationships;
b. raising questions;
c. reasoning inductively and deductively;
d. generating a theory or hypothesis;
e. distinguishing facts from opinions and probability (ELA-7-H4).

D. Writing. Standard Two

1. GLE 16—develop organized, coherent paragraphs that include the following:
a. topic sentences;
b. logical sequence;
c. transitional words and phrases;
d. appropriate closing sentences;
e. parallel construction where appropriate (ELA-2-H1);

2. GLE 17—develop multiparagraph compositions organized with the following:
a. a clearly stated central idea/thesis statement;
b. a clear, overall structure that includes an introduction, a body, and an appropriate conclusion;
c. supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction);
d. transitional words and phrases that unify throughout (ELA-2-H1);

3. GLE 18—develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:

a. word choices appropriate to the identified audience and/or purpose;

b. vocabulary selected to clarify meaning, create images, and set a tone;

c. information/ideas selected to engage the interest of the reader;

d. clear voice (individual personality) (ELA-2-H2);

4. GLE 19—develop complex compositions using writing processes, including:

a. selecting topic and form;

b. determining purpose and audience;

c. prewriting (e.g., brainstorming, clustering, outlining, generating main ideas/thesis statements);

d. drafting;

e. conferencing (e.g., with peers and teachers);

f. revising for content and structure based on feedback;

g. proofreading/editing to improve conventions of language;

h. publishing using technology (ELA-2-H3);

5. GLE 20—develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4);

6. GLE 21—use all modes to write complex compositions, including:

a. comparison/contrast of ideas and information in reading materials or current issues;

b. literary analyses that compare and contrast multiple texts;

c. editorials on current affairs (ELA-2-H4);

7. LE 22—develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5);

8. GLE 23—develop individual writing style that includes the following:

a. a variety of sentence structures (e.g., parallel or repetitive) and lengths;

b. diction selected to create a tone and set a mood;

c. selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5);

9 GLE 24—write for various purposes, including:

a. formal and business letters, such as letters of complaint and requests for information;

b. letters to the editor;

c. job applications;

d. text-supported interpretations that connect life experiences to works of literature (ELA-2-H6).

E. Writing/Proofreading. Standard Three

1. GLE 25—apply standard rules of sentence formation, avoiding common errors, such as:

a. fragments;

b. run-on sentences;

c. syntax problems (ELA-3-H2);

2. GLE 26—apply standard rules of usage, including:

a. making subjects and verbs agree;

b. using verbs in appropriate tenses;

c. making pronouns agree with antecedents;

d. using pronouns in appropriate cases (e.g., nominative and objective);

e. using adjectives in comparative and superlative degrees;

f. using adverbs correctly;

g. avoiding double negatives (ELA-3-H2);

3. GLE 27—apply standard rules of mechanics, including:

a. using commas to set off appositives or parenthetical phrases;

b. using quotation marks to set off titles of short works;

c. using colons preceding a list and after a salutation in a business letter;

d. using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2);

4. GLE 28—use correct spelling conventions when writing and editing (ELA-3-H3);

5. GLE 29—use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3).

F. Speaking and Listening. Standard Four

1. GLE 30—use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1);

2. GLE 31—select language appropriate to specific purposes and audiences, including:

a. delivering informational/book reports in class;

b. conducting interviews/surveys of classmates or the general public;

c. participating in class discussions (ELA-4-H1);

3. GLE 32—listen to detailed oral instructions and presentations and carry out complex procedures, including:

a. taking accurate notes;

b. writing summaries or responses;

c. forming groups (ELA-4-H2);

4. GLE 33—organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2);

5. GLE 34—deliver oral presentations that include the following:

a. volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response;

b. language choices adjusted to suit the content and context;

c. an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3);

6. GLE 35—use active listening strategies, including:

a. monitoring message for clarity;

b. selecting and organizing essential information;

c. noting cues such as changes in pace;

d. generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4);

7. GLE 36—deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4);

8. GLE 37—analyze media information in oral and written responses, including:

a. comparing and contrasting the ways in which print and broadcast media cover the same event;

b. evaluating media messages for clarity, quality, effectiveness, motive, and coherence;

c. listening to and critiquing audio/video presentations (ELA-4-H5);

9. GLE 38—participate in group and panel discussions, including:

a. identifying the strengths and talents of other participants;

b. acting as facilitator, recorder, leader, listener, or mediator;

c. evaluating the effectiveness of participants' performances (ELA-4-H6).

G. Information Resources. Standard Five

1. GLE 39—select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:

a. print texts, such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes;

b. electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1);

2. GLE 40—locate, analyze, and synthesize information from grade-appropriate resources, including:

a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals);

b. electronic sources (e.g., Web sites and databases);

c. other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2);

3. GLE 41—analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2);

4. GLE 42—access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:

a. formulating clear research questions;

b. using research methods to gather evidence from primary and secondary sources;

c. using graphic organizers (e.g., outlining, charts, timelines, webs);

d. compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3);

5. GLE 43—write a variety of research reports, which include the following:

a. research that supports the main ideas;

b. facts, details, examples, and explanations from multiple sources;

c. graphics when appropriate;

d. complete documentation (e.g., endnotes, parenthetical citations and bibliographies or works cited lists, or bibliographies) (ELA-5-H3);

6. GLE 44—use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4);

7. GLE 45—follow acceptable use policy to document sources in research reports using various formats, including:

a. preparing extended bibliographies of reference materials;

b. integrating quotations and citations while maintaining flow of ideas;

c. using standard formatting for source acknowledgement according to a specified style guide;

d. using parenthetical documentation following *MLA Guide* within a literature-based research report (ELA-5-H5);

8. GLE 46—analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2886 (November 2005).

§1725. Eleventh and Twelfth Grade

A. Reading and Responding. Standard One

1. GLE 1—extend basic and technical vocabulary using a variety of strategies, including:

a. analysis of an author's word choice;

b. use of related forms of words;

c. analysis of analogous statements (ELA-1-H1);

2. GLE 2—analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:

a. apostrophes;

b. rhetorical questions;

c. metaphysical conceits;

d. implicit metaphors (metonymy and synecdoche) (ELA-1-H2);

3. GLE 3—draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:

a. fiction/nonfiction;

b. drama/poetry;

c. public documents;

d. film/visual texts;

e. debates/speeches (ELA-1-H3);

4. LE 4—evaluate ways in which the main idea, rational or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4).

B. Reading and Responding. Standard Six

1. GLE 5—analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1);

2. GLE 6—analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-8-H2);

3. GLE 7—analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:

a. essays and memoirs by early and modern essay writers;

b. epic poetry such as Beowulf;

c. forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue;

d. drama, including ancient, Renaissance, and modern comedies and tragedies;

e. short stories, novellas, and novels;

f. biographies and autobiographies;

g. speeches (ELA-6-H3);

4. GLE 8—analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:

a. an autobiography/diary gives insight into a particular time and place;

b. the pastoral idealizes life in the country;

c. the parody mocks people and institutions;

d. an allegory uses fictional figures to express truths about human experiences (ELA-6-H4).

C. Reading and Responding. Standard Seven

1. GLE 9—demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:

a. interpreting and evaluating presentation of events and information;

b. evaluating the credibility of arguments in nonfiction works;

c. making inferences and drawing conclusions;

d. evaluating the author's use of complex literary elements (e.g., symbolism, themes, characterization, ideas);

e. making predictions and generalizations about ideas and information;

f. critiquing the strengths and weaknesses of ideas and information;

g. synthesizing (ELA-7-H1);

2. GLE 10—identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:

a. school library catalogs;

b. online databases;

c. electronic resources;

d. internet-based resources (ELA-7-H2);

3. GLE 11—analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2);

4. GLE 12—analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H2);

5. GLE 13—analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:

a. identifying cause-effect relationships;

b. raising questions;

c. reasoning inductively and deductively;

d. generating a theory or hypothesis;

e. skimming/scanning;

f. distinguishing facts from opinions and probability (ELA-7-H4).

D. Writing. Standard Two

1. GLE 14—develop complex compositions, essays, and reports that include the following:

a. a clearly stated central idea/thesis statement;

b. a clear, overall structure (e.g., introduction, body, appropriate conclusion);

c. supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction);

d. transitional words, phrases, and devices that unify throughout (ELA-2-H1);

2. GLE 15—develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:

a. word choices appropriate to the identified audience and/or purpose;

b. vocabulary selected to clarify meaning, create images, and set a tone;

c. information/ideas selected to engage the interest of the reader;

d. clear voice (individual personality) (ELA-2-H2);

3. GLE 16—develop complex compositions using writing processes such as the following:

a. electing topic and form (e.g., determining a purpose and audience);

b. prewriting (e.g., brainstorming, clustering, outlining, generating main ideas/thesis statements);

c. drafting;

d. conferencing with peers and teachers;

e. revising for content and structure based on feedback;

f. proofreading/editing to improve conventions of language;

g. publishing using available technology (ELA-2-H3);

4. GLE 17—use the various modes to write complex compositions, including:

a. definition essay;

b. problem/solution essay;

c. research project;

d. literary analyses that incorporate research;

e. cause-effect essay;

f. process and analyses;

g. persuasive essays (ELA-2-H4);

5. GLE 18—develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5);

6. GLE 19—extend development of individual style to include the following:

a. avoidance of overused words, clichés, and jargon;

b. a variety of sentence structures and patterns;

c. diction that sets tone and mood;

d. vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5);

7. GLE 20—write for various purposes, including:

a. interpretations/explanations that connect life experiences to works of American, British, and world literature;

b. functional documents (e.g., resumes, memos, proposals) (ELA-2-H6);

E. Writing/Proofreading. Standard Three

1. LE 21—apply standard rules of sentence formation, including parallel structure (ELA-3-H2);

2. GLE 22—apply standard rules of usage, for example:

a. avoid splitting infinitives;

b. use the subjunctive mood appropriately (ELA-3-H2);

3. GLE 23—apply standard rules of mechanics and punctuation, including:

a. parentheses;

b. brackets;

c. dashes;

d. commas after introductory adverb clauses and long introductory phrases;

e. quotation marks for secondary quotations;

f. internal capitalization;

g. manuscript form (ELA-3-H2);

4. GLE 24—use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3).

F. Speaking and Listening. Standard Four

1. GLE 25—use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1);

2. GLE 26—select language appropriate to specific purposes and audiences for speaking, including:

a. delivering informational/book reports in class;

b. conducting interviews/surveys of classmates or the general public;

c. participating in class discussions (ELA-4-H1);

3. GLE 27—listen to detailed oral instructions and presentations and carry out complex procedures, including:

a. reading and questioning;

b. writing responses;

c. forming groups;

d. taking accurate, detailed notes (ELA-4-H2);

4. GLE 28—organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2);

5. GLE 29—deliver presentations that include the following:

a. language, diction, and syntax selected to suit a purpose and impact an audience;

b. delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience;

c. an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3);

6. GLE 30—use active listening strategies, including:

a. monitoring messages for clarity;

b. selecting and organizing information;

c. noting cues such as changes in pace (ELA-4-H4);

7. GLE 31—deliver oral presentations, including:

a. speeches that use appropriate rhetorical strategies;

b. responses that analyze information in texts and media;

c. persuasive arguments that clarify or defend positions (ELA-4-H4);

8. GLE 32—give oral and written analyses of media information, including:

a. identifying logical fallacies (e.g., attack *ad hominem*, false causality, overgeneralization, bandwagon effect) used in oral addresses;

b. analyzing the techniques used in media messages for a particular audience;

c. critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation;

d. critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5);

9. GLE 33—participate in group and panel discussions, including:

a. identifying the strengths and talents of other participants;

b. acting as facilitator, recorder, leader, listener, or mediator;

c. evaluating the effectiveness of participants' performance (ELA-4-H6).

G. Information Resources. Standard Five

1. GLE 34—select and critique relevant information for a research project using the organizational features of a variety of resources, including:

a. print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references);

b. electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1);

2. GLE 35—locate, analyze, and synthesize information from a variety of complex resources, including:

a. multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals);

b. electronic sources (e.g., Web sites or databases);

c. other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2);

3. GLE 36—analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2);

4. GLE 37—access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:

a. formulating clear research questions;

b. evaluating the validity and/or reliability of primary and/or secondary sources;

c. using graphic organizers (e.g., outlining, charts, timelines, webs);

d. compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation;

e. preparing annotated bibliographies and anecdotal scripts (ELA-5-H3);

5. GLE 38—write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:

a. researched information that supports main ideas;

b. facts, details, examples, and explanations from sources;

c. graphics when appropriate;

d. complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3);

6. GLE 39—use word processing and/or technology to draft, revise, and publish various works, including:

a. functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly;

b. analytical reports that include databases, graphics, and spreadsheets;

c. research reports on high-interest and literary topics (ELA-5-H4);

7. GLE 40—use selected style guides to produce complex reports that include the following:

a. credit for sources (e.g., appropriate parenthetical documentation and notes);

b. standard formatting for source acknowledgement (ELA-5-H5);

8. GLE 41—analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2889 (November 2005).

Chapter 19. Glossary and References

§1901. Definitions

Benchmark—a broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress.

Communication—the meaningful exchange of ideas or information between a speaker and a listener (or a reader and a writer, etc.). Throughout these standards, communication is understood as an interactive process, in which both speaker and listener participate in the construction of meaning.

Content Standard—a description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.

Convention—an accepted practice in a spoken or written language.

e.g.—examples of, but not limited to.

Emergent Literacy—development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing.

Figurative Language—any language, whether in a literary or a nonliterary text, using figures of speech, such as simile and metaphor, to create multiple or intensified meaning.

Fluency—the clear, easy, written or spoken expression of ideas.

Foundation Skills—processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.

Graphic Organizer—a means of arranging ideas/information in a visual pattern (e.g., charts, graphs, maps, Venn diagrams).

Graphophonics—the relationship between oral and written language.

Hypertext—in computer use, a sophisticated branching that allows the user to move among or relate text, graphics, and sound data in new patterns in any desired order.

Intelligible—capable of being understood.

Log—an ongoing student-kept record of books read during a specified period, of learning activities that help students evaluate their progress, and of student responses to various topics.

Media—the various physical and electronic means through which information may be communicated.

Reading Process—an act of reading taken as a whole; what happens when a person processes text to obtain meaning.

Recursive—characterized by moving back and forth among the planning, drafting, and revising phases of writing.

Response—a written or spoken answer to a question.

Self-Monitoring—the conscious awareness of the progress of text.

Semantics—the study of meaning in language.

Standard English—that variety of English in which most educational texts and government and media publications are written in the United States.

Strategy—a practiced but flexible way of responding to recognizable contexts, situations, or demands.

Syntax—the study of how sentences are formed and of the grammatical rules that govern their formation.

Text—printed communications in their varied forms: oral communication, including conversations, speeches, etc., and visual communications such as film, video, and computer displays.

Viewing—attending to communication conveyed by visually representing. Students with visual impairments might view tactile drawings, charts, or diagrams.

Visually Representing—conveying information or expressing oneself using nonverbal means, such as drawing, computer graphics (maps, charts, artwork), photography, or physical performance. For students with visual impairments, this language art might also include communicating by means of tactile drawings or diagrams, as well as by gesture and performance.

Writing Process—the many aspects of the complex act of producing a written communication. specifically, planning, drafting, revising, editing, and publishing.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2892 (November 2005).

Weegie Peabody
Executive Director

0511#021

RULE

Office of the Governor
Office of Financial Institutions

Expired License Reinstatement Procedure
(LAC 10:XII.301)

In accordance with the Administrative Procedure Act, R.S. 49:950 et seq., and with R.S. 6:121, R.S. 6:1081 et seq., of the Residential Mortgage Lending Act (hereinafter referred to as "RMLA"), the Office of Financial Institutions has amended LAC 10:XII:301, a Rule to establish the procedure for the reinstatement of a RMLA license after automatic expiration, provide for the information an applicant must submit in connection with a reinstatement request, provide for the time period in which a reinstatement request may be filed with the Office of Financial Institutions, provide for items that may be considered in connection with the assessment of a reinstatement penalty, up to the statutory maximum amount, and require the disclosure of residential mortgage loan activity occurring after automatic expiration and prior to a reinstatement request or a new license application following automatic expiration. This Rule has been promulgated to effectuate the purpose, administration, and enforcement of the RMLA, R.S. 6:1081 et seq.

Title 10
FINANCIAL INSTITUTIONS, CONSUMER CREDIT, INVESTMENT SECURITIES AND UCC
Part XII. Residential Mortgage Lending Act
Chapter 3. Residential Mortgage Lending Licenses
§301. Expired License Reinstatement Procedure

A. Any license deemed to have expired automatically on January 1, pursuant to R.S. 6:1088(F)(4), shall not be eligible for reinstatement of said license, unless the request is received by the Office of Financial Institutions postmarked on or before January 15, of that year, and contains:

1. a written reinstatement request filed by the person named in the expired license, which contains such information as may be required by rule, or as the Commissioner of the Office of Financial Institutions (hereinafter referred to as "commissioner"), may direct;

2. evidence showing good cause for approval of a reinstatement request; and

3. payment of a reinstatement penalty in an amount not to exceed $1,000, as determined by the commissioner, in his discretion, and in accordance with this rule.

B. Any license deemed to have expired automatically on January 1, pursuant to R.S. 6:1088(F)(4), and as to which the requirements of Subsection A of this Section have not been met on or before January 15, of that year, shall remain expired, and shall not thereafter be eligible for reinstatement, however, an application for a new license may be filed, provided all the requirements for the filing of an application for a new license and of this rule are met, and all required fees and penalties have been paid in full at the time of filing the application for a new license.

C. In addition to the information required to be included in a reinstatement request pursuant to Subsection A, or with a new license application pursuant to Subsection B of this Section, any such application shall indicate whether the applicant engaged in any residential mortgage loan activity during the time period from the date of expiration of the license for which reinstatement or a new license is sought, until the date the reinstatement request or the new license application is filed with the Office of Financial Institutions, including, but not limited to, a listing of each residential mortgage loan application received, and/or each residential mortgage transaction completed.

D. In determining the amount of the reinstatement penalty required by Subsection A of this Section, the commissioner shall consider, among other things:

1. the cause or causes of the failure to timely file a renewal application; and

2. whether the applicant continued to engage in residential mortgage lending activities subsequent to the automatic expiration pursuant to R.S. 6:1088(F)(4).

E. Knowingly providing false, incomplete, misleading or incorrect information in connection with a request for reinstatement, or in connection with an application for a new license following automatic expiration, shall be a cause for denial of such request or application, and may be grounds for suspension or revocation of any reinstated license or new license granted as provided for herein, if the commissioner would have denied the license had such defect in the information been known at the time said reinstatement request or application for a new license was granted.

F. Terms used herein and defined in the RMLA, R.S. 6:1081, et seq., shall have the same meaning as the terms defined in the RMLA, unless otherwise specifically provided to the contrary herein.

G. The commissioner may waive or suspend application to all or any part of this rule if he determines that a declared state of emergency, or the conditions relating thereto, will substantially affect compliance with this rule.

AUTHORITY NOTE: Promulgated in accordance with R.S. 6:121 and R.S. 6:1085.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Office of Financial Institutions, LR 31:2893 (November 2005).

John Ducrest
Commissioner

0511#057

RULE

Office of the Governor
Office of Financial Institutions

Financial Institutions Applications
(LAC 10:I.501 and 507)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Commissioner of the Office of Financial Institutions has amended Section 501, Definitions, of the Rule originally promulgated in LR 19:1414 (November 1993) and approved for advertisement the repeal of Section 507, Application for Electronic Financial Terminal (EFT), from the Louisiana Administrative Code. These actions are being effectuated in order to: 1) make the Rule consistent with R.S. 6:2 as amended by Acts 1995, No. 354, §1, eff. June 16, 1995, that defines a branch or branch office as a manned office and excludes EFTs; and 2) eliminate the requirements for the establishment of an off-site EFT for

state-chartered banks, savings and loan associations, and savings banks in order to create parity with federally-chartered financial institutions.

There is no family impact associated with this Rule, as provided for in R.S. 49:972.

Title 10
FINANCIAL INSTITUTIONS, CONSUMER CREDIT, INVESTMENT SECURITIES AND UCC
Part I. Financial Institutions
Chapter 5. Applications
Subchapter A. Certificate of Authority for New Financial Institutions; Branches; or Relocation of Main Office or Branch Office

§501. Definitions

Applicant—one or more natural persons or a state-chartered financial institution seeking a certificate of authority from the commissioner to transact business as a financial institution, or a branch thereof, as defined below.

Application—shall consist of forms provided by the commissioner, submitted in a form acceptable to the commissioner, along with all supporting documents, requesting that a certificate of authority be granted.

Branch or *Branch Office*—for the purpose of making application to this Office means any manned office of a bank. This excludes off-site electronic financial terminals and loan production offices which are owned or leased by the financial institution.

Commissioner—the Commissioner of Financial Institutions.

Electronic Financial Terminal (EFT)—

1. an electronic information processing device, other than a telephone, which is established to do either or both of the following:

a. capture the data necessary to initiate financial transactions; or

b. through its attendant support system, store or initiate the transmission of the information necessary to consummate a financial transaction;

2. the term includes, without limitation, point of sale terminals, merchant-operated terminals, script or cash dispensing machines, and automated teller machines.

Financial Institution—any bank, savings bank, homestead association, building and loan association, or savings and loan association chartered by the commissioner.

Investigation—the commissioner or any examiner or examiners designated by the commissioner shall make such investigations as deemed necessary to assist in the determination of matters pending before the commissioner. The investigation shall include an examination of each of the six factors detailed in §503.C.

Loan Production Office—a location, other than the financial institution's main office, branch office or subsidiary corporation, with the authority to lend money, where the employees of a financial institution or its subsidiary conduct the solicitation and origination of applications for loans, provided that the loans are approved and made at the main office, branch office or subsidiary corporation.

"Phantom" Financial Institution—a corporation organized as a state, nondeposit taking financial institution, for the purpose of facilitating the organization of a holding company.

Relocation of a Branch Office—a movement within the same neighborhood that does not substantially affect the nature of business or customers served.

AUTHORITY NOTE: Promulgated in accordance with R.S. 6:121(B)(1).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Financial Institutions, LR 19:1414 (November 1993), amended by the Office of the Governor, Office of Financial Institutions, LR 31:2894 (November 2005).

§507. Application for Electronic Financial Terminal (EFT)

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 6:121(B)(1).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Financial Institutions, LR 19:1415 (November 1993), repealed by the Office of the Governor, Office of Financial Institutions, LR 31:2894 (November 2005).

John Ducrest
Commissioner

0511#056

RULE

Office of the Governor
Office of Financial Institutions

Financial Institutions Fees and Assessments
(LAC 10:I.303)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, and as provided under R.S. 6:126(A), the Commissioner of the Office of Financial Institutions has amended the Rule originally promulgated in LR 19:1546 (December 1993), subsequently amended in LR 21:1069 (October 1995) and LR 23:706 (June 1997). The commissioner eliminates the following in the Rule: 1) the fee charged for the reservation of a corporate name of a state bank, savings and loan association, or savings bank; and 2) the fee charged state banks, savings and loan associations, and savings banks for notification for an off-site electronic financial terminal machine. Also there is a reduction of the fee charged for an application by a state-chartered bank, savings and loan association, or savings bank to establish or acquire a subsidiary or service corporation.

Title 10
FINANCIAL INSTITUTIONS, CONSUMER CREDIT, INVESTMENT SECURITIES AND UCC
Part I. Financial Institutions
Chapter 3. Fees and Assessments
§303. Establishment of Fees and Assessments

Description	Fee
A. Application for a de novo state bank, savings and loan association or savings bank charter, or the merger or consolidation of two banks, savings and loan associations, or savings banks. The fee for a merger or consolidation may be reduced based on certain factors including, but not limited to: the date of each institution's most recent examination, the financial condition of the applicant, the structure of the institutions, the complexity of the transaction, the number of similar transactions contemplated, and any other factor(s) as determined by the commissioner of Financial Institutions.	$10,000; $5,000 for each additional institution affected

Description	Fee
B. The conversion from a national or federally-chartered depository institution to a state-chartered depository institution.	$1,500
C. Application for a state bank, savings and loan association or savings bank for a branch office.	Standard Form: $1,000 Short Form: $250
D. Processing fee for an application to acquire a failing or failed institution. If the applicant is the successful bidder, the processing fee will be applied to the application fee(s) as set forth in A. and C. above:	
1. Existing state-chartered financial institution.	$500 per branch
2. De Novo state-chartered financial institution.	$5,000
E. Application for a conversion or merger of a state-chartered bank, savings and loan association, or savings bank into a national bank, a federal savings and loan association, or a federal savings bank.	$1,500
F. Application for the organization and/or merger of a stock or mutual holding company for an already existing bank, savings and loan association, or savings bank (phantom).	$2,000
G. Special examination fee for a state bank, savings and loan association, or savings bank. Fee per examiner.	$50/hour
H. Semi-annual assessment of each state-chartered bank, savings and loan association, and savings bank at a floating rate to be assessed no later than June 30 and December 31, to be based on the total consolidated average assets, for the preceding quarter. Not applicable to Trust Banks. Any amounts collected in excess of actual expenditures of the OFI shall be credited or refunded on a pro-rata basis. Any shortages in assessments to cover actual operating expenses of OFI shall be added to the next variable assessment or billed on a pro-rata basis.	Variable
I. Annual assessment of each holding company domiciled in and/or operating in Louisiana, to be assessed no later than September 30 of each year to be based upon the holding company's total consolidated assets as of the previous June 30, in accordance with the following schedule.	
1. Assets less than $100,000,000	$350
2. Assets of $100,000,000 to $149,999,999	$500
3. Assets of $150,000,000 or greater	$650
J. Examination fee for holding companies of each bank, savings and loan association, or savings bank domiciled in and/or operating in Louisiana. Fee per examiner.	$50/hour
K. Semi-annual assessment for each bank limited to the exercise of trust powers only and domiciled and operating in Louisiana to be assessed no later than June 30 and December 31.	$500
L. Examination fee for each trust bank domiciled and operating in Louisiana. Fee per examiner.	$50/hour
M. Examination fee for a trust department of a state-chartered bank, savings and loan association, or savings bank. Fee per examiner.	$50/hour
N. Examination of the registered transfer agent activities of a state-chartered bank, savings and loan association, or savings bank. Fee per examiner.	$50/hour
O. Review of a restatement and/or amendment to the Articles of Incorporation of a state-chartered bank, savings and loan association or savings bank.	$250
P. Application by a state-chartered bank, savings and loan association, or savings bank to exercise trust powers and/or re-institute trust powers formerly surrendered.	$1,000
Q. Application by a state-chartered bank, savings and loan association, or savings bank to establish or acquire a subsidiary or service corporation.	$500
R. Application by an in-state or out-of-state holding company to acquire a Louisiana bank, savings and loan association, or savings bank, or a holding company thereof, or an out-of-state holding company with a Louisiana bank, savings and loan or savings bank subsidiary(-ies).	$1,000; $11,000 if de novo charter also required
S. Corporate Credit Union Examination Fee	$5,000 plus $400 per day per examiner.
T. Application by a state-chartered bank, savings and loan association, or savings bank to merge with its parent holding company.	$1,000
U. Processing fee for a certificate of authority filed by a state-chartered savings and loan association or savings bank not domiciled in Louisiana to operate a branch in Louisiana.	$1,000
V. Application for conversion by any state-chartered depository institution to another state charter.	$1,500
W. Application for the voluntary conversion of a depository institution from a mutual to a stock form (equity ownership).	$1,500

AUTHORITY NOTE: Promulgated in accordance with R.S. 6:126(A), 6:212 and 6:646(B)(5).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Financial Institutions, LR 19:1546 (December 1993), amended LR 21:1069 (October 1995), LR 23:706 (June 1997), amended by the Office of the Governor, Office of Financial Institutions, LR 31:2894 (November 2005).

John Ducrest
Commissioner

0511#058

RULE

Department of Health and Hospitals
Office of Public Health

Molluscan Shellfish Program
(LAC 51:IX.101, 327, 329 and 331)

In accordance with the Administrative Procedure Act, R.S. 49:950 et seq., the Department of Health and Hospitals, Office of Public Health, pursuant to the authority in R.S. 40:4(A)(6) and R.S. 40:5, amends Title 51, Part IX (Marine and Fresh Water Animal Food Products), by effecting substantive changes as outlined below. The changes result in code provisions which are consistent with the most recent (2003) requirements of both the United States Food and Drug Administration, Center for Food Safety and Applied Nutrition; and the Interstate Shellfish Shippers Conference. Specifically, they incorporate the time-temperature controls for shellstock required in states such as Louisiana, which have been confirmed as sources of product associated with two or more cases of *Vibrio vulnificus* illnesses. Additionally, a minor modification has been made for the term *National Shellfish Sanitation Program (NSSP).*

Title 51
PUBLIC HEALTH—SANITARY CODE
Part IX. Marine and Fresh Water Animal Food Products
Chapter 1. Shellfish Growing Areas
§101. Definitions
[formerly paragraph 9:001]

* * *

National Shellfish Sanitation Program (NSSP)—the cooperative State-FDA-Industry program for the certification of interstate shellfish shippers as described in the National Shellfish Sanitation Program Model Ordinance.

The National Shellfish Sanitation Program Model Ordinance may be obtained from the Interstate Shellfish Sanitation Conference.

* * *

AUTHORITY NOTE: The first source of authority for promulgation of the sanitary code is in R.S. 36:258.B, with more particular provisions found in Chapters 1 and 4 of Title 40 of the Louisiana Revised Statutes. This Part is promulgated in accordance with the specific provisions of R.S. 40:4.A.(1), R.S. 40:5.3.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of Public Health, LR 28:1289 (June 2002), amended LR 28:1591 (July 2002), LR 31:2895 (November 2005).

Chapter 3. Preparation and Handling of Seafood for Market

§327. Refrigeration of Shell-Stock Oysters, Clams and Mussels [formerly paragraph 9:052]

A. Shell-stock shall be placed under mechanical refrigeration at an air temperature (measured 12 inches from the blower) not to exceed 45°F within the time period prescribed herein; and shall be maintained at or below that temperature through out all levels of commerce. Shell-stock harvested for raw consumption during the months January through December shall be subject to the time to refrigeration requirements outlined in §329.

B. Shellstock harvested for raw consumption shall be placed under temperature control in accordance with the Time-Temperature Matrix announced by the Office of Public Health. All shellstock exceeding the Time-Temperature Matrix shall be for shucking only.

C. Once shellstock is off-loaded from the harvest vessel onto the dock it must be placed under mechanical refrigeration within two hours; but the total harvest to refrigeration time shall not exceed the Time-Temperature Matrix.

AUTHORITY NOTE: Promulgated in accordance with R.S. 40:4.A.(1), R.S. 40:5.3., and the FDA/CFSAN & ISSC Model Ordinance IX, 2003.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of Public Health, LR 28:1308 (June 2002), amended LR 31:2896 (November 2005).

§329. Refrigeration Requirements for Shell-Stock Harvested for Raw Consumption during the Months January through December [formerly paragraph 9:052-1]

A. Time to refrigeration requirements for shell-stock harvested for raw consumption during the months January through December shall be based on the average monthly growing water temperatures as calculated and announced by the Office of Public Health Molluscan Shellfish Program according to the following schedule.

1. Water Temperature: <65°F—Shell-stock shall be placed under mechanical refrigeration at an air temperature not to exceed 45°F within 36 hours from the time of harvesting begins.

2. Water Temperature: 65°F to 74°F—Shell-stock shall be placed under mechanical refrigeration at an air temperature not to exceed 45°F within 14 hours from the time of harvesting begins.

3. Water Temperature: >74°F to 84°F—Shell-stock shall be placed under mechanical refrigeration at an air temperature not to exceed 45°F within 12 hours from the time harvesting begins.

4. Water Temperature: >84°F—Shell-stock shall be placed under mechanical refrigeration at an air temperature not to exceed 45°F within 10 hours from the time harvesting begins.

AUTHORITY NOTE: Promulgated in accordance with R.S. 40:4.A.(1), R.S. 40:5.3, and the FDA/CFSAN & ISSC Model Ordinance VIII, 2003.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of Public Health, LR 28:1308 (June 2002), amended LR 31:2896 (November 2005).

§331. Refrigeration Requirements for Shell-Stock Harvested for Shucking by a Certified Dealer during the Months January through December [formerly paragraph 9:052-2]

A. Time to refrigeration requirements for shell-stock harvested for shucking by a certified dealer during the months January through December shall be as follows.

1. - 2. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 40:4.A.(1), R.S. 40:5.3, and the FDA/CFSAN & ISSC Model Ordinance VIII, 2003.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of Public Health, LR 28:1309 (June 2002), amended LR 31:2896 (November 2005).

Frederick P. Cerise, M.D., M.P.H.
Secretary

0511#047

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Pharmacy Benefits Management Program
Erectile Dysfunction Drugs Coverage Termination

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing promulgates the following Rule in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq.

Rule

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing discontinues coverage and reimbursement of prescription drugs for the treatment of erectile dysfunction under the Medicaid Program.

Implementation of the provisions of this Rule shall be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services.

Frederick P. Cerise, M.D., M.P.H.
Secretary

0511#065

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Pharmacy Benefits Management Program
Parenteral Therapy

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing promulgates the following Rule in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the Administrative Procedure Act, R.S. 49:950 et seq.

Rule

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing adopts the following provisions governing parenteral nutrition therapy under the Pharmacy Benefits Management Program.

Parenteral Nutrition Therapy

A. Parenteral nutrition (PN) therapy is the introduction of nutrients by some means other than through the gastrointestinal tract, in particular intraveneous, subcutaneous, intramuscular, or intramedullary injection. Intravenous nutrition is also referred to as TPN (Total Parenteral Nutrition) or Hyperalimentation Therapy.

Medical Necessity Criteria

A. Parenteral nutrition is covered for a recipient with permanent, severe pathology of the alimentary tract which does not allow absorption of sufficient nutrients to maintain weight and strength commensurate with the recipient's general condition.

B. Parenteral nutrition is considered to be medically necessary when any of the following conditions exists. The conditions must be deemed to be severe enough that the recipient would not be able to maintain his/her weight and strength on only oral intake or tube enteral nutrition. The recipient:

1. has undergone recent (within the past three months) massive small bowel resection leaving less than or equal to 5 feet of small bowel beyond the ligament of Treitz; or

2. has a short bowel syndrome that is severe enough that the recipient has net gastrointestinal fluid and electrolyte malabsorption such that on an oral intake of 2.5-3 liters/day the enteral losses exceed 50 percent of the oral/enteral intake and the urine output is less than 1 liter/day; or

3. requires bowel rest for at least three months and is receiving intravenously 20-35 cal/kg/day for treatment of symptomatic pancreatitis with/without pancreatic pseudocyst, severe exacerbation of regional enteritis, or a proximal enterocutaneous fistula where tube feeding distal to the fistula is not possible; or

4. has complete mechanical small bowel obstruction where surgery is not an option; or

5. is significantly malnourished (10 percent weight loss over three months or less and serum albumin less than or equal to 3.4 gm/dl) and has very severe fat malabsorption (fecal fat exceeds 50 percent of oral/enteral intake on a diet of at least 50 gm of fat/day as measured by a standard 72 hour fecal fat test); or

6. is significantly malnourished (10 percent weight loss over three months or less and serum albumin less than or equal to 3.4 gm/dl) and has a severe motility disturbance of the small intestine and/or stomach which is unresponsive to prokinetic medication. Prokinetic medication is defined as the presence of daily symptoms of nausea and vomiting while taking maximal doses and is demonstrated either:

a. scintigraphically (solid meal gastric emptying study demonstrates that the isotope fails to reach the right colon by six hours following ingestion); or

b. radiographically (barium or radiopaque pellets fail to reach the right colon by six hours following administration).

Note: These studies must be performed when the recipient is not acutely ill and is not on any medication which would decrease bowel motility.

C. Maintenance of weight and strength commensurate with the recipient's overall health status must require intravenous nutrition and must not be possible utilizing all of the following approaches:

1. modifying the nutrient composition of the enteral diet (e.g., lactose free, gluten free, low in long chain triglycerides, substitution with medium chain triglycerides, provision of protein as peptides or amino acids, etc.); and

2. utilizing pharmacologic means to treat the etiology of the malabsorption (e.g., pancreatic enzymes or bile salts, broad spectrum antibiotics for bacterial overgrowth, prokinetic medication for reduced motility, etc.).

D. Recipients who do not meet the criteria in B.1-6 must meet criteria in C.1-2 (modification of diet and pharmacologic intervention) in addition to the following criteria:

1. the recipient is malnourished (10 percent weight loss over three months or less and serum albumin less than or equal to 3.4 gm/dl); and

2. a disease and clinical condition has been documented as being present and it has not responded to altering the manner of delivery of appropriate nutrients (e.g., slow infusion of nutrients through a tube with the tip located in the stomach or jejunum).

E. The following are some examples of moderate abnormalities which would require a failed trial of tube enteral nutrition before PN would be covered:

1. moderate fat malabsorption - fecal fat exceeds 25 percent of oral/enteral intake on a diet of at least 50 gm fat/day as measured by a standard 72 hour fecal fat test;

2. diagnosis of malabsorption with objective confirmation by methods other than 72 hour fecal fat test (e.g., Sudan stain of stool, dxylose test, etc.);

3. gastroparesis which has been demonstrated:

a. radiographically or scintigraphically as described in Subsection B above with the isotope or pellets failing to reach the jejunum in three to six hours; or

b. by manometric motility studies with results consistent with an abnormal gastric emptying, and which is unresponsive to prokinetic medication.

4. a small bowel motility disturbance which is unresponsive to prokinetic medication, demonstrated with a gastric to right colon transit time between three to six hours;

5. small bowel resection leaving greater than 5 feet of small bowel beyond the ligament of Treitz;

6. short bowel syndrome which is not severe (as defined in B.2);

7. mild to moderate exacerbation of regional enteritis, or an enterocutaneous fistula;

8. partial mechanical small bowel obstruction where surgery is not an option.

F. Documentation must support that a concerted effort has been made to place a tube. For gastroparesis, tube placement must be post-pylorus, preferably in the jejunum. Use of a double lumen tube should be considered. Placement of the tube in the jejunum must be objectively verified by radiographic studies or luoroscopy. Placement via endoscopy or open surgical procedure would also verify location of the tube.

G. A trial with enteral nutrition must be documented, with appropriate attention to dilution, rate, and alternative formulas to address side effects of diarrhea.

H. PN can be covered in a recipient with the ability to obtain partial nutrition from oral intake or a combination of oral/enteral or oral/enteral/parenteral intake as long as the following criteria are met:

1. a permanent condition of the alimentary tract is present which has been deemed to require parenteral therapy because of its severity;

2. a permanent condition of the alimentary tract is present which is unresponsive to standard medical management; and

3. the person is unable to maintain weight and strength.

I. If the medical necessity criteria for parenteral nutrition are met, medically necessary nutrients, administration supplies and equipment are covered. PN solutions containing little or no amino acids and/or carbohydrates would be covered only in situations stated in B.1, 2, or 4 above.

J. Documentation Requirements

1. Recipients covered under Paragraph B.4 must have documentation of the persistence of their condition. Recipients covered under B.5-D.2 must have documentation that sufficient improvement of their underlying condition has not occurred which would permit discontinuation of parenteral nutrition. Coverage for these recipients would be continued if the treatment has been effective as evidenced by an improvement of weight and/or serum albumin. If there has been no improvement, subsequent claims will be denied unless the physician clearly documents the medical necessity for continued parenteral nutrition and any changes to the therapeutic regimen that are planned, e.g., an increase in the quantity of parenteral nutrients provided.

2. A total caloric daily intake (parenteral, enteral and oral) of 20-35 cal/kg/day is considered sufficient to achieve or maintain appropriate body weight. The ordering physician must document in the medical record the medical necessity for a caloric intake outside this range in an individual recipient.

3. Parenteral nutrition would usually be noncovered for recipients who do not meet criteria in H.1-3, but will be considered on an individual case basis if detailed documentation is submitted.

4. Recipients covered under criteria in B.1 or 2 must have documentation that adequate small bowel adaptation had not occurred which would permit tube enteral or oral feedings.

5. Recipients covered under B.3 must have documentation of worsening of their underlying condition during attempts to resume oral feedings.

6. The ordering physician must document the medical necessity for protein orders outside of the range of 0.8-1.5 gm/kg/day, dextrose concentration less than 10 percent, or lipid use greater than 15 units of a 20 percent solution or 30 units of a 10 percent solution per month.

7. If the medical necessity for special parenteral formulas is not substantiated, authorization of payment will be denied.

Exclusionary Criteria

A. Parenteral nutrition will be denied as non-covered in situations involving temporary impairments. The recipient must have:

1. a condition involving the small intestine and/or its exocrine glands which significantly impairs the absorption of nutrients; or

2. a disease of the stomach and/or intestine which is a motility disorder and impairs the ability of nutrients to be transported through the GI system. There must be objective evidence supporting the clinical diagnosis.

B. Parenteral nutrition is non-covered for the recipient with a functioning gastrointestinal tract whose need for parenteral nutrition is only due to:

1. a swallowing disorder;

2. a temporary defect in gastric emptying such as a metabolic or electrolyte disorder;

3. a psychological disorder impairing food intake such as depression;

4. a metabolic disorder inducing anorexia such as cancer;

5. a physical disorder impairing food intake such as the dyspnea of severe pulmonary or cardiac disease;

6. a side effect of a medication; or

7. renal failure and/or dialysis.

Prior Authorization

A. Parenteral nutrition therapy may be approved by the Prior Authorization Unit (PAU) at periodic intervals not to exceed six months. However, Medicaid will pay for no more than one month's supply of nutrients at any one time. All requests to the PAU shall include:

1. the prognosis as well as the diagnosis;

2. the date the recipient was first infused;

3. whether the recipient has been trained to use parenteral equipment;

4. a statement that the recipient is capable of operating the parenteral equipment;

5. either the Medicaid certificate of medical necessity form for TPN, or the Medicare certificate of medical necessity form, Form DMERC 10.02A, completed and signed by the treating physician;

6. documentation showing that the recipient has a permanent impairment. Permanence does not require a determination that there is no possibility that the recipient's condition may improve sometime in the future. Medical documentation must substantiate that the condition is expected to last a long and indefinite duration (at least three months).

B. Additional documentation must be included with the initial request for parenteral nutrition.

1. In the situations addressed in B.1-4 under Medical Necessity Criteria, the documentation must include copies of the operative report and/or hospital discharge summary

and/or x-ray reports and/or a physician letter which document the condition and the necessity for PN therapy.

2. For the situations addressed in B.5 and D.2 under Medical Necessity Criteria (when appropriate), include the results of the fecal fat test and dates of the test.

3. For the situations addressed in B.6 and D.2 under Medical Necessity Criteria, include a copy of the report of the small bowel motility study and a list of medications that the recipient was on at the time of the test.

4. For the situations addressed in B.5 – D.2 under Medical Necessity Criteria, include the results of serum albumin and the date of the test (within one week prior to initiation of PN) and a copy of a nutritional assessment by a physician, dietitian or other qualified professional within one week prior to initiation of PN, to include the following information:

a. current weight with date and weight one – three months prior to initiation of PN;

b. estimated daily calorie intake during the prior month and by what route (e.g., oral, tube);

c. statement of whether there were caloric losses from vomiting or diarrhea and whether these estimated losses are reflected in the calorie count;

d. description of any dietary modifications made or supplements tried during the prior month (e.g., low fat, extra medium chain triglycerides, etc.).

5. For situations described in D.2 under Medical Necessity Criteria, include:

a. a statement from the physician;

b. copies of objective studies; and

c. excerpts of the medical record giving the following information:

i. specific etiology for the gastroparesis, small bowel dysmotility, or malabsorption;

ii. a detailed description of the trial of tube enteral nutrition including the beginning and ending dates of the trial, duration of time that the tube was in place, the type and size of tube, the location of tip of the tube, the name of the enteral nutrient, the quantity, concentration, and rate of administration, and the results;

iii. a copy of the x-ray report or procedure report documenting placement of the tube in the jejunum;

iv. prokinetic medications used, dosage, and dates of use;

v. nondietary treatment given during prior month directed at etiology of malabsorption (e.g., antibiotic for bacterial overgrowth); and

vi. any medications used that might impair GI tolerance to enteral feedings (e.g., anticholinergics, opiates, tricyclics, phenothiazines, etc.) or that might interfere with test results (e.g., mineral oil, etc.) and a statement explaining the need for these medications.

6. Any other information which supports the medical necessity for parenteral nutrition may also be included.

Intradialytic Parenteral Nutrition

A. Intradialytic Parenteral Nutrition Therapy (IDPN) is parenteral nutrition therapy provided to a recipient with end stage renal disease (ESRD) while the recipient is being dialyzed.

B. In order to cover IDPN, documentation must be clear and precise to verify that the recipient suffers from a permanently impaired gastrointestinal tract and that there is insufficient absorption of nutrients to maintain adequate strength and weight. The supporting documentation must substantiate that the recipient cannot be maintained on oral or enteral feedings and that due to severe pathology of the alimentary tract, the recipient must be intravenously infused with nutrients.

C. Infusions must be vital to the nutritional stability of the recipient and not supplemental to a deficient diet or deficiencies caused by dialysis. Physical signs, symptoms and test results indicating severe pathology of the alimentary tract must be clearly evident in any documentation submitted. Recipients receiving IDPN must also meet the criteria for parenteral nutrition.

D. If the medical necessity criteria for parenteral nutrition are met, one supply kit and one administration kit will be covered for each day that parenteral nutrition is administered, if such kits are medically necessary and used.

Additional Documentation

A. For the initial request and for revised requests or reconsiderations involving a change in the order, there must be additional documentation to support the medical necessity of the following orders, if applicable:

1. the need for special nutrients;

2. the need for dextrose concentration less than 10 percent;

3. the need for lipids more than 15 units of a 20 percent solution or 30 units of a 10 percent solution per month.

B. After the first six months, the PA request must include a physician's statement describing the continued need for parenteral nutrition. For situations described in B.5-D.2 under Medical Necessity Criteria, the PA request must include the results of the most recent serum albumin (within two weeks of the request date) and the recipient's most recent weight with the date of each. If the results indicate malnutrition, there should be a physician's statement describing the continued need for parenteral nutrition and any changes to the therapeutic regimen that are planned.

Equipment and Supplies

A. An infusion pump is used to deliver nutritional requirements intravenously. Infusion pumps are covered for the delivery of parenteral nutrition for those recipients who cannot absorb nutrients by the gastrointestinal tract. Only one pump (ambulatory or stationary) will be covered at any one time. Additional pumps will be denied as not medically necessary.

1. An external ambulatory infusion pump is a small portable electrical device that is used to deliver parenteral nutrition. It is designed to be carried or worn by the recipient.

2. A stationary infusion pump is an electrical device, which serves the same purpose as an ambulatory pump, but is larger and typically mounted on a pole.

B. An IV pole is a device to suspend fluid to be administered by gravity or pump. An IV pole will be covered when a recipient is receiving parenteral fluids and the recipient is not using an ambulatory infusion pump.

C. Infusion pumps, ambulatory and stationary, are indicated for the administration of parenteral medication in the home when parenteral administration of the medication in the home is reasonable and medically necessary, and an

infusion pump is necessary to safely administer the medication.

D. An external ambulatory infusion pump is a small portable electrical device that is used to deliver parenteral medication. It is designed to be carried or worn by the recipient.

Reimbursement Methodology

A. The reimbursement rate for parenteral nutrition formula is 80 percent of the Medicare Fee Schedule amount or billed charges, whichever is the lesser amount.

B. The reimbursement rate for parenteral equipment and supplies is 70 percent of the Medicare Fee Schedule amount or billed charges, whichever is the lesser amount. If an item is not available at 70 percent of the Medicare Fee Schedule amount, the flat fee that will be utilized is the lowest cost at which the item has been determined to be widely available by analyzing usual and customary fees charged in the community.

Frederick P. Cerise, M.D., M.P.H.
Secretary

0511#064

RULE

Department of Health and Hospitals
Office of the Secretary
Office for Citizens with Developmental Disabilities

Home and Community Based Services Waivers
New Opportunities Waiver
Emergency Opportunities
(LAC 50:XXI.13707 and 13709)

The Department of Health and Hospitals, Office of the Secretary, Office for Citizens with Developmental Disabilities adopts LAC 50.XXI.13707-13709 as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the Administrative Procedure Act, R.S. 49:950 et seq.

Title 50
PUBLIC HEALTH—MEDICAL ASSISTANCE
Part XXI. Home and Community Based Services Waivers
Subpart 11. New Opportunities Waiver
Chapter 137. General Provisions
§13707. Programmatic Allocation of Waiver Opportunities

A. The Request for Services Registry, hereafter referred to as "the registry", shall be used to evaluate individuals for waiver eligibility and to fill all waiver opportunities for persons with mental retardation or developmental disabilities. The next individual on the registry shall be notified in writing that a waiver opportunity is available and that he is next in line to be evaluated for a possible waiver assignment. The individual shall then choose a case management agency that will assist in the gathering of the documents needed for both the financial eligibility and medical certification process for level of care determination. If the individual is determined to be ineligible, either financially or medically, that individual shall be notified in writing. The next person on the registry shall be notified as stated above and the process continues until an eligible person is assigned the waiver opportunity. A waiver opportunity shall be assigned to an individual when eligibility is established and the individual is certified. By accepting a waiver opportunity, the person's name shall be removed from the registry.

B. Right of Refusal. A person may be designated inactive on the registry upon written request to OCDD. When the individual determines that he is ready to begin the waiver evaluation process, he shall request, in writing, that his name be removed from inactive status. His original protected request date will be reinstated. In addition, persons who left a publicly operated facility after July 1, 1996 and who would have received a waiver opportunity, but chose another option at the time of discharge, may request access to a waiver opportunity through OCDD regional administrative units. OCDD will verify that the individual meets the criteria for this option and provide access to the next available waiver opportunity based on her/his date of discharge from the publicly operated facility. That will become his/her protected date.

C. Utilizing these procedures, waiver opportunities shall be allocated to the targeted groups cited as follows.

1. A minimum of 90 waiver opportunities shall be available for allocation to foster children in the custody of the Office of Community Services (OCS), who successfully complete the financial and medical certification eligibility processes and are certified for the waiver. OCS is the guardian for children who have been placed in their custody by court order. OCS shall be responsible for assisting the individual in gathering the documents needed in the eligibility determination process, preparing the comprehensive plan of care, and submitting the plan of care document to OCDD.

2. A minimum of 160 waiver opportunities shall be available for people living at Pinecrest and Hammond Developmental Centers, or their alternates at private ICFs-MR, who have chosen to receive community-based waiver services, have successfully completed the financial eligibility and medical certification processes, and are certified for the waiver. For the purposes of assigning these waiver opportunities, an alternate is defined as a person who lives in a private ICF-MR, chooses to apply for waiver participation, is eligible for the waiver, and vacates a bed in the private ICF-MR for an individual being discharged from a publicly operated facility. A person living at either Pinecrest or Hammond Developmental Center shall have the option to select a private ICF-MR placement in the area of his choice in order to designate the individual being discharged from the private ICF-MR as his alternate. The bed being vacated in the private ICF-MR must be reserved for 14 days for the placement of a person being discharged from a publicly operated facility. The person's discharge from a publicly operated facility and his subsequent placement in a private ICF-MR is to occur as close as possible to the actual discharge of the alternate from the private ICF-MR and is not to exceed 14 days from the date of the alternate's discharge and certification for the waiver. The bed may be held vacant beyond the 14 days with the concurrence of the private ICF-MR provider.

3. Except for those waiver opportunities addressed in Paragraphs C.1, 2, 6 and 7, waiver opportunities vacated

during the waiver year shall be made available to persons leaving any publicly operated ICF-MR or their alternates.

4. A waiver opportunity will be reserved for persons who choose to transition from a publicly operated facility to community-based waiver services. The reservation of a waiver opportunity shall not exceed 120 days. However, justification to exceed this 120-day reservation period may be granted as needed.

5. Waiver opportunities not utilized by persons living in public ICFs-MR or their alternates shall be divided between:

a. the next individual on the registry who is living in either a nursing facility or private ICF-MR; and

b. the next individual on the registry who is residing in the community.

6. Ten waiver opportunities shall be used for qualifying persons with developmental disabilities who receive services from the Developmental Neuropsychiatric Program (DNP) administered by Southeast Louisiana State Hospital. This is a pilot project between OCDD and the Office of Mental Health in the development of coordinated wrap-around services for individuals who choose to participate in the waiver and meet the financial and medical eligibility requirements for the waiver.

7. Sixty-six waiver opportunities shall be used for qualifying individuals with developmental disabilities who require emergency waiver services. In the event that a waiver opportunity is vacated, the opportunity will be returned to the emergency pool for support planning based on the process for prioritization. Once the 66 waiver opportunities are filled, then supports and services based on the priority determination system will be identified and addressed through other resources currently available for individuals with developmental disabilities.

8. Funded waiver opportunities not addressed above shall be available for allocation to the next individual on the registry who successfully completes the financial eligibility and medical certification process and is certified for the waiver.

D. The Office for Citizens with Developmental Disabilities has the responsibility to monitor the utilization of NOW waiver opportunities. At the discretion of the OCDD, specifically allocated waiver opportunities may be reallocated to better meet the needs of citizens with developmental disabilities in the State of Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and Title XIX of the Social Security Act.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Office for Citizens with Developmental Disabilities, LR 31:2900 (November 2005).

§13709. Emergency Opportunities

A. Requests for emergency waiver services shall be made through the regional administrative units (RAU), which are local and regional governmental entities responsible for coordination of services for persons with developmental disabilities. When a request for emergency services is received, the RAU (which may be OCDD regional offices, human services districts, or human services authorities) shall complete a priority assessment that incorporates standardized operational procedures with standardized assessment tools to determine the priority of the individual's need in a fair and consistent manner.

B. To be considered for emergency waiver supports, the individual must need long term supports, not temporary or short term supports. All of the following criteria shall be used in the determination of priority for an emergency waiver opportunity.

1. Urgency of Need. The individual will require further assessment for emergency services if one of the following situations exists:

a. the caregiver is unable or unwilling to continue providing care;

b. death of the caregiver and there are no other available supports;

c. the caregiver is incapacitated and there are no other available supports due to physical or psychological reasons;

d. intolerable temporary placement, immediate need for new placement; or

e. other family crisis exists with no caregiver support available.

2. Level of Risk. The individual will be assessed to determine the risk to his/her health and safety in areas of daily living, health care and behavioral supports if an emergency waiver opportunity is not made available. Level of risk will be categorized as follows.

a. High Risk. The person's health or safety is at imminent risk without the requested developmental disability supports.

b. Moderate Risk. The person has a potential risk of losing his/her current level of health or safety without the requested developmental disability supports.

c. Low Risk. The person is at little or no risk of losing his/her current level of health or safety without the requested developmental disability supports.

3. Level of Unmet Needs. The person's needs shall be identified and assessed to determine the level to which the needs are being met.

4. Adaptive Service Level Determination. The person's service needs will be determined utilizing a standardized rating based on adaptive behavior levels.

5. Financial Resources Determination. Individual or family income shall be considered to determine whether it is adequate to meet unmet needs.

C. For individuals who appear to meet the criteria for an emergency waiver opportunity, the RAU will forward the Priority Ranked Score and all supporting documentation to the DHH emergency review team coordinator at OCDD in Baton Rouge to complete the programmatic determination process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and Title XIX of the Social Security Act.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Office for Citizens with Developmental Disabilities, LR 31:2901 (November 2005).

Frederick P. Cerise, M.D., M.P.H.
Secretary

0511#063

RULE

Department of Insurance
Office of the Commissioner

Regulation 33—Medicare Supplement Insurance Minimum Standards (LAC 37:XIII.Chapter 5)

In accordance with R.S. 49:953(B) of the Administrative Procedure Act, the Department of Insurance incorporates the revisions required by the Medicare Prescription Drug, Improvement, and Modernization Act of 2003 (MMA) into Regulation 33—Medicare Supplement Insurance Minimum Standards (LAC 37:XIII.Chapter 5)(*Federal Register*/Vol. 70, No. 57/Friday, March 25, 2005, page 15394). With passage of the MMA, there is an immediate need for states to amend their Medigap regulations in order to maintain certification of their regulatory programs. MMA authorizes the Secretary of the U.S. Department of Health and Human Services (DHHS) to impose its own regulatory scheme for Medigap plans in the event that states do not comply with the provisions of MMA by September 8, 2005. Therefore, this Rule herein is hereby proposed to avoid sanctions or penalties from the Centers for Medicare and Medicaid Services (CMS) in the form of having Louisiana's certification of its regulatory programs preempted by CMS.

Title 37
INSURANCE
Part XIII. Regulations
Chapter 5. Regulation 33—Medicare Supplement Insurance Minimum Standards

§501. Purpose

A. The purpose of this regulation is:

1. to provide for the reasonable standardization of coverage and simplification of terms and benefits of Medicare supplement policies;

2. to facilitate public understanding and comparison of such policies;

3. to eliminate provisions contained in such policies which may be misleading or confusing in connection with the purchase of such policies or with the settlement of claims; and

4. to provide for full disclosures in the sale of accident and sickness insurance coverages to persons eligible for Medicare.

AUTHORITY NOTE: Promulgated in accordance with R.S.22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1101 (June 1999), repromulgated LR 25:1481 (August 1999), LR 29:2434 (November 2003), LR 31:2902 (November 2005).

§502. Applicability and Scope

A. Except as otherwise specifically provided in §§510, 540, 545, 560 and 585, this regulation shall apply to:

1. all Medicare supplement policies delivered or issued for delivery in this state on or after the effective date of this regulation; and

2. all certificates issued under group Medicare supplement policies which certificates have been delivered or issued for delivery in this state.

B. This regulation shall not apply to a policy or contract of one or more employers or labor organizations, or of the trustees of a fund established by one or more employers or labor organizations, or combination thereof, for employees or former employees, or a combination thereof, or for members or former members, or a combination thereof, of the labor organizations.

AUTHORITY NOTE: Promulgated in accordance with R.S.22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1101 (June 1999), repromulgated LR 25:1481 (August 1999), LR 29:2434 (November 2003), LR 31:2902 (November 2005).

§503. Definitions

A. For purpose of this regulation:

Applicant—

a. in the case of an individual Medicare supplement policy, the person who seeks to contract for insurance benefits; and

b. in the case of a group Medicare supplement policy, the proposed certificateholder.

Bankruptcy—when a Medicare Advantage organization that is not an issuer has filed, or has had filed against it, a petition for declaration of bankruptcy and has ceased doing business in the state.

Certificate—any certificate delivered or issued for delivery in this state under a group Medicare supplement policy.

Certificate Form—the form on which the certificate is delivered or issued for delivery by the issuer.

Continuous Period of Creditable Coverage—the period during which an individual was covered by creditable coverage, if during the period of the coverage the individual had no breaks in coverage greater than 63 days.

Creditable Coverage—

a. with respect to an individual, coverage of the individual provided under any of the following:

i. a group health plan;

ii. health insurance coverage;

iii. Part A or Part B of Title XVIII of the Social Security Act (Medicare);

iv. Title XIX of the Social Security Act (Medicaid), other than coverage consisting solely of benefits under Section 1928;

v. Chapter 55 of Title 10 United States Code (CHAMPUS);

vi. a medical care program of the Indian Health Service or of tribal organization;

vii. a state health benefits risk pool;

viii. a health plan offered under Chapter 89 of Title 5 United States Code (Federal Employees Health Benefits Program);

ix. a public health plan as defined in federal regulation; and

x. a health benefit plan under Section 5(e) of the Peace Corps Act [22 United States Code 2504(e)];

b. creditable coverage shall not include one or more, or any combination, of the following:

i. coverage only for accident or disability income insurance, or any combination thereof;

ii. coverage issued as a supplement to liability insurance;

iii. liability insurance, including general liability insurance and automobile liability insurance;

iv. workers compensation or similar insurance;

v. automobile medical payment insurance;

vi. credit-only insurance;

vii. coverage for on-site medical clinics; and

viii. other similar insurance coverage, specified in federal regulations, under which benefits for medical care are secondary or incidental to other insurance benefits;

c. creditable coverage shall not include the following benefits if they are provided under a separate policy, certificate or contract of insurance or are otherwise not an integral part of the plan:

i. limited scope dental or vision benefits;

ii. benefits for long-term care, nursing home care, home health care, community-based care, or any combination thereof; and

iii. such other similar, limited benefits as are specified in federal regulations;

d. creditable coverage shall not include the following benefits if offered as independent, noncoordinated benefits:

i. coverage only for a specified disease or illness; and

ii. hospital indemnity or other fixed indemnity insurance;

e. creditable coverage shall not include the following if it is offered as a separate policy, certificate or contract of insurance:

i. Medicare supplemental health insurance as defined under Section 1882(g)(1) of the Social Security Act;

ii. coverage supplemental to the coverage provided under Chapter 55 of Title 10, United States Code; and

iii. similar supplemental coverage provided to coverage under a group health plan.

Employee Welfare Benefit Plan—a plan, fund or program of employee benefits as defined in 29 U.S.C. Section 1002 (Employee Retirement Income Security Act).

Insolvency—inability to pay its obligations when they are due, or a condition when its admitted assets do not exceed its liabilities plus the greater of:

a. any capital and surplus required by law for its organization; and

b. the total par or stated value of its authorized and issued capital stock;

c. for purposes of this Subsection, liabilities shall include but not be limited to reserves required by statute, by general regulations of the Department of Insurance or by specific requirements imposed by the commissioner upon a subject company at the time of admission or subsequent thereto.

Issuer—insurance companies, fraternal benefit societies, health care service plans, health maintenance organizations, and any other entity authorized to deliver or issue for delivery in this state Medicare supplement policies or certificates.

Medicare—the "Health Insurance for the Aged Act," Title XVIII of the Social Security Amendments of 1965, as then constituted or later amended.

Medicare Advantage Plan—a plan of coverage for health benefits under Medicare Part C as defined in Section 1859 found in Title 42 U.S.C. 1395w-28(b)(1), and includes:

a. coordinated care plans which provide health care services, including but not limited to health maintenance organization plans (with or without a point-of-service option), plans offered by provider-sponsored organizations, and preferred provider organization plans;

b. medical savings account plans coupled with a contribution into a Medicare Advantage plan medical savings account; and

c. Medicare Advantage private fee-for-service plans.

Medicare Supplement Policy—a group or individual policy of health insurance or a subscriber contract of hospital and medical service associations or health maintenance organizations, other than a policy issued pursuant to a contract under Section 1876 of the federal Social Security Act (42 U.S.C. Section 1395 et seq.) or an issued policy under a demonstration project specified in 42 U.S.C. §1395ss(g)(1), which is advertised, marketed or designed primarily as a supplement to reimbursements under Medicare for the hospital, medical or surgical expenses of persons eligible for Medicare. *Medicare supplement policy* does not include Medicare Advantage plans established under Medicare Part C, Outpatient Prescription Drug plans established under Medicare Part D, or any Health Care Prepayment Plan (HCPP) that provides benefits pursuant to an agreement under §1833(a)(1)(A) of the Social Security Act.

Policy Form—the form on which the policy is delivered or issued for delivery by the issuer.

Qualified Actuary—an actuary who is a member of either the Society of Actuaries or the American Academy of Actuaries.

Secretary—the Secretary of the United States Department of Health and Human Services.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 43 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1102 (June 1999), repromulgated LR 25:1481 (August 1999), LR 29:2435 (November 2003), amended LR 31:2902 (November 2005).

§504. Policy Definitions and Terms

A. No policy or certificate may be advertised, solicited or issued for delivery in this state as a Medicare supplement policy or certificate unless the policy or certificate contains definitions or terms, which conform to the requirements of this Section.

Accident, Accidental Injury, or Accidental Means—defined to employ "result" language and shall not include words, which establish an accidental means test or use words such as "external, violent, visible wounds" or similar words or description or characterization.

a. The definition shall not be more restrictive than the following:

NOTE: "Injury or injuries for which benefits are provided means accidental bodily injury sustained by the insured person which is the direct result of an accident, independent of disease or bodily infirmity or any other cause, and occurs while insurance coverage is in force."

b. The definition may provide that injuries shall not include injuries for which benefits are provided or available under any workers' compensation, employer's liability or similar law, or motor vehicle no-fault plan, unless prohibited by law.

Benefit Period or *Medicare Benefit Period*—shall not be defined more restrictively than as defined in the Medicare program.

Convalescent Nursing Home, *Extended Care Facility*, or *Skilled Nursing Facility*—shall not be defined more restrictively than as defined in the Medicare program.

Health Care Expenses—for the purposes of §545, expenses of health maintenance organizations associated with the delivery of health care services, which expenses are analogous to incurred losses of insurers.

Hospital—may be defined in relation to its status, facilities and available services or to reflect its accreditation by the Joint Commission on Accreditation of Healthcare Organizations, but not more restrictively than as defined in the Medicare program.

Medicare—shall be defined in the policy and certificate. Medicare may be substantially defined as "The Health Insurance for the Aged Act, Title XVIII of the Social Security Amendments of 1965 as Then Constituted or Later Amended," or "Title I, Part I of Public Law 89-97, as Enacted by the Eighty-Ninth Congress of the United States of America and popularly known as the Health Insurance for the Aged Act, as then constituted and any later amendments or substitutes thereof," or words of similar import.

Medicare Eligible Expenses—expenses of the kinds covered by Medicare Parts A and B, to the extent recognized as reasonable and medically necessary by Medicare.

Physician—shall not be defined more restrictively than as defined in the Medicare program.

Sickness—shall not be defined to be more restrictive than the following.

a. Sickness means illness or disease of an insured person which first manifests itself after the effective date of insurance and while the insurance is in force.

b. The definition may be further modified to exclude sicknesses or diseases for which benefits are provided under any workers' compensation, occupational disease, employer's liability or similar law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1102 (June 1999), repromulgated LR 25:1482 (August 1999), LR 29:2436 (November 2003), amended LR 31:2903 (November 2005).

§505. Policy Provisions

A. Except for permitted preexisting condition clauses as described in §510.A.1. and §515.A.1 of this regulation, no policy or certificate may be advertised, solicited or issued for delivery in this state as a Medicare supplement policy if the policy or certificate contains limitations or exclusions on coverage that are more restrictive than those of Medicare.

B. No Medicare supplement policy or certificate may use waivers to exclude, limit or reduce coverage or benefits for specifically named or described preexisting diseases or physical conditions.

C. No Medicare supplement policy or certificate in force in the state shall contain benefits, which duplicate benefits provided by Medicare.

D.1. Subject to §§ 510.A.1(d), (e), and (g), and 515.A.1(d) and (e), a Medicare supplement policy with benefits for outpatient prescription drugs in existence prior to January 1, 2006 shall be renewed for current policyholders who do not enroll in Part D at the option of the policyholder.

2. A Medicare supplement policy with benefits for outpatient prescription drugs shall not be issued after December 31, 2005.

3. After December 31, 2005, a Medicare supplement policy with benefits for outpatient prescription drugs may not be renewed after the policyholder enrolls in Medicare Part D unless:

a. the policy is modified to eliminate outpatient prescription coverage for expenses of outpatient prescription drugs incurred after the effective date of the individual's coverage under a Part D plan; and

b. premiums are adjusted to reflect the elimination of outpatient prescription drug coverage at the time of Medicare Part D enrollment, accounting for any claims paid, if applicable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1102 (June 1999), repromulgated LR 25:1483 (August 1999), LR 29:2436 (November 2003), amended LR 31:2903 (November 2005).

§506. Premium Increase Requirements

A. Every insurer issuing or renewing a Medicare Supplement policy shall notify the policyholder and each member of an association in writing at least 45 days before any premium increase.

B. Medicare supplement policies and certificates shall have a notice prominently printed on the first page of the policy or certificate stating in substance that policyholder or certificateholder will be notified at least 45 days before any premium increase.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 29:2437 (November 2003), repromulgated LR 31:2904 (November 2005).

§507. Rate Increases Requirements

A. Every insurer issuing a Medicare supplement policy shall not increase their premium rates during the initial 12 months of coverage and not more than once in any six-month period following the initial 12-month period for any policy, certificate, rider, or amendment issued in or for residents of the state, no matter the date of commencement or renewal of coverage. This Subsection does not affect increases in the premium amount due to the addition of a newly covered person or change in age or geographic location of an individual insured or policyholder or an increase in the policy benefit level.

B. Medicare supplement policies and certificates shall have a notice prominently printed on the first page of the policy or certificate stating in substance that the premium rates will not increase during the initial 12-months of coverage and not more than once in any six-month period following the initial 12-month period. The notice may include that this requirement does not affect increases in the premium amount due to the addition of a newly covered person or change in age or geographic location of an individual insured or policyholder or an increase in the policy benefit level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 29:2437 (November 2003), repromulgated LR 31:2904 (November 2005)

§508. Reserved.

§509. Reserved.

§510. Minimum Benefit Standards for Policies or Certificates Issued for Delivery Prior to July 20, 1992

A. No policy or certificate may be advertised, solicited or issued for delivery in this state as a Medicare supplement policy or certificate unless it meets or exceeds the following minimum standards. These are minimum standards and do not preclude the inclusion of other provisions or benefits which are not inconsistent with these standards.

1. General Standards. The following standards apply to Medicare supplement policies and certificates and are in addition to all other requirements of this regulation.

a. A Medicare supplement policy or certificate shall not exclude or limit benefits for losses incurred more than six months from the effective date of coverage because it involved a preexisting condition. The policy or certificate shall not define a preexisting condition more restrictively than a condition for which medical advice was given or treatment was recommended by or received from a physician within six months before the effective date of coverage.

b. A Medicare supplement policy or certificate shall not indemnify against losses resulting from sickness on a different basis than losses resulting from accidents.

c. A Medicare supplement policy or certificate shall provide that benefits designed to cover cost sharing amounts under Medicare will be changed automatically to coincide with any changes in the applicable Medicare deductible amount and copayment percentage factors. Premiums may be modified to correspond with such changes.

d. A noncancellable, guaranteed renewable, or noncancellable and guaranteed renewable Medicare supplement policy shall not:

i. provide for termination of coverage of a spouse solely because of the occurrence of an event specified for termination of coverage of the insured, other than the nonpayment of premium; or

ii. be cancelled or nonrenewed by the issuer solely on the grounds of deterioration of health.

e.i. Except as authorized by the commissioner of this state, an issuer shall neither cancel nor nonrenew a Medicare supplement policy or certificate for any reason other than nonpayment of premium or material misrepresentation.

ii. If a group Medicare supplement insurance policy is terminated by the group policyholder and not replaced as provided in §510.A.1.e.iv, the issuer shall offer certificateholders an individual Medicare supplement policy. The issuer shall offer the certificateholder at least the following choices:

(a). an individual Medicare supplement policy currently offered by the issuer having comparable benefits to those contained in the terminated group Medicare supplement policy; and

(b). an individual Medicare supplement policy which provides only such benefits as are required to meet the minimum standards as defined in §515.A.2 of this regulation;

(c). group contracts in force prior to the effective date of the Omnibus Budget Reconciliation Act (OBRA) of 1990 may have existing contractual obligations to continue benefits contained in the group contract. This Section is not intended to impair those obligations.

iii. If membership in a group is terminated, the issuer shall:

(a). offer the certificateholder the conversion opportunities described in §510.A.1.e.ii; or

(b). at the option of the group policyholder, offer the certificateholder continuation of coverage under the group policy.

iv. If a group Medicare supplement policy is replaced by another group Medicare supplement policy purchased by the same policyholder, the issuer of the replacement policy shall offer coverage to all persons covered under the old group policy on its date of termination. Coverage under the new group policy shall not result in any exclusion for preexisting conditions that would have been covered under the group policy being replaced.

f. Termination of a Medicare supplement policy or certificate shall be without prejudice to any continuous loss which commenced while the policy was in force, but the extension of benefits beyond the period during which the policy was in force may be predicated upon the continuous total disability of the insured, limited to the duration of the policy benefit period, if any, or to payment of the maximum benefits. Receipt of Medicare Part D benefits will not be considered in determining a continuous loss.

g. If a Medicare supplement policy eliminates an outpatient prescription drug benefit as a result of requirements imposed by the Medicare Prescription Drug, Improvement, and Modernization Act of 2003, the modified policy shall be deemed to satisfy the guaranteed renewal requirements of this subsection.

2. Minimum Benefit Standards

a. Coverage of Part A Medicare eligible expenses for hospitalization to the extent not covered by Medicare from the sixty-first day through the nintieth day in any Medicare benefit period;

b. coverage for either all or none of the Medicare Part A inpatient hospital deductible amount;

c. coverage of Part A Medicare eligible expenses incurred as daily hospital charges during use of Medicare's lifetime hospital inpatient reserve days;

d. upon exhaustion of all Medicare hospital inpatient coverage including the lifetime reserve days, coverage of 90 percent of all Medicare Part A eligible expenses for hospitalization not covered by Medicare subject to a lifetime maximum benefit of an additional 365 days;

e. coverage under Medicare Part A for the reasonable cost of the first 3 pints of blood (or equivalent quantities of packed red blood cells, as defined under federal regulations) unless replaced in accordance with federal regulations or already paid for under Part B;

f. coverage for the coinsurance amount, or in the case of hospital outpatient department services paid under a prospective payment system, the copayment amount, of Medicare eligible expenses under Part B regardless of hospital confinement, subject to a maximum calendar year out-of-pocket amount equal to the Medicare Part B deductibles ($110);

g. effective January 1, 1990, coverage under Medicare Part B for the reasonable cost of the first 3 pints of blood (or equivalent quantities of packed red blood cells, as defined under federal regulations), unless replaced in accordance with federal regulations or already paid for under Part A, subject to the Medicare deductible amount.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1103 (June 1999), repromulgated LR 25:1483 (August 1999), amended LR 29:2437 (November 2003), amended LR 31:2905 (November 2005).

§511. Reserved.

§512. Reserved.

§513. Reserved.

§514. Reserved.

§515. Benefit Standards for Policies or Certificates Issued or Delivered on or After July 20, 1992

A. The following standards are applicable to all Medicare supplement policies or certificates delivered or issued for delivery in this state on or after July 20, 1992. No policy or certificate may be advertised, solicited, delivered or issued for delivery in this state as a Medicare supplement policy or certificate unless it complies with these benefit standards.

1. General Standards. The following standards apply to Medicare supplement policies and certificates and are in addition to all other requirements of this regulation.

a. A Medicare supplement policy or certificate shall not exclude or limit benefits for losses incurred more than six months from the effective date of coverage because it involved a preexisting condition. The policy or certificate may not define a preexisting condition more restrictively than a condition for which medical advice was given or treatment was recommended by or received from a physician within six months before the effective date of coverage.

b. A Medicare supplement policy or certificate shall not indemnify against losses resulting from sickness on a different basis than losses resulting from accidents.

c. A Medicare supplement policy or certificate shall provide that benefits designed to cover cost sharing amounts under Medicare will be changed automatically to coincide with any changes in the applicable Medicare deductible amount and copayment percentage factors. Premiums may be modified to correspond with such changes.

d. No Medicare supplement policy or certificate shall provide for termination of coverage of a spouse solely because of the occurrence of an event specified for termination of coverage of the insured, other than the nonpayment of premium.

e. Each Medicare supplement policy shall be guaranteed renewable.

i. The issuer shall not cancel or nonrenew the policy solely on the ground of health status of the individual.

ii. The issuer shall not cancel or nonrenew the policy for any reason other than nonpayment of premium or material misrepresentation.

iii. If the Medicare supplement policy is terminated by the group policyholder and is not replaced as provided under §515.A.1.e.v, the issuer shall offer certificateholders an individual Medicare supplement policy which (at the option of the certificateholder):

(a). provides for continuation of the benefits contained in the group policy; or

(b). provides for benefits that otherwise meet the requirements of this Subsection.

iv. If an individual is a certificateholder in a group Medicare supplement policy and the individual terminates membership in the group, the issuer shall:

(a). offer the certificateholder the conversion opportunity described in §515.A.1.e.iii; or

(b). at the option of the group policyholder, offer the certificateholder continuation of coverage under the group policy.

v. If a group Medicare supplement policy is replaced by another group Medicare supplement policy purchased by the same policyholder, the issuer of the replacement policy shall offer coverage to all persons covered under the old group policy on its date of termination. Coverage under the new policy shall not result in any exclusion for preexisting conditions that would have been covered under the group policy being replaced.

vi. If a Medicare supplement policy eliminates an outpatient prescription drug benefit as a result of requirements imposed by the Medicare Prescription Drug, Improvement and Modernization Act of 2003, the modified policy shall be deemed to satisfy the guaranteed renewal requirements of this Paragraph.

f. Termination of a Medicare supplement policy or certificate shall be without prejudice to any continuous loss which commenced while the policy was in force, but the extension of benefits beyond the period during which the policy was in force may be conditioned upon the continuous total disability of the insured, limited to the duration of the policy benefit period, if any, or payment of the maximum benefits. Receipt of Medicare Part D benefits will not be considered in determining a continuous loss.

g.i. A Medicare supplement policy or certificate shall provide that benefits and premiums under the policy or certificate shall be suspended at the request of the policyholder or certificateholder for the period (not to exceed 24 months), or upon discovery by the insurer that the policyholder or certificateholder has applied for and is determined to be entitled to medical assistance under Title XIX of the Social Security Act, but only if the policyholder or certificateholder notifies the issuer of the policy or certificate within 90 days after the date the individual becomes entitled to assistance.

ii. If suspension occurs and if the policyholder or certificateholder loses entitlement to medical assistance, the policy or certificate shall be automatically reinstituted (effective as of the date of termination of such entitlement) as of the termination of entitlement if the policyholder or certificateholder provides notice of loss of entitlement within 90 days after the date of loss and pays the premium attributable to the period, effective as of the date of termination of entitlement.

iii. Each Medicare supplement policy shall provide that benefits and premiums under the policy shall be suspended (for any period that may be provided by federal regulation) at the request of the policyholder if the policyholder is entitled to benefits under Section 226 (b) of the Social Security Act and is covered under a group health plan [as defined in Section 1862 (b)(1)(A)(v) of the Social

Security Act]. If suspension occurs and if the policyholder or certificateholder loses coverage under the group health plan, the policy shall be automatically reinstituted (effective as of the date of loss of coverage) if the policyholder provides notice of loss of coverage within 90 days after the date of the loss and pays the premium attributable to the period, effective as of the date of termination of enrollment in the group health plan.

iv. Reinstitution of coverage as described in Clauses g.ii and iii:

(a). shall not provide for any waiting period with respect to treatment of preexisting conditions;

(b). shall provide for resumption of coverage that is substantially equivalent to coverage in effect before the date of suspension. If the suspended Medicare supplement policy provided coverage for outpatient prescription drugs, reinstitution of the policy for Medicare Part D enrollees shall be without coverage for outpatient prescription drugs and shall otherwise provide substantially equivalent coverage to the coverage in effect before the date of suspension; and

(c). shall provide for classification of premiums on terms at least as favorable to the policyholder or certificateholder as the premium classification terms that would have applied to the policyholder or certificateholder had the coverage not been suspended.

2. Standards for Basic (Core) Benefits Common to Benefit Plans A-J. Every issuer shall make available a policy or certificate including only the following basic core package of benefits to each prospective insured. An issuer may make available to prospective insureds any of the other Medicare Supplement Insurance Benefit Plans in addition to the basic core package, but not in lieu of it:

a. coverage of Part A Medicare eligible expenses for hospitalization to the extent not covered by Medicare from the sixty-first day through the nintieth day in any Medicare benefit period;

b. coverage of Part A Medicare eligible expenses incurred for hospitalization to the extent not covered by Medicare for each Medicare lifetime inpatient reserve day used;

c. upon exhaustion of the Medicare hospital inpatient coverage including the lifetime reserve days, coverage of 100 percent of the Medicare Part A eligible expenses for hospitalization paid at the applicable prospective payment system (PPS) rate, or other appropriate Medicare standard of payment, subject to a lifetime maximum benefit of an additional 365 days;

d. coverage under Medicare Parts A and B for the reasonable cost of the first 3 pints of blood (or equivalent quantities of packed red blood cells, as defined under federal regulations) unless replaced in accordance with federal regulations;

e. coverage for the coinsurance amount (or, in the case of hospital outpatient department services paid under a prospective payment system, the copayment amount) of Medicare eligible expenses under Part B regardless of hospital confinement, subject to the Medicare Part B deductible.

3. Standards for Additional Benefits. The following additional benefits shall be included in Medicare Supplement Benefit Plans "B" through "J" only as provided by §520 of this regulation.

a. Medicare Part A Deductible—coverage for all of the Medicare Part A inpatient hospital deductible amount per benefit period.

b. Skilled Nursing Facility Care—coverage for the actual billed charges up to the coinsurance amount from the twenty-first day through the one hundredth day in a Medicare benefit period for post hospital skilled nursing facility care eligible under Medicare Part A.

c. Medicare Part B Deductible—coverage for all of the Medicare Part B deductible amount per calendar year regardless of hospital confinement.

d. Eighty percent of the Medicare Part B Excess Charges—coverage for 80 percent of the difference between the actual Medicare Part B charge as billed, not to exceed any charge limitation established by the Medicare program or state law, and the Medicare-approved Part B charge.

e. One hundred percent of the Medicare Part B Excess Charges—coverage for all of the difference between the actual Medicare Part B charge as billed, not to exceed any charge limitation established by the Medicare program or state law, and the Medicare-approved Part B charge.

f. Basic Outpatient Prescription Drug Benefit—coverage for 50 percent of outpatient prescription drug charges, after a $250 calendar year deductible, to a maximum of $1,250 in benefits received by the insured per calendar year, to the extent not covered by Medicare. The outpatient prescription drug benefit may be included for sale or issuance in a Medicare supplement policy until January 1, 2006.

g. Extended Outpatient Prescription Drug Benefit—coverage for 50 percent of outpatient prescription drug charges, after a $250 calendar year deductible to a maximum of $3,000 in benefits received by the insured per calendar year, to the extent not covered by Medicare. The outpatient prescription drug benefit may be included for sale or issuance in a Medicare supplement policy until January 1, 2006.

h. Medically Necessary Emergency Care in a Foreign Country—coverage to the extent not covered by Medicare for 80 percent of the billed charges for Medicare-eligible expenses for medically necessary emergency hospital, physician, and medical care received in a foreign country, which care would have been covered by Medicare if provided in the United States and which care began during the first 60 consecutive days of each trip outside the United States, subject to a calendar year deductible of $250, and a lifetime maximum benefit of $50,000. For purposes of this benefit, emergency care shall mean care needed immediately because of an injury or an illness of sudden and unexpected onset.

i. Preventive Medical Care Benefit—coverage for the following preventive health services not covered by Medicare:

i. an annual clinical preventive medical history and physical examination that may include tests and services from Subparagraph ii. and patient education to address preventive health care measures;

ii. preventive screening tests or preventive services, the selection and frequency of which is determined to be medically appropriate by the attending physician.

Reimbursement shall be for the actual charges up to 100 percent of the Medicare-approved amount for each service, as if Medicare were to cover the service as identified in

American Medical Association Current Procedural Terminology (AMA CPT) codes, to a maximum of $120 annually under this benefit. This benefit shall not include payment for any procedure covered by Medicare.

j. At-Home Recovery Benefit—coverage for services to provide short term, at-home assistance with activities of daily living for those recovering from an illness, injury, or surgery.

i. For purposes of this benefit, the following definitions shall apply:

Activities of Daily Living—include, but are not limited to, bathing, dressing, personal hygiene, transferring, eating, ambulating, assistance with drugs that are normally self-administered, and changing bandages or other dressings.

Care Provider—a duly qualified or licensed home health aide or homemaker, personal care aide or nurse provided through a licensed home health care agency or referred by a licensed referral agency or licensed nurses registry.

Home—any place used by the insured as a place of residence, provided that such place would qualify as a residence for home health care services covered by Medicare. A hospital or skilled nursing facility shall not be considered the insured's place of residence.

At-Home Recovery Visit—the period of a visit required to provide at home recovery care, without limit on the duration of the visit, except each consecutive four hours in a 24-hour period of services provided by a care provider is one visit.

ii. Coverage Requirements and Limitations

(a). At-home recovery services provided must be primarily services, which assist in activities of daily living.

(b). The insured's attending physician must certify that the specific type and frequency of at-home recovery services are necessary because of a condition for which a home care plan of treatment was approved by Medicare.

(c). Coverage is limited to:

(i). no more than the number and type of at-home recovery visits certified as necessary by the insured's attending physician. The total number of at-home recovery visits shall not exceed the number of Medicare approved home health care visits under a Medicare approved home care plan of treatment;

(ii). the actual charges for each visit up to a maximum reimbursement of $40 per visit;

(iii). $1,600 per calendar year;

(iv). seven visits in any one week;

(v). are furnished on a visiting basis in the insured's home;

(vi). services provided by a care provider as defined in this Section;

(vii). at-home recovery visits while the insured is covered under the policy or certificate and not otherwise excluded;

(viii). at-home recovery visits received during the period the insured is receiving Medicare approved home care services or no more than eight weeks after the service date of the last Medicare approved home health care visit.

iii. Coverage is excluded for:

(a). home care visits paid for by Medicare or other government programs; and

(b). care provided by family members, unpaid volunteers, or providers who are not care providers.

4. Standards for Plans K and L

a. Standardized Medicare supplement benefit plan "K" shall consist of the following:

i. coverage of 100 percent of the Part A hospital coinsurance amount for each day used from the sixty-first through the ninetieth day in any Medicare benefit period;

ii. coverage of 100 hundred percent of the Part A hospital coinsurance amount for each Medicare lifetime inpatient reserve day used from the ninety-first through the one hundred fiftieth day in any Medicare benefit period;

iii. upon exhaustion of the Medicare hospital inpatient coverage, including the lifetime reserve days, coverage of 100 percent of the Medicare Part A eligible expenses for hospitalization paid at the applicable prospective payment system (PPS) rate, or other appropriate Medicare standard of payment, subject to a lifetime maximum benefit of an additional 365 days. The provider shall accept the issuer's payment as payment in full and may not bill the insured for any balance;

iv. Medicare Part A Deductible. Coverage for 50 percent of the Medicare Part A inpatient hospital deductible amount per benefit period until the out-of-pocket limitation is met as described in Clause x;

v. Skilled Nursing Facility Care. Coverage for 50 percent of the coinsurance amount for each day used from the twenty-first day through the one hundredth day in a Medicare benefit period for post-hospital skilled nursing facility care eligible under Medicare Part A until the out-of-pocket limitation is met as described in Clause x;

vi. Hospice Care. Coverage for 50 percent of cost sharing for all Part A Medicare eligible expenses and respite care until the out-of-pocket limitation is met as described in Clause x;

vii. Coverage for 50 percent, under Medicare Part A or B, of the reasonable cost of the first 3 pints of blood (or equivalent quantities of packed red blood cells, as defined under federal regulations) unless replaced in accordance with federal regulations until the out-of-pocket limitation is met as described in Clause x;

viii. except for coverage provided in Clause xi below, coverage for 50 percent of the cost sharing otherwise applicable under Medicare Part B after the policyholder pays the Part B deductible until the out-of-pocket limitation is met as described in Clause x below;

ix. coverage of 100 percent of the cost sharing for Medicare Part B preventive services after the policyholder pays the Part B deductible; and

x. coverage of 100 percent of all cost sharing under Medicare Parts A and B for the balance of the calendar year after the individual has reached the out-of-pocket limitation on annual expenditures under Medicare Parts A and B of $4,000 in 2006, indexed each year by the appropriate inflation adjustment specified by the Secretary of the U.S. Department of Health and Human Services.

2. Standardized Medicare supplement benefit plan "L" shall consist of the following:

a. the benefits described in Clauses a.1-iii;

b. the benefit described in Clauses a.iv-viii, but substituting 75 percent for 50 percent; and

c. the benefit described in Clause a.x but substituting $2000 for $4,000.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1104 (June 1999), repromulgated LR 25:1484 (August 1999), amended LR 29:2438 (November 2003), amended LR 31:2906 (November 2005).

§516. Reserved.

§517. Reserved.

§518. Reserved.

§519. Reserved.

§520. Standard Medicare Supplement Benefit Plans

A. An issuer shall make available to each prospective policyholder and certificateholder a policy form or certificate form containing only the basic core benefits, as defined in §515.A.2 of this regulation.

B. No groups, packages or combinations of Medicare supplement benefits other than those listed in this Section shall be offered for sale in this state, except as may be permitted in §520.G and in §525 of this regulation.

C. Benefit plans shall be uniform in structure, language, designation and format to the standard benefit plans "A" through "L" listed in this Subsection and conform to the definitions in §503 of this regulation. Each benefit shall be structured in accordance with the format provided in §§515.A.2 and 515.A.3 or 515.A.4 and list the benefits in the order shown in this Subsection. For purposes of this Section, "structure, language, and format" means style, arrangement and overall content of a benefit.

D. An issuer may use, in addition to the benefit plan designations required in Subsection C, other designations to the extent permitted by law.

E. Make-Up of Benefit Plans

1. Standardized Medicare supplement benefit plan "A" shall be limited to the basic (core) benefits common to all benefit plans, as defined in §515.A.2 of this regulation.

2. Standardized Medicare supplement benefit plan "B" shall include only the following. The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible as defined in §515.A.3.a.

3. Standardized Medicare supplement benefit plan "C" shall include only the following: The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, Medicare Part B deductible and medically necessary emergency care in a foreign country, as defined in §515.A.3.a, b, c and h, respectively.

4. Standardized Medicare supplement benefit plan "D" shall include only the following: The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, medically necessary emergency care in a foreign country, and the at-home recovery benefit as defined in §515.A.3.a, b, h and j, respectively.

5. Standardized Medicare supplement benefit plan "E" shall include only the following: The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, medically necessary emergency care in a foreign country, and preventive medical care as defined in §515.A.3.a, b, h and i, respectively.

6. Standardized Medical supplement benefit plan "F" shall include only the following: The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, the skilled nursing facility care, the Part B deductible, 100 percent of the Medicare Part B excess charges, and medically necessary emergency care in a foreign country, as defined in §515.A.3.a, b, c, e and h, respectively.

7. Standardized Medicare supplement benefit high deductible plan "F" shall include only the following: 100 percent of covered expenses following the payment of the annual high deductible plan "F" deductible. The covered expenses include the core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, the Medicare Part B deductible, 100 percent of the Medicare Part B excess charges, and medically necessary emergency care in a foreign country as defined in §515.A.3.a, b, c, e and h, respectively. The annual high deductible plan "F" deductible shall consist of out-of-pocket expenses, other than premiums, for services covered by the Medicare supplement plan "F" policy, and shall be in addition to any other specific benefit deductibles. The annual high deductible Plan "F" deductible shall be $1,500 for 1998 and 1999, and shall be based on the calendar year. It shall be adjusted annually thereafter by the secretary to reflect the change in the Consumer Price Index for all urban consumers for the 12-month period ending with August of the preceding year, and rounded to the nearest multiple of $10.

8. Standardized Medicare supplement benefit plan "G" shall include only the following: The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, 80 percent of the Medicare Part B excess charges, medically necessary emergency care in a foreign country, and the at-home recovery benefit as defined in §515.A.3.a, b, d, h and j, respectively.

9. Standardized Medicare supplement benefit plan "H" shall consist of only the following: The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, basic outpatient prescription drug benefit, and medically necessary emergency care in a foreign country, as defined in §515.A.3.a, b, f and h, respectively. The outpatient prescription drug benefit shall not be included in a Medicare supplement policy sold after December 31, 2005.

10. Standardized Medicare supplement benefit plan "I" shall consist of only the following: The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, 100 percent of the Medicare Part B excess charges, basic outpatient prescription drug benefit, medically necessary emergency care in a foreign country and at-home recovery benefit as defined in §515.A.3.a, b, e, f, h and j, respectively. The outpatient prescription drug benefit shall not be included in a Medicare supplement policy sold after December 31, 2005.

11. Standardized Medicare supplement benefit plan "J" shall consist of only the following: The core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, Medicare Part B deductible, 100 percent of the Medicare Part B excess charges, extended prescription drug benefit, medically necessary emergency care in a foreign country, preventive medical care and at-home recovery benefit as defined in §515.A.3.a, b, c, e, g, h, i and j, respectively. The outpatient

prescription drug benefit shall not be included in a Medicare supplement policy sold after December 31, 2005.

12. Standardized Medicare supplement benefit high deductible plan "J" shall consist of only the following: 100 percent of covered expenses following the payment of the annual high deductible plan "J" deductible. The covered expenses include the core benefit as defined in §515.A.2 of this regulation, plus the Medicare Part A deductible, skilled nursing facility care, Medicare Part B deductible, 100 percent of the Medicare Part B excess charges, extended outpatient prescription drug benefit, medically necessary emergency care in a foreign country, preventive medical care benefit and at-home recovery benefit as defined in §515.A.3.a, b, c, e, g, h, i and j, respectively. The annual high deductible plan "J" deductible shall consist of out-of-pocket expenses, other than premiums, for services covered by the Medicare supplement plan "J" policy, and shall be in addition to any other specific benefit deductibles. The annual deductible shall be $1,500 for 1998 and 1999, and shall be based on a calendar year. It shall be adjusted annually thereafter by the secretary to reflect the change in the Consumer Price Index for all urban consumers for the 12-month period ending with August of the preceding year, and rounded to the nearest multiple of $10. The outpatient prescription drug benefit shall not be included in a Medicare supplement policy sold after December 31, 2005.

F. Make-up of two Medicare supplement plans mandated by The Medicare Prescription Drug, Improvement and Modernization Act of 2003 (MMA);

1. Standardized Medicare supplement benefit plan "K" shall consist of only those benefits described in §515.A.4(1).

2. Standardized Medicare supplement benefit plan "L" shall consist of only those benefits described in §515.A.4(2).

G. New or Innovative Benefits. An issuer may, with the prior approval of the commissioner, offer policies or certificates with new or innovative benefits in addition to the benefits provided in a policy or certificate that otherwise complies with the applicable standards. The new or innovative benefits may include benefits that are appropriate to Medicare supplement insurance, new or innovative, not otherwise available, cost-effective, and offered in a manner which is consistent with the goal of simplification of Medicare supplement policies. After December 31, 2005, the innovative benefit shall not include an outpatient prescription drug benefit.

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§521. Reserved.

§522. Reserved.

§523. Reserved.

§524. Reserved.

§525. Medicare Select Policies and Certificates

A.1. This Section shall apply to Medicare select policies and certificates, as defined in this Section.

2. No policy or certificate may be advertised as a Medicare select policy or certificate unless it meets the requirements of this Section.

B. For the purposes of this Section:

Complaint—any dissatisfaction expressed by an individual concerning a Medicare select issuer or its network providers.

Grievance—dissatisfaction expressed in writing by an individual insured under a Medicare select policy or certificate with the administration, claims practices, or provision of services concerning a Medicare select issuer or its network providers.

Medicare Select Issuer—an issuer offering, or seeking to offer, a Medicare select policy or certificate.

Medicare Select Policy or *Medicare Select Certificate*—respectively a Medicare supplement policy or certificate that contains restricted network provisions.

Network Provider—a provider of health care, or a group of providers of health care, which has entered into a written agreement with the issuer to provide benefits insured under a Medicare select policy.

Restricted Network Provision—any provision, which conditions the payment of benefits, in whole or in part, on the use of network providers.

Service Area—the geographic area approved by the commissioner within which an issuer is authorized to offer a Medicare select policy.

C. The commissioner may authorize an issuer to offer a Medicare select policy or certificate, pursuant to this Section and Section 4358 of the Omnibus Budget Reconciliation Act (OBRA) of 1990 if the commissioner finds that the issuer has satisfied all of the requirements of this regulation.

D. A Medicare select issuer shall not issue a Medicare select policy or certificate in this state until its plan of operation has been approved by the commissioner.

E. A Medicare select issuer shall file a proposed plan of operation with the commissioner in a format prescribed by the commissioner. The plan of operation shall contain at least the following information:

1. evidence that all covered services that are subject to restricted network provisions are available and accessible through network providers, including a demonstration that:

a. services can be provided by network providers with reasonable promptness with respect to geographic location, hours of operation and after-hour care. The hours of operation and availability of after-hour care shall reflect usual practice in the local area. Geographic availability shall reflect the usual travel times within the community;

b. the number of network providers in the service area is sufficient, with respect to current and expected policyholders, either:

i. to deliver adequately all services that are subject to a restricted network provision; or

ii. to make appropriate referrals;

c. there are written agreements with network providers describing specific responsibilities;

d. emergency care is available 24 hours per day and seven days per week;

e. in the case of covered services that are subject to a restricted network provision and are provided on a prepaid basis, there are written agreements with network providers prohibiting the providers from billing or otherwise seeking reimbursement from or recourse against any individual insured under a Medicare select policy or certificate. This

Paragraph shall not apply to supplemental charges or coinsurance amounts as stated in the Medicare select policy or certificate;

2. a statement or map providing a clear description of the service area;

3. a description of the grievance procedure to be utilized;

4. a description of the quality assurance program, including:

a. the formal organizational structure;

b. the written criteria for selection, retention and removal of network providers; and

c. the procedures for evaluating quality of care provided by network providers, and the process to initiate corrective action when warranted;

5. a list and description, by specialty, of the network providers;

6. copies of the written information proposed to be used by the issuer to comply with §525.I;

7. any other information requested by the commissioner.

F.1. A Medicare select issuer shall file any proposed changes to the plan of operation, except for changes to the list of network providers, with the commissioner prior to implementing the changes. Changes shall be considered approved by the commissioner after 30 days unless specifically disapproved.

2. An updated list of network providers shall be filed with the commissioner at least quarterly.

G. A Medicare select policy or certificate shall not restrict payment for covered services provided by non-network providers if:

1. the services are for symptoms requiring emergency care or are immediately required for an unforeseen illness, injury or a condition; and

2. it is not reasonable to obtain such services through a network provider.

H. A Medicare select policy or certificate shall provide payment for full coverage under the policy for covered services that are not available through network providers.

I. A Medicare select issuer shall make full and fair disclosure, in writing, of the provisions, restrictions, and limitations of the Medicare select policy or certificate to each applicant. This disclosure shall include at least the following:

1. an outline of coverage sufficient to permit the applicant to compare the coverage and premiums of the Medicare select policy or certificate with:

a. other Medicare supplement policies or certificates offered by the issuer; and

b. other Medicare select policies or certificates;

2. a description (including address, phone number and hours of operation) of the network providers, including primary care physicians, specialty physicians, hospitals and other providers;

3. a description of the restricted network provisions, including payments for coinsurance and deductibles when providers other than network providers are utilized. Except to the extent specified in the policy or certificate, expenses incurred when using out-of-network providers do not count toward the out-of-pocket annual limit contained in Plans K and L;

4. a description of coverage for emergency and urgently needed care and other out-of-service area coverage;

5. a description of limitations on referrals to restricted network providers and to other providers;

6. a description of the policyholder's rights to purchase any other Medicare supplement policy or certificate otherwise offered by the issuer;

7. a description of the Medicare Select issuer's quality assurance program and grievance procedure.

J. Prior to the sale of a Medicare Select policy or certificate, a Medicare select issuer shall obtain from the applicant a signed and dated form stating that the applicant has received the information provided pursuant to Subsection I of this Section and that the applicant understands the restrictions of the Medicare select policy or certificate.

K. A Medicare Select issuer shall have and use procedures for hearing complaints and resolving written grievances from the subscribers. The procedures shall be aimed at mutual agreement for settlement and may include non-binding arbitration procedures.

1. The grievance procedure shall be described in the policy and certificates and in the outline of coverage.

2. At the time the policy or certificate is issued, the issuer shall provide detailed information to the policyholder describing how a grievance may be registered with the issuer.

3. Grievances shall be considered in a timely manner and shall be transmitted to appropriate decision-makers who have authority to fully investigate the issue and take corrective action.

4. If a grievance is found to be valid, corrective action shall be taken promptly.

5. All concerned parties shall be notified about the results of a grievance.

6. The issuer shall report no later than each March 31 to the commissioner regarding its grievance procedure. The report shall be in a format prescribed by the commissioner and shall contain the number of grievances filed in the past year and a summary of the subject, nature and resolution of such grievances.

L. At the time of initial purchase, a Medicare Select issuer shall make available to each applicant for a Medicare Select policy or certificate the opportunity to purchase any Medicare supplement policy or certificate otherwise offered by the issuer.

M.1. At the request of an individual insured under a Medicare Select policy or certificate, a Medicare select issuer shall make available to the individual insured the opportunity to purchase a Medicare supplement policy or certificate offered by the issuer which has comparable or lesser benefits and which does not contain a restricted network provision. The issuer shall make such policies or certificates available without requiring evidence of insurability after the Medicare select policy or certificate has been in force for six months.

2. For the purposes of this Subsection, a Medicare supplement policy or certificate will be considered to have comparable or lesser benefits unless it contains one or more significant benefits not included in the Medicare select policy or certificate being replaced. For the purposes of this Paragraph, a significant benefit means coverage for the

Medicare Part A deductible, coverage for at-home recovery services or coverage for Part B excess charges.

N. Medicare select policies and certificates shall provide for continuation of coverage in the event the Secretary of Health and Human Services determines that Medicare Select policies and certificates issued pursuant to this Section should be discontinued due to either the failure of the Medicare Select Program to be reauthorized under law or its substantial amendment.

1. Each Medicare Select issuer shall make available to each individual insured under a Medicare Select policy or certificate the opportunity to purchase any Medicare supplement policy or certificate offered by the issuer which has comparable or lesser benefits and which does not contain a restricted network provision. The issuer shall make the policies and certificates available without requiring evidence of insurability.

2. For the purposes of this Subsection, a Medicare supplement policy or certificate will be considered to have comparable or lesser benefits unless it contains one or more significant benefits not included in the Medicare Select policy or certificate being replaced. For the purposes of this Paragraph, a significant benefit means coverage for the Medicare Part A deductible, coverage for at-home recovery services or coverage for Part B excess charges.

O. A Medicare select issuer shall comply with reasonable requests for data made by state or federal agencies, including the United States Department of Health and Human Services, for the purpose of evaluating the Medicare Select Program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1108 (June 1999), repromulgated LR 25:1488 (August 1999), amended LR 29:2441 (November 2003), amended LR 31:2910 (November 2005).

§526. Reserved.

§527. Reserved.

§528. Reserved.

§529. Reserved.

§530. Open Enrollment

A. An issuer shall not deny or condition the issuance or effectiveness of any Medicare supplement policy or certificate available for sale in this state, nor discriminate in the pricing of a policy or certificate because of the health status, claims experience, receipt of health care, or medical condition of an applicant in the case of an application for a policy or certificate that is submitted prior to or during the six month period beginning with the first day of the first month in which an individual is enrolled for benefits under Medicare Part B. Each Medicare supplement policy and certificate currently available from an insurer shall be made available to all applicants who qualify under this Subsection without regard to age.

B.1. If an applicant qualifies under Subsection A and submits an application during the time period referenced in Subsection A and, as of the date of application, has had a continuous period of creditable coverage of at least six months, the issuer shall not exclude benefits based on a preexisting condition.

2. If the applicant qualifies under Subsection A and submits an application during the time period referenced in Subsection A and, as of the date of application, has had a continuous period of creditable coverage that is less than six months, the issuer shall reduce the period of any preexisting condition exclusion by the aggregate of the period of creditable coverage applicable to the applicant as of the enrollment date. The secretary shall specify the manner of the reduction under this Subsection.

C. Except as provided in Subsection B and §§535 and 590, Subsection A shall not be construed as preventing the exclusion of benefits under a policy, during the first six months, based on a preexisting condition for which the policyholder or certificateholder received treatment or was otherwise diagnosed during the six months before the coverage became effective.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1110 (June 1999), repromulgated LR 25:1490 (August 1999), LR 29:2444 (November 2003), amended LR 31:2912 (November 2005).

§531. Reserved.

§532. Reserved.

§533. Reserved.

§534. Reserved.

§535. Guaranteed Issue for Eligible Persons

A. Guaranteed Issue

1. Eligible persons are those individuals described in Subsection B who seek to enroll under the policy during the period specified in Subsection C, and who submit evidence of the date of termination disenrollment, or Medicare Part D enrollment with the application for a Medicare supplement policy.

2. With respect to eligible persons, an issuer shall not deny or condition the issuance or effectiveness of a Medicare supplement policy described in Subsection E that is offered and is available for issuance to new enrollees by the issuer, shall not discriminate in the pricing of such a Medicare supplement policy because of health status, claims experience, receipt of health care, or medical condition, and shall not impose an exclusion of benefits based on a preexisting condition under such a Medicare supplement policy.

B. Eligible Persons. An eligible person is an individual described in any of the following Paragraphs.

1. The individual is enrolled under an employee welfare benefit plan that provides health benefits that supplement the benefits under Medicare; and the plan terminates, or the plan ceases to provide some or all such supplemental health benefits to the individual; or the individual is enrolled under an employee welfare benefit plan that is primary to Medicare and the plan terminates or the plan ceases to provide some or all health benefits to the individual or the individual leaves the plan.

2. The individual is enrolled with a Medicare Advantage organization under a Medicare Advantage plan under Part C of Medicare, and any of the following circumstances apply, or the individual is 65 years of age or older and is enrolled with a Program of All-Inclusive Care for the Elderly (PACE) provider under Section 1894 of the Social Security Act, and there are circumstances similar to those described below that would permit discontinuance of the individual's enrollment with such provider if such individual were enrolled in a Medicare Advantage plan.

a. The certification of the organization or plan has been terminated, or the organization has terminated or otherwise discontinued providing the plan in the area in which the individual resides.

b. The individual is no longer eligible to elect the plan because of a change in the individual's place of residence or other change in circumstances specified by the secretary, but not including termination of the individual's enrollment on the basis described in Section 1851(g)(3)(B) of the federal Social Security Act (where the individual has not paid premiums on a timely basis or has engaged in disruptive behavior as specified in standards under section 1856), or the plan is terminated for all individuals within a residence area.

c. The individual demonstrates, in accordance with guidelines established by the secretary, that:

i. the organization offering the plan substantially violated a material provision of the organization's contract under this Part in relation to the individual, including the failure to provide an enrollee on a timely basis medically necessary care for which benefits are available under the plan or the failure to provide such covered care in accordance with applicable quality standards; or

ii. the organization, or agent or other entity acting on theorganization's behalf, materially misrepresented the plan's provisions in marketing the plan to the individual; or

d. the individual meets such other exceptional conditions as the secretary may provide.

3.a. The individual is enrolled with:

i. an eligible organization under a contract under Section 1876 of the Social Security Act (Medicare cost);

ii. a similar organization operating under demonstration project authority, effective for periods before April 1,1999;

iii. an organization under an agreement under Section 1833(a)(1)(A) of the Social Security Act (health care prepayment plan); or

iv. an organization under a Medicare Select policy; and

b. the enrollment ceases under the same circumstances that would permit discontinuance of an individual's election of coverage under §535.B.2.

4. The individual is enrolled under a Medicare supplement policy and the enrollment ceases because:

a.i. of the insolvency of the issuer or bankruptcy of the nonissuer organization; or

ii. of other involuntary termination of coverage or enrollment under the policy;

b. the issuer of the policy substantially violated a material provision of the policy; or

c. the issuer, or an agent or other entity acting on the issuer's behalf, materially misrepresented the policy's provisions in marketing the policy to the individual;

5.a. The individual was enrolled under a Medicare supplement policy and terminates enrollment and subsequently enrolls, for the first time, with any Medicare Advantage organization under a Medicare Advantage plan under Part C of Medicare, any eligible organization under a contract under Section 1876 of the Social Security Act (Medicare cost), any similar organization operating under demonstration project authority, any PACE provider under Section 1894 of the Social Security Act, or a Medicare Select policy; and

b. the subsequent enrollment under Subparagraph a is terminated by the enrollee during any period within the first 12 months of such subsequent enrollment [during which the enrollee is permitted to terminate such subsequent enrollment under Section 1851(e) of the federal Social Security Act]; or

6. the individual, upon first becoming enrolled for benefits under Medicare Part B, enrolls in a Medicare Advantage plan under Part C of Medicare, or with a PACE provider under Section 1894 of the Social Security Act, and disenrolls from the plan by not later 12 months after the effective date of enrollment;

7. the individual enrolls in a Medicare Part D plan during the initial enrollment period and, at the time of enrollment in Part D, was enrolled under a Medicare supplement policy that covers outpatient prescription drugs and the individual terminates enrollment in the Medicare supplement policy and submits evidence of enrollment in Medicare Part D along with the application for a policy described in Paragraph E.4.

C. Guaranteed Issue Time Periods

1. In the case of an individual described in Paragraph B.1, the guaranteed issue period begins on the later of:

a. the date the individual receives a notice of termination or cessation of all supplemental health benefits (or, if a notice is not received, notice that a claim has been denied because of a termination or cessation); or

b. the date that the applicable coverage terminates or ceases; and ends 63 days thereafter;

2. in the case of an individual described in Paragraphs B.2, 3, 5 or 6 whose enrollment is terminated involuntarily, the guaranteed issue period begins on the date that the individual receives a notice of termination and ends 63 days after the date the applicable coverage is terminated;

3. in the case of an individual described in Subparagraph B.4.a, the guaranteed issue period begins on the earlier of:

a. the date that the individual receives a notice of termination, a notice of the issuer's bankruptcy or insolvency, or other such similar notice if any; and

b. the date that the applicable coverage is terminated, and ends on the date that is 63 days after the date the coverage is terminated;

4. in the case of an individual described in Paragraphs B.2, 4.b, 4.c, 5 or 6 who disenrolls voluntarily, the guaranteed issue period begins on the date that is 60 days before the effective date of the disenrollment and ends on the date that is 63 days after the effective date;

5. in the case of an individual described in Subsection B.7, the guaranteed issue period begins on the date the individual receives notice pursuant to Section 1882 (v)(2)(B) of the Social Security Act from the Medicare supplement issuer during the 60 period immediately preceding the initial Part D enrollment period and ends on the date that is 63 days after the effective date of the individual's coverage under Medicare Part D; and

6. in the case of an individual described in Subsection B but not described in the preceding provisions of this Subsection, the guaranteed issue period begins on the

effective date of disenrollment and ends on the date that is 63 days after the effective date.

D. Extended Medigap Access for Interrupted Trial Periods

1. In the case of an individual described in Paragraph B.5 (or deemed to be so described, pursuant to this Paragraph) whose enrollment with an organization or provider described in Subparagraph B.5.a is involuntarily terminated within the first 12 months of enrollment, and who, without an intervening enrollment, enrolls with another such organization or provider, the subsequent enrollment shall be deemed to be an initial enrollment described in §535.B.5;

2. in the case of an individual described in Paragraph B.6 (or deemed to be so described, pursuant to this Paragraph) who enrollment with a plan or in a program described in Paragraph B.6 is involuntarily terminated within the first 12 months of enrollment, and who, without an intervening enrollment, enrolls in another such plan or program, the subsequent enrollment shall be deemed to be an initial enrollment described in Section 535.B.6; and

3. for purposes of Paragraphs B.5 and B.6, no enrollment of an individual with an organization or provider described in Subparagraph B.5.a, or with a plan or in a program described in Paragraph B.6, may be deemed to be an initial enrollment under this Paragraph after the two-year period beginning on the date on which the individual first enrolled with such an organization, provider, plan or program.

E. Products to Which Eligible Persons are Entitled. The Medicare supplement policy to which eligible persons are entitled under:

1. Section 535.B.1.2.3 and 4 is a Medicare supplement policy which has a benefit package classified as Plan A, B, C, F (including F with a high deductible), K or L offered by any issuer;

2.a. subject to Subparagraph b, §535.B.5 is the same Medicare supplement policy in which the individual was most recently previously enrolled, if available from the same issuer, or, if not so available, a policy described in §535.E.1;

b. after December 31, 2005, if the individual was most recently enrolled in a Medicare supplement policy with an outpatient prescription drug benefit, a Medicare supplement policy described in this Subparagraph is:

i. the policy available from the same issuer but modified to remove outpatient prescription drug coverage; or

ii. at the election of the policyholder, an A, B, C, F (including F with a high deductible), K or L policy that is offered by any issuer;

3. Section 535.B.6 shall include any Medicare supplement policy available by any issuer;

4. Section 535.B.7 is a Medicare supplement policy that has a benefit package classified as Plan A, B, C, F (including F with a high deductible), K or L, and that is offered and is available for issuance to new enrollees by the same issuer that issued the individual's Medicare supplement policy with outpatient prescription drug coverage.

F. Notification Provisions

1. At the time of an event described in Subsection B of this Section because of which an individual loses coverage or benefits due to the termination of a contract or agreement, policy, or plan, the organization that terminates the contract or agreement, the issuer terminating the policy, or the administrator of the plan being terminated, respectively, shall notify the individual of his or her rights under this Section, and of the obligations of issuers of Medicare supplement policies under Subsection A. Such notice shall be communicated contemporaneously with the notification of termination.

2. At the time of an event described in Subsection B of this Section because of which an individual ceases enrollment under a contract or agreement, policy, or plan, the organization that offers the contract or agreement, regardless of the basis for the cessation of enrollment, the issuer offering the policy, or the administrator of the plan, respectively, shall notify the individual of his or her rights under this Section, and of the obligations of issuers of Medicare supplement policies under §535.A. Such notice shall be communicated within 10 working days of the issuer receiving notification of disenrollment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1110 (June 1999), repromulgated LR 25:1490 (August 1999), amended LR 29:2444 (November 2003), amended LR 31:2912 (November 2005).

§536. Reserved.

§537. Reserved.

§538. Reserved.

§539. Reserved.

§540. Standards for Claims Payment

A. An issuer shall comply with Section 1882(c)(3) of the Social Security Act (as enacted by Section 4081(b)(2)(C) of the Omnibus Budget Reconciliation Act of 1987 (OBRA) 1987, Pub. L. No. 100-203) by:

1. accepting a notice from a Medicare carrier on dually assigned claims submitted by participating physicians and suppliers as a claim for benefits in place of any other claim form otherwise required and making a payment determination on the basis of the information contained in that notice;

2. notifying the participating physician or supplier and the beneficiary of the payment determination;

3. paying the participating physician or supplier directly;

4. furnishing, at the time of enrollment, each enrollee with a card listing the policy name, number, and a central mailing address to which notices from a Medicare carrier may be sent;

5. paying user fees for claim notices that are transmitted electronically or otherwise; and

6. providing to the Secretary of Health and Human Services, at least annually, a central mailing address to which all claims may be sent by Medicare carriers.

B. Compliance with the requirements set forth in Subsection A above shall be certified on the Medicare supplement insurance experience reporting form.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1111 (June 1999), repromulgated LR 25:1491 (August 1999), LR 29:2446 (November 2003), LR 31:2914 (November 2005).

§541. Reserved.
§542. Reserved.
§543. Reserved.
§544. Reserved.
§545. Loss Ratio Standards and Refund or Credit of Premium

A. Loss Ratio Standards

1.a. A Medicare supplement policy form or certificate form shall not be delivered or issued for delivery unless the policy form or certificate form can be expected, as estimated for the entire period for which rates are computed to provide coverage, to return to policyholders and certificateholders in the form of aggregate benefits (not including anticipated refunds or credits) provided under the policy form or certificate form:

i. at least 75 percent of the aggregate amount of premiums earned in the case of group policies; or

ii. at least 65 percent of the aggregate amount of premiums earned in the case of individual policies.

b. The percentages for Divisions A.1.a.i and ii shall be calculated on the basis of incurred claims experience or incurred health care expenses where coverage is provided by a health maintenance organization on a service rather than reimbursement basis and earned premiums for the period and in accordance with accepted actuarial principles and practices. Incurred health care expenses where coverage is provided by a health maintenance organization shall not include:

i. home office and overhead costs;
ii. advertising costs;
iii. commissions and other acquisition costs;
iv. taxes;
v. capital costs;
vi. administrative costs; and
vii. claims processing costs.

2. All filings of rates and rating schedules shall demonstrate that expected claims in relation to premiums comply with the requirements of this Section when combined with actual experience to date. Filings of rate revisions shall also demonstrate that the anticipated loss ratio over the entire future period for which the revised rates are computed to provide coverage can be expected to meet the appropriate loss ratio standards.

3. For purposes of applying Paragraph A.1 of this Section and §550.D.3 only, policies issued as a result of solicitations of individuals through the mails or by mass media advertising (including both print and broadcast advertising) shall be deemed to be individual policies.

4. For policies issued prior to January 20, 1991, expected claims in relation to premiums shall meet:

a. the originally filed anticipated loss ratio when combined with the actual experience since inception;

b. the appropriate loss ratio requirement from §545.A.1.a.i. and ii. when combined with actual experience beginning with January 1, 1998 to date; and

c. the appropriate loss ratio requirement from §545.A.1.a.i. and ii. over the entire future period for which the rates are computed to provide coverage.

B. Refund or Credit Calculation

1. An issuer shall collect and file with the commissioner by May 31 of each year the data contained in the applicable reporting form contained in Appendix A for each type in a standard Medicare supplement benefit plan.

2. If, on the basis of the experience as reported, the benchmark ratio since inception (Ratio 1) exceeds the adjusted experience ratio since inception (Ratio 3), then a refund or credit calculation is required. The refund calculation shall be done on a statewide basis for each type in a standard Medicare supplement benefit plan. For purposes of the refund or credit calculation, experience on policies issued within the reporting year shall be excluded.

3. For the purposes of this Section, policies or certificates issued prior to January 20, 1991, the issuer shall make the refund or credit calculation separately for all individual policies (including all group policies subject to an individual loss ratio standard when issued) combined and all other group policies combined for experience after January 1, 1998. The first report shall be due by May 31, 2000.

4. A refund or credit shall be made only when the benchmark loss ratio exceeds the adjusted experience loss ratio and the amount to be refunded or credited exceeds a *de minimis* level. The refund shall include interest from the end of the calendar year to the date of the refund or credit at a rate specified by the Secretary of Health and Human Services, but in no event shall it be less than the average rate of interest for 13-week treasury notes. A refund or credit against premiums due shall be made by September 30 following the experience year upon which the refund or credit is based.

C. Filing of Rates and Rating Schedules. All filings of rates and rating schedules shall demonstrate that expected claims in relation to premiums comply with the requirements of this Section when combined with actual experience to date. Filings of rate revisions shall also demonstrate that the anticipated loss ratio over the entire future period for which the revised rates are computed to provide coverage can be expected to meet the appropriate loss ratio standards.

1. Each Medicare supplement policy or certificate form shall be accompanied, upon submission for approval, by an original and one copy of an actuarial memorandum. The memorandum shall be prepared, signed and dated by a qualified actuary in accordance with generally accepted actuarial principles and practices. The filing shall contain at least the information listed in the following Subparagraphs:

a. the form number that the actuarial memorandum addresses;

b. a brief description of benefits provided;

c. a schedule of rates to be used;

d. a certification that the anticipated lifetime loss ratio is at least 65 percent (for individual coverage) or at least 75 percent (for group coverage);

e. a table of anticipated loss ratio experience for each year from issue over a reasonable number of years;

f. a certification that the premiums are reasonable in relation to the benefits provided; and

g. the entire filing shall be provided in duplicate;

h. any additional information requested by the commissioner.

2. Subsequent rate adjustments filings, except for those rates filed solely due to a change in the Part A calendar year deductible, shall also provide an original and one copy of an actuarial memorandum, prepared, signed and dated by

a qualified actuary, in accordance with generally accepted actuarial principles and practices. The filing shall contain at least the following:

a. the form number addressed by the actuarial memorandum;

b. a brief description of benefits provided;

c. a schedule of rates before and after the rate change;

d. a statement of the reason and basis for the rate change;

e. a demonstration and certification by the qualified actuary showing that the past plus future expected experience after the rate change will result in an aggregate loss ratio equal to, or greater than, the required minimum aggregate loss ratio:

i. this rate change and demonstration shall be based on the experience of the named form in Louisiana only, if that experience is credible;

ii. the rate change and demonstration shall be based on experience of the named form nationwide, if the named form is used nationwide and the Louisiana experience is not credible, but the nationwide experience is credible;

f. for policies or certificates in force less than three years, a demonstration shall be included to show that the third-year loss ratio is expected to be equal to, or greater than, the applicable percentage;

g. a certification by the qualified actuary that the resulting premiums are reasonable in relation to the benefits provided;

h. the entire filing shall be provided in duplicate;

i. any additional information requested by the commissioner.

3.a. An issuer of Medicare supplement policies and certificates issued before or after the effective date of Regulation 33 (Revised, 1992) in this state shall file annually no later than December 31 its rates for the upcoming calendar year. Also, supporting documentation including ratios of incurred losses to earned premiums by policy duration shall be submitted for approval by the commissioner. The supporting documentation shall also demonstrate in accordance with actuarial standards of practice using reasonable assumptions that the appropriate loss ratio standards can be expected to be met over the entire period for which rates are computed. The demonstration shall exclude active life reserves. An expected third-year loss ratio which is greater than or equal to the applicable percentage shall be demonstrated for policies or certificates in force less than three years.

b. The filing for purposes of this Subsection shall contain all Medicare supplement plans issued by the issuer and shall not include rate adjustments. An actuarial memorandum shall be prepared, signed and dated by a qualified actuary in accordance with generally accepted actuarial principles and practices. The filing shall contain at least the following:

i. the form number for each plan;

ii. plan type designation (for example: Plan A, Plan B, Pre -standardized);

iii. the rates for each plan;

iv. yearly loss ratios for each plan;

v. lifetime expected loss ratios for each plan;

vi. identify filing as "ANNUAL MEDICARE SUPPLEMENT FILING" on the face page of the memorandum;

vii. the entire filing shall be provided in duplicate;

viii. any additional information requested by the commissioner.

4. As soon as practicable, but prior to the effective date of enhancements in Medicare benefits, every issuer of Medicare supplement policies or certificates in this state shall file with the commissioner, in accordance with the applicable filing procedures of this state:

a. appropriate premium adjustments necessary to produce loss ratios as anticipated for the current premium for the applicable policies or certificates. The supporting documents necessary to justify the adjustment shall accompany the filing;

b. an issuer shall make premium adjustments necessary to produce an expected loss ratio under the policy or certificate to conform to minimum loss ratio standards for Medicare supplement policies and which are expected to result in a loss ratio at least as great as that originally anticipated in the rates used to produce current premiums by the issuer for the Medicare supplement policies or certificates. No premium adjustment which would modify the loss ratio experience under the policy other than the adjustments described herein shall be made with respect to a policy at any time other than upon its renewal date or anniversary date;

c. if an issuer fails to make premium adjustments acceptable to the commissioner, the commissioner may order premium adjustments, refunds or premium credits deemed necessary to achieve the loss ratio required by this Section.

5. Any appropriate riders, endorsements or policy forms needed to accomplish the Medicare supplement policy or certificate modifications necessary to eliminate benefit duplications with Medicare. The riders, endorsements or policy forms shall provide a clear description of the Medicare supplement benefits provided by the policy or certificate.

D. Public Hearings. The commissioner may conduct a public hearing to gather information concerning a request by an issuer for an increase in a rate for a policy form or certificate form issued before or after the effective date of Regulation 33 as revised July 20, 1992 if the experience of the form for the previous reporting period is not in compliance with the applicable loss ratio standard. The determination of compliance is made without consideration of any refund or credit for the reporting period. Public notice of the hearing shall be furnished in a manner deemed appropriate by the commissioner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1112 (June 1999), repromulgated LR 25:1492 (August 1999), amended LR 29:2447 (November 2003), amended LR 31:2915 (November 2005).

§546. Reserved.

§547. Reserved.

§548. Reserved.

§549. Reserved.

§550. Filing and Approval of Policies and Certificates and Premium Rates

A. An issuer shall not deliver or issue for delivery a policy or certificate to a resident of this state unless the policy form or certificate form has been filed with and approved by the commissioner in accordance with filing requirements and procedures prescribed by the commissioner.

B. An issuer shall file any riders or amendments to policy or certificate forms to delete outpatient prescription drug benefits as required by the Medicare Prescription Drug, Improvement, and Modernization Act of 2003 only with the commissioner in the state in which the policy or certificate was issued.

C. An issuer shall not use or change premium rates for a Medicare supplement policy or certificate unless the rates, rating schedule and supporting documentation have been filed with and approved by the commissioner in accordance with the filing requirements and procedures prescribed by the commissioner.

D.1. Except as provided in Paragraph D.2 of this Section, an issuer shall not file for approval more than one form of a policy or certificate of each type for each standard Medicare supplement benefit plan.

2. An issuer may offer, with the approval of the commissioner, up to four additional policy forms or certificate forms of the same type for the same standard Medicare supplement benefit plan, one for each of the following cases:

a. the inclusion of new or innovative benefits;

b. the addition of either direct response or agent marketing methods;

c. the addition of either guaranteed issue or underwritten coverage;

d. the offering of coverage to individuals eligible for Medicare by reason of disability.

3. For the purposes of this Section, a *type* means an individual policy, a group policy, an individual Medicare select policy, or a group Medicare select policy.

E.1. Except as provided in Subparagraph E.1.a, an issuer shall continue to make available for purchase any policy form or certificate form issued after the effective date of this regulation that has been approved by the commissioner. A policy form or certificate form shall not be considered to be available for purchase unless the issuer has actively offered it for sale in the previous 12 months.

a. An issuer may discontinue the availability of a policy form or certificate form if the issuer provides to the commissioner, in writing, its decision at least 30 days prior to discontinuing the availability of the form of the policy or certificate. After receipt of the notice by the commissioner, the issuer shall no longer offer for sale the policy form or certificate form in this state.

b. An issuer that discontinues the availability of a policy form or certificate form pursuant to Subparagraph a shall not file for approval a new policy form or certificate form of the same type for the same standard Medicare supplement benefit plan as the discontinued form for a period of five years after the issuer provides notice to the commissioner of the discontinuance. The period of discontinuance may be reduced if the commissioner determines that a shorter period is appropriate.

2. The sale or other transfer of Medicare supplement business to another issuer shall be considered a discontinuance for the purposes of this Subsection.

3. A change in the rating structure or methodology shall be considered a discontinuance under Paragraph E.1 unless the issuer complies with the following requirements.

a. The issuer provides an actuarial memorandum, in a form and manner prescribed by the commissioner, describing the manner in which the revised rating methodology and resultant rates differ from the existing rating methodology and existing rates.

b. The issuer does not subsequently put into effect a change of rates or rating factors that would cause the percentage differential between the discontinued and subsequent rates as described in the actuarial memorandum to change. The commissioner may approve a change to the differential, which is in the public interest.

F.1. Except as provided in Paragraph F.2, the experience of all policy forms or certificate forms of the same type in a standard Medicare supplement benefit plan shall be combined for purposes of the refund or credit calculation prescribed in §545 of this regulation.

2. Forms assumed under an assumption reinsurance agreement shall not be combined with the experience of other forms for purposes of the refund or credit calculation.

G.1. An issuer that fails to implement an approved rate increase within six months after the approval date shall be prohibited from implementing such increase on future dates. The issuer shall notify the commissioner when any approved rate increase has not been implemented.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1113 (June 1999), repromulgated LR 25:1494 (August 1999), amended LR 29:2448 (November 2003), amended LR 31:2917 (November 2005).

§551. Reserved.

§552. Reserved.

§553. Reserved.

§554. Reserved.

§555. Permitted Compensation Arrangements

A. An issuer or other entity may provide commission or other compensation to an agent or other representative for the sale of a Medicare supplement policy or certificate only if the first year commission or other first year compensation is no more than 200 percent of the commission or other compensation paid for selling or servicing the policy or certificate in the second year or period.

B. The commission or other compensation provided in subsequent (renewal) years must be the same as that provided in the second year or period and must be provided for no fewer than five renewal years.

C. No issuer or other entity shall provide compensation to its agents or other producers, and no agent or producer shall receive compensation greater than the renewal compensation payable by the replacing issuer on renewal policies or certificates if an existing policy or certificate is replaced.

D. For purposes of this Section, *compensation* includes pecuniary or non-pecuniary remuneration of any kind relating to the sale or renewal of the policy or certificate including, but not limited to, bonuses, gifts, prizes, awards and finders fees.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1114 (June 1999), repromulgated LR 25:1494 (August 1999), LR 29:2449 (November 2003), amended LR 31:2917 (November 2005).

§556. Reserved.

§557. Reserved.

§558. Reserved.

§559. Reserved.

§560. Required Disclosure Provisions

A. General Rules

1. Medicare supplement policies and certificates shall include a renewal or continuation provision. The language or specifications of the provision shall be consistent with the type of contract issued. The provision shall be appropriately captioned and shall appear on the first page of the policy, and shall include any reservation by the issuer of the right to change premiums and any automatic renewal premium increases based on the policyholder's age.

2. Except for riders or endorsements by which the issuer effectuates a request made in writing by the insured, exercises a specifically reserved right under a Medicare supplement policy, or is required to reduce or eliminate benefits to avoid duplication of Medicare benefits, all riders or endorsements added to a Medicare supplement policy after date of issue or at reinstatement or renewal which reduce or eliminate benefits or coverage in the policy shall require a signed acceptance by the insured. After the date of policy or certificate issue, any rider or endorsement which increases benefits or coverage with a concomitant increase in premium during the policy term shall be agreed to, in writing, signed by the insured, unless the benefits are required by the minimum standards for Medicare supplement policies, or if the increased benefits or coverage is required by law. Where a separate additional premium is charged for benefits provided in connection with riders or endorsements, the premium charge shall be set forth in the policy.

3. Medicare supplement policies or certificates shall not provide for the payment of benefits based on standards described as "usual and customary," "reasonable and customary" or words of similar import.

4. If a Medicare supplement policy or certificate contains any limitations with respect to preexisting conditions, such limitations shall appear as a separate paragraph of the policy and be labeled as "Preexisting Condition Limitations."

5. Medicare supplement policies and certificates shall have a notice prominently printed on the first page of the policy or certificate stating in substance that the policyholder or certificateholder shall have the right to return the policy or certificate within 30 days of its delivery and to have the premium refunded if, after examination of the policy or certificate, the insured person is not satisfied for any reason.

6.a. Issuers of accident and sickness policies or certificates which provide hospital or medical expense coverage on an expense incurred or indemnity basis to persons eligible for Medicare shall provide to those applicants a *Guide to Health Insurance for People with Medicare* in the form developed jointly by the National Association of Insurance Commissioners and CMS and in a type size no smaller than 12 point type. Delivery of the Guide shall be made whether or not the policies or certificates are advertised, solicited, or issued as Medicare supplement policies or certificates, as defined in this regulation. Except in the case of direct response issuers, delivery of the *Guide* shall be made to the applicant at the time of application, and acknowledgement of receipt of the *Guide* shall be obtained by the issuer. Direct response issuers shall deliver the *Guide* to the applicant upon request but not later than at the time the policy is delivered.

b. For the purposes of this Section, *form* means the language, format, type size, type proportional spacing, bold character, and line spacing.

B. Notice Requirements.

1. As soon as practicable, but no later than 30 days prior to the annual effective date of any Medicare benefit changes, an issuer shall notify its policyholders and certificateholders of modifications it has made to Medicare supplement insurance policies or certificates in a format acceptable to the commissioner. The notice shall:

a. include a description of revisions to the Medicare program and a description of each modification made to the coverage provided under the Medicare supplement policy or certificate; and

b. inform each policyholder or certificateholder as to when any premium adjustment is to be made due to changes in Medicare.

2. The notice of benefit modifications and any premium adjustments shall be in outline form and in clear and simple terms so as to facilitate comprehension.

3. The notices shall not contain or be accompanied by any solicitation.

C. MMA Notice Requirements. Issuers shall comply with any notice requirements of the Medicare Prescription Drug, Improvement, and Modernization Act of 2003.

D. Outline of Coverage Requirements for Medicare Supplement Policies

1. Issuers shall provide an outline of coverage to all applicants at the time application is presented to the prospective applicant and, except for direct response policies, shall obtain an acknowledgement of receipt of the outline from the applicant; and

2. if an outline of coverage is provided at the time of application and the Medicare supplement policy or certificate is issued on a basis which would require revision of the outline, a substitute outline of coverage properly describing the policy or certificate shall accompany the policy or certificate when it is delivered and contain the following statement, in no less than 12 point type, immediately above the company name:

> "NOTICE: Read this outline of coverage carefully. It is not identical to the outline of coverage provided upon application and the coverage originally applied for has not been issued."

3.a. the outline of coverage provided to applicants pursuant to this Section consists of four parts:

i. a cover page;

ii. premium information;

iii. disclosure pages; and

iv. charts displaying the features of all benefit plans available by the issuer;

b. the outline of coverage shall be in the language and format prescribed below in no less than 12 point type. All plans A-L shall be shown on the cover page, and each Medicare supplement policy and certificate currently

available by an issuer shall be prominently identified. Premium information for plans that are available shall be shown on the cover page or immediately following the cover page and shall be prominently displayed. The premium and mode shall be stated for all plans that are available to the prospective applicant. All possible premiums for the prospective applicant shall be illustrated;

4. the following items shall be included in the outline of coverage in the order prescribed below:

[COMPANY NAME]

Outline of Medicare Supplement Coverage-Cover Page: 1 of 2

Benefit Plan(s)_____[insert letter(s) of plan(s) available from the issuer]

These Charts show the benefits included in each of the standard Medicare supplement plans. Every company must make available Plan A. Some plans may not be available in [Louisiana].

See Outlines of Coverage sections for details about ALL plans

BASIC BENEFITS for plans A-J:

Hospitalization: Part A coinsurance plus coverage for 365 additional days after Medicare benefits end.

Medical Expenses: Part B coinsurance (Generally, 20% of Medicare-approved expenses), or copayments for hospital outpatient services.

Blood: First three pints of blood each year.

A	B	C	D	E	F F*	G	H	I	J J*
Basic Benefits	Basic Benefits	Basic Benefits	Basic Benefits	Basic Benefits	Basic Benefits	Basic Benefits	Basic Benefits	Basic Benefits	Basic Benefits
		Skilled Nursing Facility Co-Insurance	Skilled Nursing Facility Co-Insurance	Skilled Nursing Facility Co-Insurance	Skilled Nursing Facility Co-Insurance	Skilled Nursing Facility Co-Insurance	Skilled Nursing Facility Co-Insurance	Skilled Nursing Facility Co-Insurance	Skilled Nursing Facility Co-Insurance
	Part A Deductible	Part A Deductible	Part A Deductible	Part A Deductible	Part A Deductible	Part A Deductible	Part A Deductible	Part A Deductible	Part A Deductible
		Part B Deductible			Part B Deductible				Part B Deductible
					Part B Excess (100%)	Part B Excess (80%)		Part B Excess (100%)	Part B Excess (100%)
		Foreign Travel Emergency	Foreign Travel Emergency	Foreign Travel Emergency	Foreign Travel Emergency	Foreign Travel Emergency	Foreign Travel Emergency	Foreign Travel Emergency	Foreign Travel Emergency
			At-Home Recovery			At-Home Recovery		At-Home Recovery	At-Home Recovery
				Preventive Care NOT covered by Medicare					Preventive Care NOT covered by Medicare

*Plans F and J also have an option called a high deductible Plan F and a high deductible Plan J. These high deductible plans pay the same benefits as Plan F and J after one has paid a calendar year [$1690] deductible. Benefits from high deductible Plans F and J will not begin until out-of-pocket expenses are [$1690]. Out-of-pocket expenses for this deductible are expenses that would ordinarily be paid by the policy. These expenses include the Medicare deductibles for Part A and Part B, but do not, include the plan's separate foreign travel emergency deductible.

[COMPANY NAME]

Outline of Medicare Supplement Coverage-Cover Page 2

Basic Benefits for Plans K and L include similar services as plans A-J, but cost-sharing for the basic benefits is at different levels.

J	K**	L**
Basic Benefits	100% of Part A Hospitalization Coinsurance plus coverage for 365 Days after Medicare Benefits End 50% Hospice cost-sharing 50% of Medicare-eligible expenses for the first three pints of blood 50% Part B Coinsurance, except 100% Coinsurance for Part B Preventive Services	100% of Part A Hospitalization Coinsurance plus coverage for 365 Days after Medicare Benefits End 75% Hospice cost-sharing 75% of Medicare-eligible expenses for the first three pints of blood 75% Part B Coinsurance, except 100% Coinsurance for Part B Preventive Services
Skilled Nursing Coinsurance	50% Skilled Nursing Facility Coinsurance	75% Skilled Nursing Facility Coinsurance
Part A Deductible	50% Part A Deductible	75% Part A Deductible

J	K**	L**
Part B Deductible		
Part B Excess (100%)		
Foreign Travel Emergency		
At-Home Recovery		
Preventive Care NOT covered by Medicare		
	$[4000] Out of Pocket Annual Limit***	$[2000] Out of Pocket Annual Limit***

**Plans K and L provide for different cost-sharing for items and services than Plans A - J. Once you reach the annual limit, the plan pays 100% of the Medicare copayments, coinsurance, and deductibles for the rest of the calendar year. The out-of-pocket annual limit does NOT include charges from your provider that exceed Medicare-approved amounts, called "Excess Charges." You will be responsible for paying excess charges.

***The out-of-pocket annual limit will increase each year for inflation.

See Outlines of Coverage for details and exceptions.

PREMIUM INFORMATION [Boldface Type]

We [insert issuer's name] can only raise your premium if we raise the premium for all policies like yours in this State. [If the premium is based on the increasing age of the insured, include information specifying when premiums will change.]

DISCLOSURES [Boldface Type]

Use this outline to compare benefits and premiums among policies.

READ YOUR POLICY VERY CAREFULLY [Boldface Type]

This is only an outline describing your policy's most important features. The policy is your insurance contract. You must read the policy itself to understand all of the rights and duties of both you and your insurance company.

RIGHT TO RETURN POLICY [Boldface Type]

If you find that you are not satisfied with your policy, you may return it to [insert issuer's address]. If you send the policy back to us within 30 days after you receive it, we will treat the policy as if it had never been issued and return all of your payments.

POLICY REPLACEMENT [Boldface Type]

If you are replacing another health insurance policy, do NOT cancel it until you have actually received your new policy and are sure you want to keep it.

NOTICE [Boldface Type]

This policy may not fully cover all of your medical costs.

[for agents:]
Neither [insert company's name] nor its agents are connected with Medicare.

[for direct response:]
[insert company's name] is not connected with Medicare.

This outline of coverage does not give all the details of Medicare coverage. Contact your local Social Security Office or consult The Medicare Handbook for more details.

COMPLETE ANSWERS ARE VERY IMPORTANT [Boldface Type]

When you fill out the application for the new policy, be sure to answer truthfully and completely all questions about your medical and health history. The company may cancel your policy and refuse to pay any claims if you leave out or falsify important medical information. [If the policy or certificate is guaranteed issue, this paragraph need not appear.]

Review the application carefully before you sign it. Be certain that all information has been properly recorded.

[Include for each plan prominently identified in the cover page, a chart showing the services, Medicare payments, plan payments and insured payments for each plan, using the same language, in the same order, using uniform layout and format as shown in the charts below. No more than four plans may be shown on one chart. For purposes of illustration, charts for each plan are included in this regulation. An issuer may use additional benefit plan designations on these charts pursuant to §520.D of this regulation.] [Include an explanation of any innovative benefits on the cover page and in the chart, in a manner approved by the commissioner.]

Plan A
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay
Hospitalization*			
Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$0	$[912](Part A Deductible)
61st thru 90th day		$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[228] a day	$[456] a day	$0
--Once lifetime reserve days are used:	All but $[456] a day	100% of Medicare Eligible Expenses	
--Additional 365 days	$0		$0
--Beyond the additional 365 days	$0	$0	All Costs
Skilled Nursing Facility Care*			
You must meet Medicare's requirements including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	$0	Up to $[114] a day
101st day and after	$0	$0	All costs
Blood			
First 3 pints	$0	3 pints	$0
Additional amounts	100%	$0	$0
Hospice Care			
Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

**NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan A
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare Approved Amounts*	$0	$0	$[110](Part B Deductible)
Remainder of Medicare Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	$0	All Costs
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare Approved Amounts*	$0	$0	$[110](Part B Deductible)
Remainder of Medicare Approved Amounts	80%	20%	$0
Clinical Laboratory Services—Tests for Diagnostic Services	100%	$0	$0

Parts A and B

Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare Approved Amounts*	$0	$0	$[110](Part B Deductible)
Remainder of Medicare Approved Amounts	80%	20%	$0

Plan B
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay
Hospitalization*			
Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[912](Part A Deductible)	$0
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
--Additional 365 days	$0	100% of Medicare Eligible Expenses	$0
--Beyond the additional 365 days	$0	$0	All Costs
Skilled Nursing Facility Care*			
You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	$0	Up to $[114] a day
101st day and after	$0	$0	All costs
Blood			
First 3 pints	$0	3 pints	$0
Additional amounts	100%	$0	$0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

**NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan B
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare- Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	$0	All Costs
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0
Clinical Laboratory Services-- Tests for Diagnostic Services	100%	$0	$0

Parts A and B

Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0

Plan C
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay
Hospitalization*			
Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[912](Part A Deductible)	$0
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
Additional 365 days	$0	100% of Medicare Eligible Expenses	$0
Beyond the additional 365 days	$0	$0	All Costs
Skilled Nursing Facility Care*			
You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	Up to $[114] a day	$0
101st day and after	$0	$0	All costs
Blood			
First 3 pints	$0	3 pints	$0
Additional amounts	100%	$0	$0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

**NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan C
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare-Approved Amounts*	$0	$[110] (Part B Deductible)	$0
Remainder of Medicare-Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	$0	All Costs
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare-Approved Amounts*	$0	$[110] (Part B Deductible)	$0
Remainder of Medicare-Approved Amounts	80%	20%	$0
Clinical Laboratory Services— Tests for Diagnostic Services	100%	$0	$0

Parts A and B

Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare-Approved Amounts*	$0	$[110] (Part B Deductible)	$0
Remainder of Medicare-Approved Amounts	80%	20%	$0

Other Benefits—Not Covered by Medicare

Foreign Travel—Not Covered By Medicare Medically necessary emergency care services beginning during the first 60 days of each trip outside the USA First $250 each calendar year Remainder of Charges	 $0 $0	 $0 80% to a lifetime maximum benefit of $50,000	 $250 20% and amounts over the $50,000 lifetime maximum

Plan D
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay
Hospitalization* Semiprivate room and board, general nursing and miscellaneous services and supplies First 60 days 61st thru 90th day 91st day and after: --While using 60 lifetime reserve days --Once lifetime reserve days are used: --Additional 365 days --Beyond the additional 365 days	 All but $[912] All but $[228] a day All but $[456] a day $0 $0	 $[912](Part A Deductible) $[228] a day $[456] a day 100% of Medicare Eligible Expenses $0	 $0 $0 $0 $0 All Costs
Skilled Nursing Facility Care* You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital First 20 days 21st thru 100th day 101st day and after	 All approved amounts All but $[114] a day $0	 $0 Up to $[114] a day $0	 $0 $0 All costs
Blood First 3 pints Additional amounts	 $0 100%	 3 pints $0	 $0 $0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

**NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan D
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment, First $[110] of Medicare-Approved Amounts* Remainder of Medicare-Approved Amounts	 $0 Generally, 80%	 $0 Generally, 20%	 $[110] (Part B Deductible) $0
Part B Excess Charges (Above Medicare Approved Amounts)	 $0	 $0	 All Costs
Blood First 3 pints Next $[110] of Medicare-Approved Amounts* Remainder of Medicare-Approved Amounts	 $0 $0 80%	 All Costs $0 20%	 $0 $[110] (Part B Deductible) $0
Clinical Laboratory Services— Tests For Diagnostic Services	 100%	 $0	 $0

Plan D (continued)
Parts A and B

Services	Medicare Pays	Plan Pays	You Pay
Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0
At-Home Recovery Services—Not Covered by Medicare			
Home care certified by your doctor, for personal care during recovery from an injury or sickness for which Medicare-approved a Home Care Treatment Plan			
--Benefit for each visit	$0	Actual Charges to $40 a visit	Balance
--Number of visits covered (must be received within 8 weeks of last Medicare Approved visit)	$0	Up to the number of Medicare Approved visits, not to exceed 7 each week	
--Calendar year maximum	$0	$1,600	

Other Benefits—Not Covered by Medicare

Foreign Travel--Not Covered by Medicare			
Medically necessary emergency care services beginning during the first 60 days of each trip outside the USA			
First $250 each calendar year	$0	$0	$250
Remainder of Charges	$0	80% to a lifetime maximum benefit of $50,000	20% and amounts over the $50,000 lifetime maximum

Plan E
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay
Hospitalization*			
Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[912](Part A Deductible)	$0
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
Additional 365 days	$0	100% of Medicare Eligible Expenses	$0
Beyond the additional 365 days	$0	$0	All Costs
Skilled Nursing Facility Care*			
You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	Up to $[114] a day	$0
101st day and after	$0	$0	All costs
Blood			
First 3 pints	$0	3 pints	$0
Additional amounts	100%	$0	$0
Hospice Care			
Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

**NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan E
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year

Services	Medicare Pays	Plan Pays	You Pay
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare- Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	$0	All Costs
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0
Clinical Laboratory Services— Tests for Diagnostic Services	100%	$0	$0

Parts A and B

Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0

Plan E (Continued)
Other Benefits—Not Covered by Medicare

Services	Medicare Pays	Plan Pays	You Pay
Foreign Travel—Not Covered by Medicare Medically necessary emergency care services beginning during the first 60 days of each trip outside the USA			
First $250 each calendar year	$0	$0	$250
Remainder of Charges	$0	80% to a lifetime maximum benefit of $50,000	20% and amounts over the $50,000 lifetime maximum
***Preventive Medical Care Benefit—Not Covered by Medicare** Some annual physical and preventive tests and services, administered or ordered by your doctor when not covered by Medicare			
First $120 each calendar year	$0	$120	$0
Additional charges	$0	$0	All Costs

***Medicare benefits are subject to change. Please consult the latest *Guide to Health Insurance for People* with Medicare.

Plan F or High Deductible Plan F
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

[**This high deductible plan pays the same or offers the same benefits as Plan F after one has paid a calendar year [$1690] deductible. Benefits from the high deductible Plan F will not begin until out-of-pocket expenses are [$1690]. Out-of-pocket expenses for this deductible are expenses that would ordinarily be paid by the policy. This includes the Medicare deductibles for Part A and Part B, but does not include the plan's separate foreign travel emergency deductible.]

Services	Medicare Pays	[After You Pay [$1690] Deductible,** Plan Pays]	[In Addition to [$1690] Deductible,** You Pay]
Hospitalization*			
Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[912](Part A Deductible)	$0
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
Additional 365 days	$0	100% of Medicare Eligible Expenses	$0
Beyond the additional 365 days	$0	$0	All Costs
Skilled Nursing Facility Care*			
You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	Up to $[114] a day	$0
101st day and after	$0	$0	All costs
Blood			
First 3 pints	$0	3 pints	$0
Additional amounts	100%	$0	$0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

***NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance on any difference between its billed charges and the amount Medicare would have paid.

Plan F or High Deductible Plan F (Continued)
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

[**This high deductible plan pays the same or offers the same benefits as Plan F after one has paid a calendar year [$1690] deductible. Benefits from the high deductible Plan F will not begin until out-of-pocket expenses are [$1690]. Out-of-pocket expenses for this deductible are expenses that would ordinarily be paid by the policy. This includes the Medicare deductibles for Part A and Part B, but does not include the plan's separate foreign travel emergency deductible.]

Services	Medicare Pays	[After You Pay $1690 Deductible,** Plan Pays]	[In Addition to $1690 Deductible,** You Pay]
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare-Approved Amounts*	$0	$[110] (Part B Deductible)	$0
Remainder of Medicare-Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	100%	$0
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare-Approved Amounts*	$0	$[110] (Part B Deductible)	$0
Remainder of Medicare-Approved Amounts	80%	20%	$0
Clinical Laboratory Services— Tests For Diagnostic Services	100%	$0	$0

Parts A and B

Home Health Care MEDICARE APPROVED SERVICES --Medically necessary skilled care services and medical supplies --Durable medical equipment First $[110] of Medicare-Approved Amounts* Remainder of Medicare-Approved Amounts	 100% $0 80%	 $0 $[110] (Part B Deductible) 20%	 $0 $0 $0

Plan F or High Deductible Plan F (Continued)
Other Benefits—Not Covered by Medicare

Services	Medicare Pays	After You Pay $1690 Deductible,** Plan Pays	In Addition to $1690 Deductible,** You Pay
Foreign Travel—Not Covered by Medicare Medically necessary emergency care services beginning during the first 60 days of each trip outside the USA First $250 each calendar year Remainder of Charges	 $0 $0	 $0 80% to a lifetime maximum benefit of $50,000	 $250 20% and amounts over the $50,000 lifetime maximum

Plan G
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay
Hospitalization* Semiprivate room and board, general nursing and miscellaneous services and supplies First 60 days 61st thru 90th day 91st day and after: --While using 60 lifetime reserve days --Once lifetime reserve days are used: Additional 365 days Beyond the additional 365 days	 All but $[912] All but $[228] a day All but $[456] a day $0 $0	 $[912] (Part A Deductible) $[228] a day $[456] a day 100% of Medicare Eligible Expenses $0	 $0 $0 $0 $0 All Costs
Skilled Nursing Facility Care* You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital First 20 days 21st thru 100th day 101st day and after	 All approved amounts All but $[114] a day $0	 $0 Up to $[114] a day $0	 $0 $0 All costs
Blood First 3 pints Additional amounts	 $0 100%	 3 pints $0	 $0 $0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

**NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan G
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	80%	20%
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0
Clinical Laboratory Services— Blood Tests For Diagnostic Services	100%	$0	$0

Plan G (Continued)
Parts A and B

Services	Medicare Pays	Plan Pays	You Pay
Home Health Care MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0
At-Home Recovery Services—Not Covered by Medicare Home care certified by your doctor, for personal care during recovery from an injury or sickness for which Medicare approved a Home Care Treatment Plan			
--Benefit for each visit	$0	Actual Charges to $40 a visit	Balance
--Number of visits covered (must be received within 8 weeks of last Medicare Approved visit)	$0	Up to the number of Medicare Approved visits, not to exceed 7 each week	
--Calendar year maximum	$0	$1,600	

Other Benefits—Not Covered by Medicare

Foreign Travel--Not Covered by Medicare Medically necessary emergency care services beginning during the first 60 days of each trip outside the USA			
First $250 each calendar year	$0	$0	$250
Remainder of Charges	$0	80% to a lifetime maximum benefit of $50,000	20% and amounts over the $50,000 lifetime maximum

Plan H
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay
Hospitalization*			
Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[912](Part A Deductible)	$0
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
Additional 365 days	$0	100% of Medicare Eligible Expenses	$0
Beyond the additional 365 days	$0	$0	All Costs
Skilled Nursing Facility Care*			
You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	Up to $[114] a day	$0
101st day and after	$0	$0	All costs
Blood			
First 3 pints	$0	3 pints	$0
Additional amounts	100%	$0	$0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

**NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan H
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	$0	All Costs
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0
Clinical Laboratory Services— Tests for Diagnostic Services	100%	$0	$0

Parts A and B

Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0

Plan H (Continued)
Other Benefits—Not Covered by Medicare

Services	Medicare Pays	Plan Pays	You Pay
Foreign Travel—Not Covered by Medicare Medically necessary emergency care services beginning during the first 60 days of each trip outside the USA			
First $250 each calendar year	$0	$0	$250
Remainder of Charges	$0	80% to a lifetime maximum benefit of $50,000	20% and amounts over the $50,000 lifetime maximum

Plan I
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay
Hospitalization* Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[912](Part A Deductible)	$0
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
Additional 365 days	$0	100% of Medicare Eligible Expenses	$0
Beyond the additional 365 days	$0	$0	All Costs
Skilled Nursing Facility Care* You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	Up to $[114] a day	$0
101st day and after	$0	$0	All costs
Blood			
First 3 pints	$0	3 pints	$0
Additional amounts	100%	$0	$0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

**NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan I
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	100%	$0
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0
Clinical Laboratory Services— Tests for Diagnostic Services	100%	$0	$0

Plan I (Continued)
Parts A and B

Services	Medicare Pays	Plan Pays	You Pay
Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare-Approved Amounts*	$0	$0	$[110] (Part B Deductible)
Remainder of Medicare-Approved Amounts	80%	20%	$0
At-Home Recovery Services—NOT COVERED BY MEDICARE			
Home care certified by your doctor, for personal care during recovery from an injury or sickness for which Medicare approved a Home Care Treatment Plan			
--Benefit for each visit	$0	Actual Charges to $40 a visit	Balance
--Number of visits covered (must be received within 8 weeks of last Medicare Approved visit)	$0	Up to the number of Medicare Approved visits, not to exceed 7 each week	
--Calendar year maximum	$0	$1,600	

Other Benefits—Not Covered by Medicare

Foreign Travel—Not Covered by Medicare			
Medically necessary emergency care services beginning during the first 60 days of each trip outside the USA			
First $250 each calendar year	$0	$0	$250
Remainder of Charges	$0	80% to a lifetime maximum benefit of $50,000	20% and amounts over the $50,000 lifetime maximum

Plan J or High Deductible Plan J
Medicare (Part A)—Hospital Services—Per Benefit Period

*A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

[**This high deductible plan pays the same benefits as Plan J after one has paid a calendar year [$1690] deductible. Benefits from high deductible Plan J will not begin until out-of-pocket expenses are [$1690]. Out-of-pocket expenses for this deductible are expenses that would ordinarily be paid by the policy. This includes the Medicare deductibles for Part A and Part B, but does not include the plan's separate prescription drug deductible or the plan's separate foreign travel emergency deductible.]

Services	Medicare Pays	[After You Pay [$1690] Deductible, ** Plan Pays]	[In Addition to [$1690] Deductible, ** You Pay]
Hospitalization*			
Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[912](Part A Deductible)	$0
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
Additional 365 days	$0	100% of Medicare Eligible Expenses	$0
Beyond the additional 365 days	$0	$0	All Costs
Skilled Nursing Facility Care*			
You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	Up to $[114] a day	$0
101st day and after	$0	$0	All Costs
Blood			
First 3 pints	$0	3 pints	$0
Additional amounts	100%	$0	$0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	All but very limited coinsurance for out-patient drugs and inpatient respite care	$0	Balance

***NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan J or High Deductible Plan J (Continued)
Medicare (Part B)—Medical Services—Per Calendar Year

*Once you have been billed $[110] of Medicare-Approved amounts for covered services (which are noted with an asterisk), your Part B Deductible will have been met for the calendar year.

[**This high deductible plan pays the same benefits as Plan J after one has paid a calendar year [$1690] deductible. Benefits from high deductible Plan J will not begin until out-of-pocket expenses are [$1690]. Out-of-pocket expenses for this deductible are expenses that would ordinarily be paid by the policy. This includes the Medicare deductibles for Part A and Part B, but does not include the plan's separate outpatient prescription drug deductible or the plan's separate foreign travel emergency deductible.]

Services	Medicare Pays	[After You Pay [$1650] Deductible, ** Plan Pays]	[In Addition to [$1650] Deductible, ** You Pay]
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare-Approved Amounts*	$0	$[110] (Part B Deductible)	$0
Remainder of Medicare-Approved Amounts	Generally, 80%	Generally, 20%	$0
Part B Excess Charges (Above Medicare Approved Amounts)	$0	100%	$0
Blood			
First 3 pints	$0	All Costs	$0
Next $[110] of Medicare-Approved Amounts*	$0	$[110] (Part B Deductible)	$0
Remainder of Medicare-Approved Amounts	80%	20%	$0
Clinical Laboratory Services— Tests For Diagnostic Services	100%	$0	$0

Parts A and B

Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment			
First $[110] of Medicare-Approved Amounts*	$0	$[110] (Part B Deductible)	$0
Remainder of Medicare-Approved Amounts	80%	20%	$0

Plan J or High Deductible Plan J (Continued)
Medicare (Part B)—Medical Services—Per Calendar Year
Parts A and B (Continued)

Services	Medicare Pays	[After You Pay[$1690] Deductible, ** Plan Pays]	[In Addition to [$1690] Deductible, ** You Pay]
Home Health Care (Cont'd)			
At-Home Recovery Services—Not Covered by Medicare			
Home care certified by your doctor, for personal care beginning during recovery from an injury or sickness for which Medicare approved a Home Care Treatment Plan			
--Benefit for each visit	$0	Actual Charges to $40 a visit	Balance
--Number of visits covered (must be received within 8 weeks of last Medicare Approved visit)	$0	Up to the number of Medicare- Approved visits, not to exceed 7 each week	
--Calendar year maximum	$0	$1,600	

Plan J or High Deductible Plan J (Continued)
Parts A and B (Continued)
Other Benefits—Not Covered by Medicare

Services	Medicare Pays	After You Pay $1690 Deductible, ** Plan Pays	In Addition to $1690 Deductible, ** You Pay
Foreign Travel—Not Covered by Medicare Medically necessary emergency care services beginning during the first 60 days of each trip outside the USA			
First $250 each calendar year	$0	$0	$250
Remainder of Charges	$0	80% to a lifetime maximum benefit of $50,000	20% and amounts over the $50,000 lifetime maximum
***Preventive Medical Care Benefit—Not Covered by Medicare Some annual physical and preventive tests and services administered or ordered by your doctor when not covered by Medicare			
First $120 each calendar year	$0	$120	$0
Additional charges	$0	$0	All Costs

***Medicare benefits are subject to change. Please consult the latest *Guide to Health Insurance for People* with Medicare.

Plan K

*You will pay half the cost-sharing of some covered services until you reach the annual out-of-pocket limit of $[4000] each calendar year. The amounts that count toward your annual limit are noted with diamonds (♦) in the chart below. Once you reach the annual limit, the plan pays 100% of your Medicare co-payment and coinsurance for the rest of the calendar year. However, this limit does NOT include charges from your provider that exceed Medicare-approved amounts (these are called "Excess Charges") and you will be responsible for paying this difference in the amount charged by your provider and the amount paid by Medicare for the item or service.

Medicare (Part A)—Hospital Services—Per Benefit Period

**A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay*
Hospitalization** Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[456](50% of Part A deductible)	$[456](50% of Part A deductible)♦
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
--Additional 365 days	$0	100% of Medicare eligible expenses	$0***
--Beyond the additional 365 days	$0	$0	All costs
Skilled Nursing Facility Care** You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital			
First 20 days	All approved amounts	$0	$0
21st thru 100th day	All but $[114] a day	Up to $[57] a day	Up to $[57] a day ♦
101st day and after	$0	$0	All costs
Blood			
First 3 pints	$0	50%	50%♦
Additional amounts	100%	$0	$0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	Generally, most Medicare eligible expenses for out-patient drugs and inpatient respite care	50% of coinsurance or copayments	50% of coinsurance or copayments♦

***NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan K
Medicare (Part B)—Medical Services—Per Calendar Year

****Once you have been billed $[110] of Medicare-approved amounts for covered services (which are noted with an asterisk), your Part B deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay*
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as Physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment,			
First $[110] of Medicare Approved Amounts****	$0	$0	$[110] (Part B deductible)**** ♦
Preventive Benefits for Medicare covered services	Generally 75% or more of Medicare approved amounts	Remainder of Medicare approved amounts	All costs above Medicare approved amounts
Remainder of Medicare Approved Amounts	Generally 80%	Generally 10%	Generally 10% ♦
Part B Excess Charges (Above Medicare Approved Amounts)	$0	$0	All costs (and they do not count toward annual out-of-pocket limit of [$4000])*
Blood			
First 3 pints	$0	50%	50%♦
Next $[110] of Medicare Approved Amounts****	$0	$0	$[110] (Part B deductible)**** ♦
Remainder of Medicare Approved Amounts	Generally 80%	Generally 10%	Generally 10% ♦
Clinical Laboratory Services— Tests For Diagnostic Services	100%	$0	$0

*This plan limits your annual out-of-pocket payments for Medicare-approved amounts to $[4000] per year. However, this limit does NOT include charges from your provider that exceed Medicare-approved amounts (these are called "Excess Charges") and you will be responsible for paying this difference in the amount charged by your provider and the amount paid by Medicare for the item or service.

Plan K
Parts A and B

Services	Medicare Pays	Plan Pays	You Pay*
Home Health Care			
MEDICARE APPROVED SERVICES			
--Medically necessary skilled care services and medical supplies	100%	$0	$0
--Durable medical equipment First $[110] of Medicare Approved Amounts*****	$0	$0	$[110] (Part B deductible) ♦
Remainder of Medicare Approved Amounts	80%	10%	10%♦

*****Medicare benefits are subject to change. Please consult the latest *Guide to Health Insurance for People with Medicare*.

Plan L

*You will pay one-fourth of the cost-sharing of some covered services until you reach the annual out-of-pocket limit of $[2000] each calendar year. The amounts that count toward your annual limit are noted with diamonds (♦) in the chart below. Once you reach the annual limit, the plan pays 100% of your Medicare co-payment and coinsurance for the rest of the calendar year. However, this limit does NOT include charges from your provider that exceed Medicare-approved amounts (these are called "Excess Charges") and you will be responsible for paying this difference in the amount charged by your provider and the amount paid by Medicare for the item or service.

Medicare (Part A)—Hospital Services—Per Benefit Period

**A benefit period begins on the first day you receive service as an inpatient in a hospital and ends after you have been out of the hospital and have not received skilled care in any other facility for 60 days in a row.

Services	Medicare Pays	Plan Pays	You Pay*
Hospitalization**			
Semiprivate room and board, general nursing and miscellaneous services and supplies			
First 60 days	All but $[912]	$[684] (75% of Part A deductible)	$[228] (25% of Part A deductible)♦
61st thru 90th day	All but $[228] a day	$[228] a day	$0
91st day and after:			
--While using 60 lifetime reserve days	All but $[456] a day	$[456] a day	$0
--Once lifetime reserve days are used:			
--Additional 365 days	$0	100% of Medicare eligible expenses	$0***
--Beyond the additional 365 days	$0	$0	All costs

Skilled Nursing Facility Care** You must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility Within 30 days after leaving the hospital First 20 days 21st thru 100th day 101st day and after	 All approved amounts All but $[114] a day $0	 $0 Up to $[85.50] a day $0	 $0 Up to $[28.50] a day♦ All costs
Blood First 3 pints Additional amounts	$0 100%	75% $0	25%♦ $0
Hospice Care Available as long as your doctor certifies you are terminally ill and you elect to receive these services	Generally, most Medicare eligible expenses for out-patient drugs and inpatient respite care	75% of coinsurance or copayments	25% of coinsurance or copayments ♦

***NOTICE: When your Medicare Part A hospital benefits are exhausted, the insurer stands in the place of Medicare and will pay whatever amount Medicare would have paid for up to an additional 365 days as provided in the policy's "Core Benefits." During this time the hospital is prohibited from billing you for the balance based on any difference between its billed charges and the amount Medicare would have paid.

Plan L
Medicare (Part B)—Medical Services—Per Calendar Year

****Once you have been billed $[110] of Medicare-approved amounts for covered services (which are noted with an asterisk), your Part B deductible will have been met for the calendar year.

Services	Medicare Pays	Plan Pays	You Pay*
Medical Expenses—IN OR OUT OF THE HOSPITAL AND OUTPATIENT HOSPITAL TREATMENT, such as Physician's services, inpatient and outpatient medical and surgical services and supplies, physical and speech therapy, diagnostic tests, durable medical equipment, First $[110] of Medicare Approved Amounts**** Preventive Benefits for Medicare covered services Remainder of Medicare Approved Amounts	 $0 Generally 75% or more of Medicare approved amounts Generally 80%	 $0 Remainder of Medicare approved amounts Generally 15%	 $[110] (Part B deductible)**** ♦ All costs above Medicare approved amounts Generally 5% ♦
Part B Excess Charges (Above Medicare Approved Amounts)	$0	$0	All costs (and they do not count toward annual out-of-pocket limit of [$2000])*
Blood First 3 pints Next $[110] of Medicare Approved Amounts**** Remainder of Medicare Approved Amounts	 $0 $0 Generally 80%	 75% $0 Generally 15%	 25%♦ $[110] (Part B deductible) ♦ Generally 5%♦
Clinical Laboratory Services—Tests For Diagnostic Services	100%	$0	$0

*This plan limits your annual out-of-pocket payments for Medicare-approved amounts to $[2000] per year. However, this limit does NOT include charges from your provider that exceed Medicare-approved amounts (these are called "Excess Charges") and you will be responsible for paying this difference in the amount charged by your provider and the amount paid by Medicare for the item or service.

Plan L
Parts A and B

Services	Medicare Pays	Plan Pays	You Pay*
Home Health Care MEDICARE APPROVED SERVICES --Medically necessary skilled care services and medical supplies --Durable medical equipment First $[110] of Medicare Approved Amounts***** Remainder of Medicare Approved Amounts	 100% $0 80%	 $0 $0 15%	 $0 $[110] (Part B deductible) ♦ 5% ♦

*****Medicare benefits are subject to change. Please consult the latest *Guide to Health Insurance for People with Medicare.*

E. Notice Regarding Policies or Certificates which are Not Medicare Supplement Policies

1. Any accident and sickness insurance policy or certificate, other than a Medicare supplement policy; a policy issued pursuant to a contract under Section 1876 of the Federal Social Security Act (42 U.S.C. §1395 et seq.), disability income policy; or other policy identified in §502.B of this regulation, issued for delivery in this state to persons

eligible for Medicare shall notify insureds under the policy that the policy is not a Medicare supplement policy or certificate. The notice shall either be printed or attached to the first page of the outline of coverage delivered to insureds under the policy, or if no outline of coverage is delivered, to the first page of the policy, or certificate delivered to insureds. The notice shall be in no less than 12 point type and shall contain the following language:

> "This [policy or certificate] is not a Medicare supplement [policy or contract]. If you are eligible for Medicare, review the Guide to Health Insurance for People with Medicare available from the company."

2. Applications provided to persons eligible for Medicare for the health insurance policies or certificates described in Paragraph E.1 shall disclose, using the applicable statement in §598, Appendix C, the extent to which the policy duplicates Medicare. The disclosure statement shall be provided as a part of, or together with, the application for the policy or certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1114 (June 1999), repromulgated LR 25:1495 (August 1999), amended LR 29:2449 (November 2003), LR 31:2918 (November 2005).

§561. Reserved.

§562. Reserved.

§563. Reserved.

§564. Reserved.

§565. Requirements for Application Forms and Replacement Coverage

A. Application forms shall include the following questions designed to elicit information as to whether, as of the date of the application, the applicant currently has Medicare supplement, Medicare Advantage, Medicaid coverage, or an other health insurance policy or certificate in force or whether a Medicare supplement policy or certificate is intended to replace any other accident and sickness policy or certificate presently in force. A supplementary application or other form to be signed by the applicant and agent containing such questions and statements may be used.

B. An application for a Medicare supplement policy shall not be combined with an application for any other type of insurance coverage. The application may not make reference to or include questions regarding other types of insurance coverage except for those questions specifically required under this Section.

1. [Statements]

a. You do not need more than one Medicare supplement policy.

b. If you purchase this policy, you may want to evaluate your existing health coverage and decide if you need multiple coverages.

c. You may be eligible for benefits under Medicaid and may not need a Medicare supplement policy.

d. If after purchasing this policy, you become eligible for Medicaid, the benefits and premiums under your Medicare supplement policy can be suspended, if requested, during your entitlement to benefits under Medicaid for 24 months. You must request this suspension within 90 days of becoming eligible for Medicaid. If you are no longer entitled to Medicaid, your suspended Medicare supplement policy or, if that is no longer available, a substantially equivalent policy will be reinstituted if requested within 90 days of losing Medicaid eligibility. If the Medicare supplement policy provided coverage for outpatient prescription drugs and you enrolled in Medicare Part D while your policy was suspended, the reinstituted policy will not have outpatient prescription drug coverage, but will otherwise be substantially equivalent to your coverage before the date of the suspension.

e. If you are eligible for, and have enrolled in a Medicare supplement policy by reason of disability and you later become covered by an employer or union-based group health plan, the benefits and premiums under your Medicare supplement policy can be suspended, if requested, while you are covered under the employer or union-based group health plan. If you suspend your Medicare supplement policy under these circumstances, and later lose your employer or union-based group health plan, your suspended Medicare supplement policy (or, if that is no longer available, a substantially equivalent policy) will be reinstituted if requested within 90 days of losing your employer or union-based group health plan. If the Medicare supplement policy provided coverage for outpatient prescription drugs and you enrolled in Medicare Part D while your policy was suspended, the reinstituted policy will not have outpatient prescription drug coverage, but will otherwise be substantially equivalent to your coverage before the date of the suspension.

f. Counseling services may be available in your state to provide advice concerning your purchase of Medicare supplement insurance and concerning medical assistance through the state Medicaid program, including benefits as a Qualified Medicare Beneficiary (QMB) and a Specified Low-Income Medicare Beneficiary (SLMB).

2. [Questions]

a. If you lost or are losing other health insurance coverage and received a notice from your prior insurer saying you were eligible for guaranteed issue of a Medicare supplement insurance policy, or that you had certain rights to buy such a policy, you may be guaranteed acceptance in one or more of our Medicare supplement plans. Please include a copy of the notice from your prior insurer with your application. Please answer all questions. [Please mark Yes or No below with an "X"]

i. To the best of your knowledge:

(a). Did you turn age 65 in the last 6 months? Yes____ No____

(b). Did you enroll in Medicare Part B in the last 6 months? Yes____ No____

(c). If yes, what is the effective date? _____

ii. Are you covered for medical assistance through the state Medicaid program? Yes____ No____ If yes:

> [NOTE TO APPLICANT: If you are participating in a "Spend-Down Program" and have not met your "Share of Cost," please answer NO to this question.]

(a). Will Medicaid pay your premiums for this Medicare supplement policy? Yes____ No____

(b). Do you receive any benefits from Medicaid OTHER THAN payments toward your Medicare Part B premium? Yes____ No____

iii.(a). If you had coverage from any Medicare plan other than original Medicare within the past 63 days (for example, a Medicare Advantage plan, or a Medicare HMO or PPO), fill in your start and end dates below. If you are still covered under this plan, leave "END" blank.

START __/__/__ END __/__/__

(b). If you are still covered under the Medicare plan, do you intend to replace your current coverage with this new Medicare supplement policy? Yes____ No____

(c). Was this your first time in this type of Medicare plan? Yes____ No____

(d). Did you drop a Medicare supplement policy to enroll in the Medicare plan? Yes____ No____

iv.(a). Do you have another Medicare supplement policy in force? Yes____ No____

(b). If so, with what company, and what plan do you have [optional for Direct Mailers]? _____

(c). If so, do you intend to replace your current Medicare supplement policy with this policy? Yes____ No____

v. Have you had coverage under any other health insurance within the past 63 days? (For example, an employer, union, or individual plan) Yes____ No____

(a). If so, with what company and what kind of policy? _____

_____

_____

(b). What are your dates of coverage under the other policy? START __/__/__ END __/__/__

(If you are still covered under the other policy, leave "END" blank.)

C. Agents shall list any other health insurance policies they have sold to the applicant:

1. list policies sold which are still in force;
2. list policies sold in the past five years, which are no longer in force.

D. In the case of a direct response issuer, a copy of the application or supplemental form, signed by the applicant, and acknowledged by the insurer, shall be returned to the applicant by the insurer upon delivery of the policy.

E. Upon determining that a sale will involve replacement of Medicare supplement coverage, any issuer, other than a direct response issuer, or its agent, shall furnish the applicant, prior to issuance or delivery of the Medicare supplement policy or certificate, a notice regarding replacement of Medicare supplement coverage. One copy of the notice, signed by the applicant and the agent, except where the coverage is sold without an agent, shall be provided to the applicant and an additional signed copy shall be retained by the issuer. A direct response issuer shall deliver to the applicant, at the time of the issuance of the policy, the notice regarding replacement of Medicare supplement coverage.

F. The notice required by Subsection E above for an issuer shall be provided in substantially the following form in no less than 12 point type.

NOTICE TO APPLICANT REGARDING REPLACEMENT OF MEDICARE SUPPLEMENT INSURANCE OR MEDICARE ADVANTAGE

[Insurance company's name and address]

SAVE THIS NOTICE! IT MAY BE IMPORTANT TO YOU IN THE FUTURE.

According to [your application] [information you have furnished], you intend to terminate existing Medicare supplement or Medicare Advantage insurance and replace it with a policy to be issued by [Company Name] Insurance Company. Your new policy will provide 30 days within which you may decide without cost whether you desire to keep the policy.

You should review this new coverage carefully. Compare it with all accident and sickness coverage you now have. If, after due consideration, you find that purchase of this Medicare supplement coverage is a wise decision, you should terminate your present Medicare supplement or Medicare Advantage coverage. You should evaluate the need for other accident and sickness coverage you have that may duplicate this policy.

STATEMENT TO APPLICANT BY ISSUER, AGENT [BROKER OR OTHER REPRESENTATIVE]:

I have reviewed your current medical or health insurance coverage. To the best of my knowledge, this Medicare supplement policy will not duplicate your existing Medicare supplement or, if applicable, Medicare Advantage coverage because you intend to terminate your existing Medicare supplement coverage or leave your Medicare Advantage plan. The replacement policy is being purchased for the following reason (check one):

_____ Additional benefits.

_____ No change in benefit, but lower premiums.

_____ Fewer benefits and lower premiums.

_____ My plan has outpatient prescription drug coverage and I am enrolling in Part D.

_____ Disenrollment from a Medicare Advantage plan. Please explain reason for disenrollment. [optional only for Direct Mailers.]

_____

_____

Other. (please specify) _____

_____

1. Note: If the issuer of the Medicare supplement policy being applied for does not, or is otherwise prohibited from imposing pre-existing condition limitations, please skip to Statement 2 below. Health conditions which you may presently have (preexisting conditions) may not be immediately or fully covered under the new policy. This could result in denial or delay of a claim for benefits under the new policy, whereas a similar claim might have been payable under your present policy.
2. State law provides that your replacement policy or certificate may not contain new preexisting conditions, waiting periods, elimination periods or probationary periods. The insurer will waive any time periods applicable to preexisting conditions, waiting periods, elimination periods, or probationary periods in the new policy (or coverage) to the extent such time was spent (depleted) under the original policy.
3. If, you still wish to terminate your present policy and replace it with new coverage, be certain to truthfully and completely answer all questions on the application concerning your medical and health history. Failure to include all material medical information on an application may provide a basis for the company to deny any future claims and to refund your premium as though your policy had never been in force. After the application has been completed and before you sign it, review it carefully to be certain that all information has been properly recorded. [If the policy or certificate is guaranteed issue, this paragraph need not appear.]

Do not cancel your present policy until you have received your new policy and are sure that you want to keep it.

_____

(Signature of Agent, Broker or Other Representative)*

[Typed Name and Address of Issuer, Agent or Broker]

_____

(Applicant's Signature)

_____

(Date)

*Signature not required for direct response sales.

G. Paragraphs 1 and 2 of the replacement notice (applicable to preexisting conditions) may be deleted by an issuer if the replacement does not involve application of a new preexisting condition limitation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1130 (June 1999). repromulgated LR 25:1510 (August 1999), LR 29:2474 (November 2003), amended LR 31:2937 (November 2005).

§566. Reserved.

§567. Reserved.

§568. Reserved.

§569. Reserved.

§570. Filing Requirements for Advertising

A. An issuer shall provide a copy of any Medicare supplement advertisement intended for use in this state whether through written, radio or television medium to the Commissioner of Insurance of this state for review and approval by the commissioner to the extent permitted under the Insurance Code, particularly under R.S. 22:1215.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1131 (June 1999), repromulgated LR 25:1512 (August 1999), LR 29:2476 (November 2003), amended LR 31:2939 (November 2005).

§571. Reserved.

§572. Reserved.

§573. Reserved.

§574. Reserved.

§575. Standards for Marketing

A. An issuer, directly or through its producers, shall:

1. establish marketing procedures to assure that any comparison of policies

by its agents or other producers will be fair and accurate;

2. establish marketing procedures to assure excessive insurance is not sold or issued;

3. display prominently by type, stamp or other appropriate means, on the first page of the policy the following:

"Notice to buyer: This policy may not cover all of your medical expenses;"

4. inquire and otherwise make every reasonable effort to identify whether a prospective applicant or enrollee for Medicare supplement insurance already has accident and sickness insurance and the types and amounts of any such insurance;

5. establish auditable procedures for verifying compliance with this Subsection A.

B. In addition to the practices prohibited in Louisiana Revised Statutes 22:1211 et seq. the following acts and practices are prohibited.

1. Twisting. Making any misleading representation or incomplete or fraudulent comparison of any insurance policies or insurers for the purpose of inducing, or tending to induce, any person to lapse, forfeit, surrender, terminate, retain, pledge, assign, borrow on, or convert any insurance policy or to take out a policy of insurance with another insurer.

2. High Pressure Tactics. Employing any method of marketing having the effect of or tending to induce the purchase of insurance through force, fright, threat, whether explicit or implied, or undue pressure to purchase or recommend the purchase of insurance.

3. Cold Lead Advertising. Making use directly or indirectly of any method of marketing which fails to disclose in a conspicuous manner that a purpose of the method of marketing is solicitation of insurance and that contact will be made by an insurance agent or insurance company.

C. The terms *Medicare Supplement, Medigap, Medicare Wrap-Around* and words of similar import shall not be used unless the policy is issued in compliance with this regulation.

D. No insurer providing Medicare supplement insurance in this state shall allow its agent to accept premiums except by check, money order, or bank draft made payable to the insurer. If payment in cash is made, the agent must leave the insurer's official receipt with the insured or the person paying the premium on behalf of the insured. This receipt shall bind the insurer for the monies received by the agent. Under this Section, the agent is prohibited from accepting checks, money orders and/or bank drafts payable to the agent or his agency. The agent is not to leave any receipt other than the insurer's for premium paid in cash.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1131 (June 1999), repromulgated LR 25:1512 (August 1999), LR 29:2476 (November 2003), amended LR 31:2939 (November 2005).

§576. Reserved.

§577. Reserved.

§578. Reserved.

§579. Reserved.

§580. Appropriateness of Recommended Purchase and Excessive Insurance

A. In recommending the purchase or replacement of any Medicare supplement policy or certificate an agent shall make reasonable efforts to determine the appropriateness of a recommended purchase or replacement.

B. Any sale of a Medicare supplement policy or certificate that will provide an individual more than one Medicare supplement policy or certificate is prohibited.

C. An issuer shall not issue a Medicare supplement policy or certificate to an individual enrolled in Medicare Part C (Medicare Advantage) unless the effective date of the coverage is after the termination date of the individual's Part C coverage.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1132 (June 1999), repromulgated LR 25:1512 (August 1999), LR 29:2476 (November 2003), amended LR 31:2939 (November 2005).

§581. Reserved.

§582. Reserved.

§583. Reserved.

§584. Reserved.

§585. Reporting of Multiple Policies

A. On or before March 1 of each year, an issuer shall report the following information for every individual resident of this state for which the issuer has in force more than one Medicare supplement policy or certificate:

1. policy and certificate number; and
2. date of issuance.

B. The items set forth above must be grouped by individual policyholder.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1132 (June 1999), repromulgated LR 25:1512 (August 1999), LR 29:2476 (November 2003), amended LR 31:2939 (November 2005).

§586. Reserved.

§587. Reserved.

§588. Reserved.

§589. Reserved.

§590. Prohibition against Preexisting Conditions, Waiting Periods, Elimination Periods and Probationary Periods in Replacement Policies or Certificates

A. If a Medicare supplement policy or certificate replaces another Medicare supplement policy or certificate, the replacing issuer shall waive any time periods applicable to preexisting conditions, waiting periods, elimination periods and probationary periods in the new Medicare supplement policy or certificate to the extent such time was spent under the original policy.

B. If a Medicare supplement policy or certificate replaces another Medicare supplement policy or certificate which has been in effect for at least six months, the replacing policy shall not provide any time period applicable to preexisting conditions, waiting periods, elimination periods and probationary periods.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1132 (June 1999), repromulgated LR 25:1512 (August 1999), LR 29:2477 (November 2003), LR 31:2940 (November 2005).

§591. Reserved.

§592. Reserved.

§593. Reserved.

§594. Reserved.

§595. Severability

A. If any section or provision of this regulation, or the application to any person or circumstance, is held invalid, such invalidity or determination shall not affect other provisions pr applications of this regulation which can be given effect without the invalid section or provision or application, and for these purposes the sections and provisions or this regulation, and the applications, are severable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1132 (June 1999), repromulgated LR 25:1513 (August 1999), LR 29:2477 (November 2003), amended LR 31:2940 (November 2005).

§596. Appendix A—Calculation Forms

MEDICARE SUPPLEMENT REFUND CALCULATION FORM
FOR CALENDAR YEAR _____

Type[1] _____ SMSBP[2] _____
For the State of _____ Company Name _____
NAIC Group Code _____ NAIC Company Code _____
Address _____ Person Completing Exhibit _____
Title _____ Telephone Number _____

LINE		(a) Earned Premium[3]	(b) Incurred Claims[4]
1.	Current Year's Experience		
	a. Total (all policy years)		
	b. Current year's issues[5]		
	c. Net (for reporting purposes = 1a-1b		
2.	Past Year's Experience (all policy years)		
3.	Total Experience (Net Current Year + Past Year)		
4.	Refunds Last Year (Excluding Interest)		
5.	Previous Since Inception (Excluding Interest)		
6.	Refunds Since Inception (Excluding Interest)		
7.	Benchmark Ratio Since Inception (wee worksheet for Ratio 1)		
8.	Experienced Ratio Since Inception (Ratio 2) Total Actual Incurred Claims (line 3, col. b) Total Earned Prem. (line 3, col. a)-Refunds Since Inception (line 6)		
9.	Life Years Exposed Since Inception If the Experienced Ratio is less than the Benchmark Ratio, and there are more than 500 life years exposure, then proceed to calculation of refund.		
10.	Tolerance Permitted (obtained from credibility table)		

Medicare Supplement Credibility Table

Life Years Exposed	
Since Inception	Tolerance
10,000+	0.0%
5,000 – 9,999	5.0%
2,500 – 4,999	7.5%
1,000 – 2,499	10.0%
500 - 999	15.0%
If less than 500, no credibility.	

1. Individual, Group, Individual Medicare Select, or Group Medicare Select Only.
2. "SMSBP" = Standardized Medicare Supplement Benefit Plan—Use "P" for pre-standardized plans.
3. Includes Modal Loadings and Fees Charged
4. Excludes Active Life Reserves
5. This is to be used as "Issue Year Earned Premium" for Year 1 of next year's "Worksheet for Calculation of Benchmark Ratio"

MEDICARE SUPPLMENT REFUND CALCULATION FORM
FOR CALENDAR YEAR

Type[1] _____ SMSBP[2] _____
For the State of_____ Company Name _____
NAIC Group Code_____ NAIC Company Code _____
Address _____
Person Completing Exhibit _____
Title _____ Telephone Number _____

11.	Adjustment to Incurred Claims for Credibility Ratio 3 = Ratio 2 + Tolerance	

If Ratio 3 is more than Benchmark Ratio (Ratio 1), a refund or credit to premium is not required.
If Ratio 3 is less than the Benchmark Ratio, then proceed.

12.	Adjusted Incurred Claims (Total Earned Premiums (Line 3, col. a) - Refund Since Inception (line 6)] x Ratio 3 (line 11)	
13.	Refund = Total Earned Premiums (line 3, col. a) - Refunds Inception (line 6) - [Adjusted Incurred Claims (line 12) / Benchmark Ratio (Ratio 1)]	

If the amount on line 13 is less than .005 times the annualized premium in force as of December 31 of the reporting year, then no refund is made. Otherwise, the amount on line 13 is to refunded or credited, a description of the refund or credit against premiums to be used must be attached to this form.

I certify that the above information and calculations are true and accurate to the best of my knowledge and belief.

_____
Signature

_____
Name—Please Type

_____
Title

_____
Date

REPORTING FORM FOR THE CALCULATION OF BENCHMARK RATIO SINCE INCEPTION FOR GROUP POLICIES FOR CALENDAR YEAR _____

Type[1] _____ SMSBP[2] _____
For the State of _____ Company Name _____
NAIC Group Code _____ NAIC Company Code _____
Address _____ Person Completing Exhibit _____
Title _____ Telephone Number _____

(a)[3] Year	(b)[4] Earned Premium	(c) Factor	(d) (b)x(c)	(e) Cumulative Loss Ratio	(f) (d)x(e)	(g) Factor	(h) (b)x(g)	(i) Cumulative Loss Ratio	(j) (h)x(i)	(o)[5] Policy Year Loss Ratio
1		2.770		0.507		0.000		0.000		0.46
2		4.175		0.567		0.000		0.000		0.63
3		4.175		0.567		1.194		0.759		0.75
4		4.175		0.567		2.245		0.771		0.77
5		4.175		0.567		3.170		0.782		0.80
6		4.175		0.567		3.998		0.792		0.82
7		4.175		0.567		4.754		0.802		0.84
8		4.175		0.567		5.445		0.811		0.87
9		4.175		0.567		6.075		0.818		0.88
10		4.175		0.567		6.650		0.824		0.88
11		4.175		0.567		7.176		0.828		0.88
12		4.175		0.567		7.655		0.831		0.88
13		4.175		0.567		8.093		0.834		0.89
14		4.175		0.567		8.493		0.837		0.89
15+[6]		4.175		0.567		8.684		0.838		0.89
Total:			(k):		(l):		(m):		(n):	

Benchmark Ratio Since Inception: (l + n)/(k + m): _____

[1]Individual, Group, Individual Medicare Select, or Group Medicare Select Only.
[2]"SMSBP" = Standardized Medicare Supplement Benefit Plan - Use "P" for pre-standardized plans
[3]Year 1 is the current calendar year - 1. Year 2 is the current calendar year - 2 (etc.) (Example: If the current year is 1991, then: Year 1 is 1990; Year 2 is 1989, etc.)
[4]For the calendar year on the appropriate line in column (a), the premium earned during that year for policies issued in that year.
[5]These loss ratios are not explicitly used in computing the benchmark loss ratios. They are the loss ratios, on a policy year basis, which result in the cumulative loss ratios displayed on this worksheet. They are shown here for informational purposes only.
[6]To include the earned premium for all years prior to as well as the 15th year prior to the current year.

REPORTING FORM FOR THE CALCULATION OF BENCHMARK RATIO SINCE INCEPTION FOR INDIVIDUAL POLICIES FOR CALENDAR YEAR _____

Type[1] _____ SMSBP[2] _____
For the State of _____ Company Name _____
NAIC Group Code _____ NAIC Company Code _____
Address _____ Person Completing Exhibit _____
Title _____ Telephone Number _____

(a)[3] Year	(b)[4] Earned Premium	(c) Factor	(d) (b)x(c)	(e) Cumulative Loss Ratio	(f) (d)x(e)	(g) Factor	(h) (b)x(g)	(i) Cumulative Loss Ratio	(j) (h)x(i)	(o)[5] Policy Year Loss Ratio
1		2.770		0.442		0.000		0.000		0.40
2		4.175		0.493		0.000		0.000		0.55
3		4.175		0.493		1.194		0.659		0.65
4		4.175		0.493		2.245		0.669		0.67
5		4.175		0.493		3.170		0.678		0.69
6		4.175		0.493		3.998		0.686		0.71
7		4.175		0.493		4.754		0.695		0.73
8		4.175		0.493		5.445		0.702		0.75
9		4.175		0.493		6.075		0.708		0.76
10		4.175		0.493		6.650		0.713		0.76
11		4.175		0.493		7.176		0.717		0.76
12		4.175		0.493		7.655		0.720		0.77
13		4.175		0.493		8.093		0.723		0.77
14		4.175		0.493		8.493		0.725		0.77
15+[6]		4.175		0.493		8.684		0.725		0.77
Total:			(k):		(l):		(m):		(n):	

Benchmark Ratio Since Inception: (l + n)/(k + m): _____

[1]Individual, Group, Individual Medicare Select, or Group Medicare Select Only.
[2]"SMSBP" = Standardized Medicare Supplement Benefit Plan - Use "P" for pre-standardized plans
[3]Year 1 is the current calendar year - 1. Year 2 is the current calendar year - 2 (etc.) (Example: If the current year is 1991, then: Year 1 is 1990; Year 2 is 1989, etc.)
[4]For the calendar year on the appropriate line in column (a), the premium earned during that year for policies issued in that year.
[5]These loss ratios are not explicitly used in computing the benchmark loss ratios. They are the loss ratios, on a policy year basis, which result in the cumulative loss ratios displayed on this worksheet. They are shown here for informational purposes only.
[6]To include the earned premium for all years prior to as well as the 15th year prior to the current year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1132 (June 1999), repromulgated LR 25:1513 (August 1999), LR 29:2478 (November 2003), amended LR 31:2941 (November 2005).

§597. Appendix B—Medicare Supplement Policies Reporting Form

FORM FOR REPORTING MEDICARE SUPPLEMENT POLICIES

Company Name: _____
Address: _____
Phone Number: _____

Due: March 1, annually

The purpose of this form is to report the following information on each resident of this state who has in force more than one Medicare supplement policy or certificate. The information is to be grouped by individual policyholder.

Policy and Certificate #	Date of Issuance

_____
Signature

_____
Name and Title (please type)

_____
Date

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1136 (June 1999), repromulgated LR 25:1516 (August 1999), LR 29:2482 (November 2003), LR 31:2943 (November 2005).

§598. Appendix C—Disclosure Statements

DISCLOSURE STATEMENTS

Instructions for Use of the Disclosure Statements for Health Insurance Policies Sold to Medicare Beneficiaries that Duplicate Medicare

1. Section 1882(d) of the federal Social Security Act [42 U.S.C. 1395ss] prohibits the sale of a health insurance policy (the term policy includes certificates) to Medicare beneficiaries that duplicates Medicare benefits unless it will pay benefits without regard to a beneficiary's other health coverage and it includes the prescribed disclosure statement on or together with the application for the policy.
2. All types of health insurance policies that duplicate Medicare shall include one of the attached disclosure statements, according to the particular policy type involved, on the application or together with the application. The disclosure statement may not vary from the attached statements in terms of language or format (type size, type proportional spacing, bold character, line spacing, and usage of boxes around text).
3. State law and federal law prohibits insurers from selling a Medicare supplement policy to a person that already has a Medicare supplement policy except as a replacement policy.
4. Property/casualty and life insurance policies are not considered health insurance.
5. Disability income policies are not considered to provide benefits that duplicate Medicare.
6. Long-term care insurance policies that coordinate with Medicare and other health insurance are not considered to provide benefits that duplicate Medicare.
7. The federal law does not pre-empt state laws that are more stringent than the federal requirements.
8. The federal law does not pre-empt existing state form filing requirements.
9. Section 1882 of the federal Social Security Act was amended in Subsection (d)(3)(A) to allow for alternative disclosure statements. The disclosure statements already in Appendix C remain. Carriers may use either disclosure statement with the requisite insurance product. However, carriers should use either the original disclosure statements or the alternative disclosure statements and not use both simultaneously.

[Original disclosure statement for policies that provide benefits for expenses incurred for an accidental injury only.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS INSURANCE DUPLICATES SOME MEDICARE BENEFITS

This is not a Medicare Supplement Insurance

This insurance provides limited benefits, if you meet the policy conditions, for hospital or medical expenses that result from accidental injury. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

This insurance duplicates Medicare benefits when it pays:

- hospital or medical expenses up to the maximum stated in the policy

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Original disclosure statement for policies that provide benefits for specified limited services.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS INSURANCE DUPLICATES SOME MEDICARE BENEFITS

This is not Medicare Supplement Insurance

This insurance provides limited benefits, if you meet the policy conditions, for expenses relating to the specific services listed in the policy. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare supplement insurance.

This insurance duplicates Medicare benefits when:

- any of the services covered by the policy are also covered by Medicare

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare,* available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Original disclosure statement for policies that reimburse expenses incurred for specified diseases or other specified impairments. This includes expense-incurred cancer, specified disease and other types of health insurance policies that limit reimbursement to named medical conditions.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS INSURANCE DUPLICATES SOME MEDICARE BENEFITS

This is not Medicare Supplement Insurance

This insurance provides limited benefits, if you meet the policy conditions, for hospital or medical expenses only when you are treated for one of the specific diseases or health conditions listed in the policy. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare supplement insurance.

This insurance duplicates Medicare benefits when it pays:

- hospital or medical expenses up to the maximum stated in the policy

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare,* available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Original disclosure statement for policies that pay fixed dollar amounts for specified diseases or other specified impairments. This includes cancer, specified disease, and other health insurance policies that pay a scheduled benefit or specific payment based on diagnosis of the conditions named in the policy.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS INSURANCE DUPLICATES SOME MEDICARE BENEFITS

This is not Medicare Supplement Insurance

This insurance pays a fixed amount, regardless of your expenses, if you meet the policy conditions, for one of the specific diseases or health conditions named in the policy. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare supplement insurance.

This insurance duplicates Medicare benefits because Medicare generally pays for most of the expenses for the diagnosis and treatment of the specific conditions or diagnoses named in the policy.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Original disclosure statement for indemnity policies and other policies that pay a fixed dollar amount per day, excluding long-term care policies.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS INSURANCE DUPLICATES SOME MEDICARE BENEFITS

This is not Medicare Supplement Insurance

This insurance pays a fixed dollar amount, regardless of your expenses, for each day you meet the policy conditions. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

This insurance duplicates Medicare benefits when:

- any expenses or services covered by the policy are also covered by Medicare

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- hospice
- other approved items and services

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Original disclosure statement for policies that provide benefits upon both an expense-incurred and fixed indemnity basis]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS INSURANCE DUPLICATES SOME MEDICARE BENEFITS

This is not Medicare Supplement Insurance

This insurance pays limited reimbursement for expenses if you meet the conditions listed in the policy. It also pays a fixed amount, regardless of your expenses, if you meet other policy conditions. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

This insurance duplicates Medicare benefits when:

- any expenses or services covered by the policy are also covered by Medicare; or
- it pays the fixed dollar amount stated in the policy and Medicare covers the same event

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Original disclosure statement for other health insurance policies not specifically identified in the preceding statements.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS INSURANCE DUPLICATES SOME MEDICARE BENEFITS

This is not Medicare Supplement Insurance

This insurance provides limited benefits if you meet the conditions listed in the policy. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

This insurance duplicates Medicare benefits when it pays:

- the benefits stated in the policy and coverage for the same event is provided by Medicare

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Alternative disclosure statement for policies that provide benefits for expenses incurred for an accidental injury only.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS IS NOT MEDICARE SUPPLEMENT INSURANCE

Some health care services paid for by Medicare may also trigger the payment of benefits from this policy.

This insurance provides limited benefits, if you meet the policy conditions, for hospital or medical expenses that result from accidental injury. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

This policy must pay benefits without regard to other health benefit coverage to which you may be entitled under Medicare or other insurance.

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Alternative disclosure statement for policies that provide benefits for specified limited services.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS IS NOT MEDICARE SUPPLEMENT INSURANCE

Some health care services paid for by Medicare may also trigger the payment of benefits under this policy.

This insurance provides limited benefits, if you meet the policy conditions, for expenses relating to the specific services listed in the policy. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

This policy must pay benefits without regard to other health benefit coverage to which you may be entitled under Medicare or other insurance.

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Alternative disclosure statement for policies that reimburse expenses incurred for specified diseases or other specified impairments. This includes expense-incurred cancer, specified disease and other types of health insurance policies that limit reimbursement to named medical conditions.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS IS NOT MEDICARE SUPPLEMENT INSURANCE

Some health care services paid for by Medicare may also trigger the payment of benefits from this policy. Medicare generally pays for most or all of these expenses.

This insurance provides limited benefits, if you meet the policy conditions, for hospital or medical expenses only when you are treated for one of the specific diseases or health conditions listed in the policy. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

This policy must pay benefits without regard to other health benefit coverage to which you may be entitled under Medicare or other insurance.

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Alternative disclosure statement for policies that pay fixed dollar amounts for specified diseases or other specified impairments. This includes cancer, specified disease, and other health insurance policies that pay a scheduled benefit or specific payment based on diagnosis of the conditions named in the policy.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS IS NOT MEDICARE SUPPLEMENT INSURANCE

Some health care services paid for by Medicare may also trigger the payment of benefits under this policy.

This insurance pays a fixed amount, regardless of your expenses, if you meet the policy conditions, for one of the specific diseases or health conditions named in the policy. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

This policy must pay benefits without regard to other health benefit coverage to which you may be entitled under Medicare or other insurance.

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Alternative disclosure statement for indemnity policies and other policies that pay a fixed dollar amount per day, excluding long-term care policies.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS IS NOT MEDICARE SUPPLEMENT INSURANCE

Some health care services paid for by Medicare may also trigger the payment of benefits from this policy.

This insurance pays a fixed dollar amount, regardless of your expenses, for each day you meet the policy conditions. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

This policy must pay benefits without regard to other health benefit coverage to which you may be entitled under Medicare or other insurance.

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ *For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].*

[Alternative disclosure statement for policies that provide benefits upon both an expense-incurred and fixed indemnity basis]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS IS NOT MEDICARE SUPPLEMENT INSURANCE

Some health care services paid for by Medicare may also trigger the payment of benefits from this policy.

This insurance pays limited reimbursement for expenses if you meet the conditions listed in the policy. It also pays a fixed amount, regardless of your expenses, if you meet other policy conditions. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

This policy must pay benefits without regard to other health benefit coverage to which you may be entitled under Medicare or other insurance.

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

[Alternative disclosure statement for other health insurance policies not specifically identified in the preceding statements.]

IMPORTANT NOTICE TO PERSONS ON MEDICARE
THIS IS NOT MEDICARE SUPPLEMENT INSURANCE

Some health care services paid for by Medicare may also trigger the payment of benefits from this policy.

This insurance provides limited benefits if you meet the conditions listed in the policy. It does not pay your Medicare deductibles or coinsurance and is not a substitute for Medicare Supplement insurance.

Medicare generally pays for most or all of these expenses.

Medicare pays extensive benefits for medically necessary services regardless of the reason you need them. These include:

- hospitalization
- physician services
- hospice
- [outpatient prescription drugs if you are enrolled in Medicare Part D]
- other approved items and services

This policy must pay benefits without regard to other health benefit coverage to which you may be entitled under Medicare or other insurance.

Before You Buy This Insurance

√ Check the coverage in **all** health insurance policies you already have.

√ For more information about Medicare and Medicare supplement insurance, review the *Guide to Health Insurance for People with Medicare*, available from the insurance company.

√ For help in understanding your health insurance, contact your state insurance department or state [health] insurance [assistance] program [SHIP].

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1136 (June 1999), repromulgated LR 25:1516 (August 1999), LR 29:2483 (November 2003), amended LR 31:2944 (November 2005).

§599. Effective Date

A. This emergency regulation shall become effective upon publication in the *Louisiana Register*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:224 and 42 U.S.C. 1395 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 25:1142 (June 1999), repromulgated LR 25:1522 (August 1999), amended LR 29:2497 (November 2003), amended LR 31:2948 (November 2005).

J. Robert Wooley
Commissioner

0511#035

RULE

Department of Insurance
Office of the Commissioner

Regulation 88—Standardization of Health Benefits and Compliance Requirements for LaChoice
(LAC 37:XIII.Chapter 113)

In accordance with the provisions of R.S. 49:950 et seq. of the Administrative Procedure Act and R.S. 22:3 and 22:245(C)(3), the Louisiana Department of Insurance is adopting the following regulation regarding the standardization of health benefits and compliance requirements for the implementation of LaChoice. More specifically, this regulation is necessary to implement and enforce the following provisions: R.S. 22:244, 22:245 and 22:246 of Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

This regulation shall be effective upon final publication in the *Louisiana Register*.

Title 37
INSURANCE
Part XIII. Regulations

Chapter 113. Regulation 88—Standardization of Health Benefits and Compliance Requirements for LaChoice

§11301. Purpose

A. The purpose of this regulation is:

1. to implement the statutory requirements in establishing pilot health insurance programs to increase access to affordable health insurance for small employers and for individuals pursuant to R.S. 22:244 et seq. of the Louisiana Revised Statutes of 1950; and

2. to carry out the intent of the Legislature and assure full compliance with the applicable statutory provisions by establishing procedures for the standardization of health benefits and compliance requirements. This program and the applicable statutory authority relating thereto shall be referred to hereinafter as "LaChoice."

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2948 (November 2005).

§11303. Applicability and Scope

A. Except as otherwise specifically provided, the requirements of this regulation shall apply to health insurance issuers that choose to offer health insurance under the provisions of LaChoice as required pursuant to R.S. 22:244 et seq. of the Louisiana Revised Statutes of 1950.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2948 (November 2005).

§11305. Eligibility, Benefits and Underwriting Criteria

A. In order to participate in LaChoice, employers must not have provided group health insurance coverage to their employees for at least six months from the date the last policy of insurance was terminated or nonrenewed.

B. The Commissioner of Insurance shall have the authority via regulation to alter the above time period in accordance with R.S. 22:246(1).

C. In order to participate in LaChoice, a health insurance issuer shall be required to file all proposed health insurance policy forms with the Department of Insurance for review and approval. Such policies shall be in compliance with Regulation 78. A statement of compliance is not required.

D. Policies issued pursuant to the provisions of LaChoice shall be exempted from all state benefit mandates, including but not limited to those mandates contained in R.S. 22:213.2.A, R.S.22:215.1.B, R.S.22:215.8, R.S. 22:215.10, R.S. 22:215.11.A, R.S. 22:215.11.B, R.S. 22:215.14, R.S. 22:215.15, R.S. 22:215.16, R.S. 22:215.20, R.S. 22:215.21, R.S. 22:215.22, R.S. 22:215.24, R.S. 22:228.7, R.S. 22:230.4, R.S. 22:669, R.S. 22:2004.1 and R.S. 22:2004.2.

E. All such health insurance coverage shall meet the requirements of Part VI-C of Title 22 except as specifically enumerated by statute or regulation. Any waiting period imposed shall be in compliance with Part VI-C of Title 22.

F. Policies issued pursuant to the provisions of LaChoice shall be exempted from R.S. 22:250.4(F)(1), (2) and (3), and R.S. 22:250.15(A)(2), (3), (4) and (5) unless dependent coverage is offered pursuant to LaChoice policies. If dependent coverage is offered, the provisions of R.S. 22:250.4(F)(1), (2) and (3), and R.S. 22:250.15(A)(2), (3), (4) and (5) shall apply to LaChoice policies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2948 (November 2005).

§11307. Participation Requirement

A. The health insurance issuer shall provide to the Department of Health and Hospitals through electronic means via a current ANSI X12N 834 transaction format pursuant to the HIPAA transactions and code sets requirements, an initial enrollment roster for each employer group listing employees who are to be covered by the health insurance issuer.

B. The initial enrollment roster for each employer group will include all employees who are to be covered by the health insurance issuer regardless of whether or not the employee is eligible for the LaChoice premium subsidy pursuant to §11311.

C. The health insurance issuer shall provide monthly employee update transactions to the Department of Health

and Hospitals using the 834 transaction format to indicate changes in insurance coverage for employees eligible for the LaChoice premium subsidy pursuant to §11311. Such changes shall include but not be limited to: changes in coverage, terminations from coverage and changes to employee demographics.

D. If an employee is to be covered in an employer group by the health insurance issuer and the employee was not included in the initial enrollment roster, the health insurance issuer shall include the employee in a monthly employee update transaction regardless of whether or not the employee is eligible for the LaChoice premium subsidy pursuant to §11311.

E. The health insurance issuer shall provide a monthly report to the Department of Insurance indicating the count of all insured or members covered under LaChoice for each employer group. Such list shall include the following categories:

1. a list of current employers enrolled in the program;
2. the number of insured or members who are receiving the subsidy pursuant to §11311;
3. the number of insured or members who are not receiving the subsidy pursuant to §11311.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2948 (November 2005).

§11309. Underwriting Criteria for Health Insurance Issuer

A. Underwriting criteria shall comply with the provisions in Title 22 and shall be subject to actuarial review and approval by the Department of Insurance, pursuant to R.S. 22:246(6).

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2949 (November 2005).

§11311. Criteria for Public Subsidy

A. To be eligible for the LaChoice premium subsidy, an employee of a qualified employer that opts to provide LaChoice must make application and have household income levels at or below 200 percent of the federal poverty level as established by the Department of Health and Hospitals Medicaid Health Insurance Flexibility and Accountability (HIFA) Demonstration Project. Eligibility for the subsidy shall be determined by the Medicaid agency. Implementation of this provision shall be contingent upon the approval of the HIFA demonstration project by the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2949 (November 2005).

§11313. Enforcement Provisions

A. The Commissioner of Insurance shall have the authority to disapprove a policy submitted pursuant to LaChoice in accordance with R.S. 22:621 that fails to comply with the provisions of any statute or regulation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2949 (November 2005).

§11315. Financial Statement requirements

A. The following requirement is applicable only to health insurance issuers that offer LaChoice policies. Such health insurance issuers shall be required to report LaChoice business in a supplemental worksheet to the annual statement in a format to be provided by the Louisiana Department of Insurance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2949 (November 2005).

§11317. Discontinuation of Product Type

A. When a health insurer issuer decides to discontinue offering policies pursuant to the LaChoice program, R.S. 22:250.7(C)(1)(a),(b),(c) and (d) shall be applicable in the discontinuation of such product.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2949 (November 2005).

§11319. Severability

A. If any Section or provision of this regulation or the application to any person or circumstance is held invalid, such invalidity or determination shall not affect other Sections or provisions or the application of this regulation to any persons or circumstances that can be given effect without the invalid Section or provision or application, and for these purposes the Sections and provisions of this regulation and the application to any persons or circumstance are severable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:3 and 22:245(C)(3) to implement and enforce the following provisions: R.S. 22:244, 22:245, and 22:246, Part VI-B. of Chapter One of Title 22 of the Louisiana Revised Statutes of 1950.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 31:2949 (November 2005).

J. Robert Wooley
Commissioner

0511#034

RULE

Department of Natural Resources
Office of Conservation

Fees (LAC 43:XIX.701, 703, and 707)

In accordance with the Administrative Procedure Act, R.S. 49:950 et seq., the Office of Conservation hereby amends the established fees.

Title 43
NATURAL RESOURCES
Part XIX. Office of Conservation—General Operations
Subpart 2. Statewide Order No. 29-R

Chapter 7. Fees

§701. Definitions

Application to Amend Permit to Drill (Minerals)—an application to alter, amend, or change a permit to drill for minerals after its initial issuance, as authorized by R.S. 30:28.*

*Application to Amend Operator (transfer of ownership, including any other amendment action requested at that time) for any orphaned well, any multiply completed well which has reverted to a single completion, any non-producing well which is plugged and abandoned within the time frame directed by the Commissioner, as well as any stripper crude oil well or incapable gas well so certified by the Department of Revenue shall not be subject to the application fee provided herein.

***

BOE—annual barrels oil equivalent. Gas production is converted to BOE by dividing annual mcf by a factor of 7.0.

***

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:21 et seq.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, LR 14:542 (August 1988), amended LR 15:551 (July 1989), LR 21:1249 (November 1995), LR 24:458 (March 1998), LR 24:2127 (November 1998), LR 25:1873 (October 1999), LR 26:2302 (October 2000), LR 27:1919 (November 2001), LR 28:2366 (November 2002), LR 29:2499 (November 2003), LR 31:2950 (November 2005).

§703. Fee Schedule for Fiscal Year 2005-2006

A. ...

B. Regulatory Fees

1. Operators of each permitted Type A Facility are required to pay an annual Regulatory Fee of $6,544 per facility.

2. Operators of each permitted Type B Facility are required to pay an annual Regulatory Fee of $3,272 per facility.

3. Operators of record of permitted non-commercial Class II injection/disposal wells are required to pay $666 per well.

4. Operators of record of permitted Class III and Storage wells are required to pay $666 per well.

C. ...

D. Production Fees. Operators of record of capable oil wells and capable gas wells are required to pay according to the following annual production fee tiers.

Tier	Annual Production (Barrel Oil Equivalent)	Fee ($ per Well)
Tier 1	0	15
Tier 2	1-5,000	80
Tier 3	5,001-15,000	227
Tier 4	15,001-30,000	379
Tier 5	30,001-60,000	606
Tier 6	60,001-110,000	834
Tier 7	110,001-9,999,999	1,023

E. - F. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:21 et seq., R.S. 30:560 and 706.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, LR 14:544 (August 1988), amended LR 15:552 (July 1989), LR 21:1250 (November 1995), LR 24:459 (March 1998), LR 24:2128 (November 1998), LR 25:1874 (October 1999), LR 26:2304 (October 2000), LR 27:1920 (November 2001), LR 28:2368 (November 2002), LR 29:350 (March 2003), LR 29:2501 (November 2003), LR 30:2494 (November 2004), LR 31:2950 (November 2005).

§707. Severability and Effective Date

A. The fees set forth in §703 are hereby adopted as individual and independent rules comprising this body of rules designated as Statewide Order No. 29-R-05/06 and if any such individual fee is held to be unacceptable, pursuant to R.S. 49:968(H)(2), or held to be invalid by a court of law, then such unacceptability or invalidity shall not affect the other provisions of this order which can be given effect without the unacceptable or invalid provisions, and to that end the provisions of this order are severable.

B. This Order (Statewide Order No. 29-R-05/06) supercedes Statewide Order No. 29-R-04/05 and any amendments thereof.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:21 et seq.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, LR 14:544 (August 1988), amended LR 15:552 (July 1989), LR 21:1251 (November 1995), LR 24:459 (March 1998), LR 24:2128 (November 1998), LR 25:1874 (October 1999), LR 26:2305 (October 2000), LR 27:1921 (November 2001), LR 28:2368 (November 2002), LR 29:2502 (November 2003), LR 30:2494 (November 2004), LR 31:2950 (November 2005).

James H. Welsh
Commissioner

0511#069

RULE

Department of Public Safety and Corrections
Office of State Fire Marshall

Commercial Building Energy Conservation Code
(LAC 55:V.Chapter 26)

In accordance with the provisions of R.S.40:1730.41 et seq. and 40:1563 et seq. relative to the authority of the Office of State Fire Marshal to promulgate and enforce rules, the Office of State Fire Marshal has adopted the following

Rules regarding the Commercial Building Energy Conservation Code.

Title 55
PUBLIC SAFETY
Part V. Fire Protection
Chapter 26. Commercial Building Energy Conservation Code

§2601. General Provisions

A. In accordance with R.S. 40:1730.45, et seq., no commercial building shall be constructed, altered, or repaired in Louisiana until energy code compliance documents have been submitted to and reviewed by the State Fire Marshal for compliance with the Commercial Building Energy Conservation Code. For state owned facilities, statewide enforcement of the Commercial Building Energy Conservation Code shall be the responsibility of the Facility Planning and Control section of the Division of Administration. As such, energy code compliance documents are not required as part of the submission for state owned buildings to the Office of State Fire Marshal.

B. It shall be the policy of the Office of State Fire Marshal that energy code document review will be required on any building covered by the Commercial Building Energy Conservation Code.

C. In order to expedite plan review and not delay construction or occupancy of affected buildings, the State Fire Marshal shall have the authority to issue a 21-day release for buildings for which the initial plan submission did not include a complete, valid submission of energy code documents. In the event that such a release is issued, parties submitting plans without a complete, valid submission of energy code documents will be notified in writing of the energy code requirements and have 21 days to submit the required energy code documentation. During this time, initial plan review may be completed, thereby allowing construction to commence. Failure to submit required energy code compliance documents within said 21 days will result in a letter of apparent noncompliance. Said letter shall be either in the form of a statement in the plan review letter or as a separate letter.

D. A complete, valid submission of energy code documents shall consist of documents as detailed in LAC 55:V.2604.

E. Parties submitting code compliance documents that appear to the State Fire Marshal to conform with the Louisiana Commercial Building Energy Conservation Code shall be furnished a letter of apparent compliance. Said letter shall be either in the form of a statement in the plan review letter or as a separate letter.

F. Parties submitting code compliance documents that appear to the State Fire Marshal not to comply with the Louisiana Commercial Building Energy Conservation Code shall be furnished a letter of apparent noncompliance. Said letter shall be either in the form of a statement in the plan review letter or as a separate letter. This letter of apparent noncompliance shall not delay the state fire marshal's normal project review process or the ability of a local building code enforcement entity to issue a building permit or use and occupancy certificate.

G. Parties receiving a letter of apparent noncompliance shall be entitled to submit revised plans, documentation or other evidence to the state fire marshal for a reevaluation of the project's compliance with the Louisiana Commercial Building Energy Conservation Code. In accordance with R.S. 40:1730.47(A), a $10 fee shall be charged by the State Fire Marshal for reevaluation of energy code compliance documents.

H. The letter of apparent compliance or apparent noncompliance from the State Fire Marshal shall be kept at the site of the project for as long as the structure is in the process of construction, alteration or repair.

I. The owners of all structures shall retain this letter of apparent compliance or apparent noncompliance from the State Fire Marshal in a safe place for as long as the structure is occupied, used or both.

J. The Office of the State Fire Marshal shall not be required to retain any copy of the reviewed plans, specifications, energy code compliance documents, or letter of apparent compliance or apparent noncompliance.

AUTHORITY NOTE: Promulgated in accordance with R.S.40:1730.41 et seq. and 40:1563 et seq.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Office of State Fire Marshal, LR 31:2951 (November 2005).

§2602. Definitions

Alteration—alterations, renovations or repairs to existing buildings in accordance with R.S. 40:1574(C), (D), (E), (F), and (G).

ANSI/ASHRAE/IESNA 90.1—the latest edition adopted by the State Fire Marshal, pursuant to the provisions of the Louisiana Administrative Procedure Act, of the document developed by the American Society of Heating, Refrigerating, and Air Conditioning Engineers and the Illuminating Engineering Society of North America entitled "Energy Standard for Buildings Except Low-Rise Residential Buildings."

COMcheck—the commercial building energy code compliance package, including computer software available from the United States Department of Energy, as a method of demonstrating compliance with ASHRAE/IES 90.1.

Commercial Buildings—all buildings designed for human occupancy except one and two family dwellings.

Commercial Processing—see industrial occupancy.

EPAct—the Energy Policy Act of 1992 enacted by the Congress of the United States, as amended.

Historic Buildings—those buildings specifically designated as historically significant by the state historic preservation officer or by official action of a local government.

Industrial—areas of buildings intended primarily for manufacturing, commercial, or industrial processing. For purposes of determining applicability with requirements of the Commercial Building Energy Conservation Code, buildings or portions thereof in which products are manufactured or in which processing, assembling, mixing, packaging, finishing, decorating, repairing, or similar operations are conducted.

International Energy Conservation Code—the latest edition adopted by the State Fire Marshal, pursuant to the provisions of the Louisiana Administrative Procedure Act, of the document developed by the International Code Council, Inc., entitled "International Energy Conservation Code", also referred to as "IECC."

Low-Rise Residential—structures used primarily for residential purposes of three stories or fewer above grade, excluding one and two family dwellings.

Manufacturing—see *industrial*.

Repair or *Renovation*—alterations, repairs or renovations to existing buildings in accordance with R.S. 40:1574(C), (D), (E), (F), and (G).

REScheck—the International Energy Conservation Code compliance package, including computer software available from the United States Department of Energy, as a method of demonstrating compliance with the International Energy Conservation Code.

Residential—spaces in buildings used primarily for living and sleeping. Residential spaces include, but are not limited to, dwelling units, hotel/motel guest rooms, dormitories, nursing homes, patient rooms in hospitals, lodging houses, fraternity/sorority houses, hostels, prisons, and fire stations.

AUTHORITY NOTE: Promulgated in accordance with R.S.40:1730.41 et seq. and 40:1563 et seq.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Office of State Fire Marshal, LR 31:2951 (November 2005).

§2603. Energy Code Application and Scope

A. All commercial building plans submitted to the Office of State Fire Marshal that are included in the scope of the Commercial Building Energy Conservation Code shall contain energy code compliance documentation as required by LAC 55:V.2604.

B. Additions to existing buildings will be treated as new construction.

C. General Exemptions. Buildings or portions of buildings that meet the criteria outlined in R.S. 40:1730.44.C or by the scope of ANSI/ASHRAE/IESNA Standard 90.1 are exempt from the energy code.

D. Renovated Buildings. To determine applicability of the Commercial Building Energy Conservation Code to altered, repaired or renovated buildings, see R.S. 40:1574.C, D, E, F, and G. Altered, repaired or renovated buildings covered by these Sections are included in the scope of the energy code.

E. Historic Buildings. As permitted by R.S. 40:1730.44.D, the State Fire Marshal may modify the specific requirements of the Commercial Building Energy Conservation Code for historic buildings and require alternate requirements which will result in a reasonable degree of energy efficiency. It is the policy of the State Fire Marshal to encourage historic preservation and the preservation of Louisiana's architectural heritage. When applying the requirements of the energy code, the State Fire Marshal shall take into consideration the impact of these requirements on the historic integrity of existing facilities. Parties submitting plans for renovating historic buildings must demonstrate a good faith attempt to comply with the energy code. However, if compliance with the energy code will compromise the historic integrity of the affected building, it should be so noted on the plan submission. In such cases, the State Fire Marshal will accept reasonable attempts to improve the energy efficiency of the building as meeting the requirements of the energy code.

AUTHORITY NOTE: Promulgated in accordance with R.S.40:1730.41 et. seq. and 40:1563 et seq.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Office of State Fire Marshal, LR 31:2952 (November 2005).

§2604. Compliance Procedures for the Energy Code

A. For commercial buildings in all categories except low-rise residential buildings identified in ANSI/ASHRAE/IESNA 90.1, demonstration of compliance with COMcheck, materials as developed by Pacific Northwest National Laboratory for the U.S. Department of Energy's Office of Codes and Standards, available from the U.S. Department of Energy, shall be deemed to comply with the Commercial Building Energy Conservation Code. Compliance must be demonstrated individually for each of three components: envelope, lighting (including electrical), and mechanical (including hot water).

B. For low-rise residential buildings not covered by LAC 55:V.2604.A., except one and two family dwellings, demonstration of compliance with REScheck, materials as developed by Pacific Northwest National Laboratory for the Department of Housing and Urban Development and the Rural Economic and Community Development under direction of the U.S. Department of Energy's Office of Codes and Standards, available from the U.S. Department of Energy, for the requirements of the IECC shall be deemed to comply with the Commercial Building Energy Conservation Code.

AUTHORITY NOTE: Promulgated in accordance with R.S.40:1730.41 et seq. and 40:1563 et seq.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Office of State Fire Marshal, LR 31:2952 (November 2005).

§2605. Amendments to ANSI/ASHRAE/IESNA 90.1 for Louisiana

A. The following amendments to COMCheck are adopted for Louisiana.

1. Remove requirement that air handlers run continuously.

2. Remove all requirements for use of economizers anywhere in Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S.40:1730.41 et seq. and 40:1563 et seq.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Office of State Fire Marshal, LR 31:2952 (November 2005).

Stephen J. Hymel
Undersecretary

0511#044

RULE

Department of Public Safety and Corrections
Office of State Police

Civil Penalties Assessment
(LAC 33:V.10307)

The Department of Public Safety and Corrections, Office of State Police, Transportation and Environmental Safety Section, amends LAC 33:V.10307 pertaining to Motor Carrier Safety and Hazardous Material requirements to set a 45-day time limit for requesting an administrative hearing to contest an assessed Motor Carrier Safety violation, as authorized by R.S. 32:1501 et seq.

Title 33
ENVIRONMENTAL QUALITY
Part V. Hazardous Wastes and Hazardous Materials
Subpart 2. Department of Public Safety and Corrections—Hazardous Materials
Chapter 103. Motor Carrier Safety and Hazardous Materials
§10307. Assessment of Civil Penalties

A. Any person who is determined by the Secretary of the Department of Public Safety and Corrections, after reasonable notice and opportunity for a fair and impartial hearing held in accordance with the Administrative Procedure Act, to have committed an act that is a violation of R.S. 32:1501 et seq., or adopted or promulgated regulations as provided in this Chapter, is subject to a civil penalty not to exceed the amount determined by applicable law.

B.1. For purposes of this Chapter, "reasonable notice and opportunity for a fair and impartial hearing held in accordance with the Administrative Procedure Act" is defined as the 45-day period following receipt of the violation notice within which the person has the right to request a hearing. Receipt of the violation shall be deemed to have occurred five days following the date the notice of violation was mailed by the department to:

a. in the case of an out-of-state carrier, to the address provided for on the carrier's Motor Carrier Identification Report as prescribed by 49 CFR Part 390.19;

b. in the case of an intrastate carrier, to the carrier address of record as determined by the Department of Public Safety and Corrections; in the case of a driver, to the address on record with the licensing authority of the state in which the person is licensed.

2. The person will have 45 days following receipt of the notice of violation within which to make written request to the Department of Public Safety and Corrections for an administrative hearing. Failure to request said hearing within 45 days of receipt of the violation notice shall constitute a conviction of the violation for purposes of R.S. 32:414.2(A)(9)(a).

AUTHORITY NOTE: Promulgated in accordance with R.S. 32:1501 et seq.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Office of State Police, LR 14:31 (January 1988), amended LR 17:1116 (November 1991), LR 31:2953 (November 2005).

Stephen J. Hymel
Undersecretary

0511#031

RULE

Department of Public Safety and Corrections
Office of State Police

Defensive Driving Class Certification
(LAC 55:I.2901)

The Department of Public Safety and Corrections, Office of State Police, hereby promulgates LAC 55:I.Chapter 29 pertaining to the requirements for approval and certification of defensive driving classes, as authorized by R.S. 22:1404.

Title 55
PUBLIC SAFETY
Part I. State Police
Chapter 29. Defensive Driving Course Approval and Certification
§2901. Defensive Driving Course Approval Process

A. Authority

1. Act 169 of the 2001 Regular Legislative Session amended R.S. 22:1404, authorizing the Department of Public Safety and Corrections, Public Safety Services, Office of State Police to approve and certify defensive driving courses.

2. Act 1093 of the 2003 Regular Legislative Session amended R.S. 22:1404, authorizing the Department of Public Safety and Corrections, Public Safety Services, Office of State Police (department) to promulgate rules and regulations to establish criteria and standards for the approval and certification of defensive driving courses. The expenses of the approval and certification process by the department shall be funded through an interagency agreement with the Department of Insurance, contingent upon the appropriation of funds by the legislature.

3. These rules shall apply to any person, business, or entity producing defensive driving courses and seeking department approval and certification of their defensive driving course.

4. The department shall not incur an unfunded mandate and if funds are not available, the department shall not be required to certify defensive driving courses.

5. These rules are promulgated in accordance with R.S. 22:1404.

B. Defensive Driving Course Objectives

1. How to identify and avoid unsafe driving conditions and behaviors that may cause a licensed driver to be involved in or cause a traffic crash which may result in the loss of life, bodily injury, or damage to property.

2. Educate drivers on proper defensive driving techniques and identifying and avoiding traffic hazards that may lead to vehicle crashes.

3. How to identify aggressive driver behavior patterns along with alternatives to avoid confrontations and stressful driving situations.

C. Defensive Driving Course; Application, Curriculum and Certification

1. A business, individual, or Louisiana state agency applying for department certification of a defensive driving course must make application and submit all course materials to the department to obtain approval and certification. Any certification fraudulently obtained or issued shall be revoked by the department.

2. A business, individual, or agency seeking approval of their course must be domiciled within Louisiana and submit the following information and documents to the department prior to consideration:

a. notarized application. The application shall be a completed affidavit including, but not limited to, the following:

i. the business name, address and phone number of the company or entity producing the course. The business trade name must be registered with the Louisiana Secretary of State;

ii. name of the owner(s), or if a corporation, names of all corporate officers and registered agent(s) for service of process;

iii. actual name of the defensive driving course to be considered for approval;

iv. a statement substantially as follows: "Under oath, I affirm and attest, under penalty of law, that the information submitted in this application is true and accurate and I agree to abide by all applicable laws, rules and regulations governing the license, certification and business operations for which this application is made and that I am the responsible party having authority to enter into binding obligations on behalf of this company or the above named entity";

v. date of application; and

vi. notarized signature(s) of the applicant or authorized company officers;

b. specific and complete course guide and curriculum;

c. a description of the testing process and procedures, including a copy of the final examination;

d. electronic or computer based courses must be submitted to the department for viewing on a compact disc or similar electronic format;

e. uniform certificate of completion shall be legible and on a form of certification determined and approved by the Louisiana Insurance Rating Commission; and

f. any additional information required by the department.

3. In addition to basic curriculum, the following topics of instruction shall be included in the defensive driving course curriculum:

a. sharing the road with:

i. tractor trailer trucks, motor coaches and other commercial motor vehicles;

ii. motorcycles;

iii. school buses;

iv. emergency vehicles, including yielding to stopped emergency vehicles and yielding to emergency vehicles in pursuit or responding to calls;

b. training on railroad and highway grade crossing safety;

c. operating vehicles in inclement weather and at night;

d. sleep deprivation;

e. aggressive driving;

f. vehicle safety features, i.e., seat belts, air bags, anti-lock brakes;

g. how alcohol and drugs effect driving ability; and

h. Louisiana's traffic laws, especially those violations that are leading causes of traffic crashes, such as: careless operation, failure to yield, following too closely and disregarding traffic controls.

4. The course shall be divided into five specific parts to facilitate the learning process. A student must participate in each part. The defensive driving course shall be divided into the following parts:

a. sharing the road with other vehicles:

i. tractor trailer trucks, motor coaches and other commercial motor vehicles;

ii. motorcycles;

iii. school buses;

iv. emergency vehicles, including yielding to stopped emergency vehicles and yielding to emergency vehicles in pursuit or responding to calls;

b. traffic laws:

i. Louisiana's traffic safety laws, specifically, but not limited to, those violations that are leading causes of traffic crashes, namely:

(a). careless operation;

(b). failure to yield;

(c). following too closely; and

(d). disregarding traffic controls;

ii. training on railroad and highway grade crossing safety;

c. dangers of impaired drivers;

i. how alcohol and drugs affect driving ability;

ii. sleep deprivation;

d. aggressive driving and exceeding safe speed limits; and

e. vehicle safety features and road hazards:

i. seat belts, air bags, anti-lock brakes;

ii. operating vehicles in inclement weather and at night.

5. The duration of the course shall be at least four hours of instruction and testing in a traditional classroom setting, or as an alternative, a minimum of 60 minutes of instruction in a computer-based, electronic medium designed to allow students to progress and test at his/her own pace, which may include written instructions, narratives supplemented with video clips, etc.

6. Written evidence of successful completion of the defensive driving course by a student shall be part of the course curriculum and be provided by the course administrators or instructors to the student on a form approved by the Insurance Rating Commission.

7. All students shall have adequate access to course instructors, and if computer based courses, to technical support personnel throughout the duration of the training. In no event shall a student have to wait longer than five minutes for personal interaction by an instructor or if computer based, a way to contact technical support personnel.

8. Course providers shall be able to provide documentation proving all requirements have been met.

9. Submitted applications and supporting documents shall be reviewed for accuracy and content by the department to determine if the defensive driving course meets all the requirements listed within these rules. Once a determination is made by the department the company shall be notified in writing of the decision to certify or reject the defensive driving course.

10. A company or entity shall be required to reapply for certification if there is a change in the defensive driving course curriculum.

11. Any certification fraudulently obtained or issued shall be revoked by the department.

D. Defensive Driving Testing and Student Identity Certification

1. The final examination shall be a minimum of 25 questions, selected randomly from a question pool of no less than 125 questions, based on actual course material, and composed to test the student's knowledge of the course's content and what the student has learned.

2. The final examination shall be administered at the conclusion of the course and be divided into the course's five parts. A student must successfully complete the exam by scoring at least 80 percent on the examination. A student not achieving the minimum 80 percent on the final examination shall be advised of the correct answer and required to review the deficient part(s) and retest on the deficient parts subject matter with different randomly selected questions.

3. The course content shall advise students of the prohibition on cheating, advise them that they will not be allowed to continue the course if they are found cheating and action may be taken against them by the Department of Insurance or the Insurance Rating Commission.

4. Each student enrolled in a defensive driving course shall be required to present his driver's license as proof of identity or if computer based, enter their driver's license number in to the computer, which shall be printed on the certificate of completion.

5. Course providers shall develop and deploy a means to authenticate the identity of a student throughout the duration of the course, with added emphasis during the final examination.

E. Defensive Driving Course; Prohibitions

1. Companies shall not reference "Department of Public Safety and Corrections" or "Louisiana State Police" in any advertisements or imply that the defensive driving course is recommended, supervised or endorsed by the department or the state of Louisiana.

2. Course providers are prohibited from issuing a certificate of completion to any person who has not enrolled in its defensive driving course and met all of the requirements for course completion.

3. Course providers shall adhere to all federal and state laws and shall not engage in any form of unlawful discrimination or other illegal activities.

4. This defensive driving course shall not be utilized in lieu of the requirements of the "driver education course" or the "pre-licensing training course" (6 or 36 hour commercial driving schools) authorized in R.S. 32:402.1.

5. This defensive driving course shall not be utilized in lieu of the requirements of the "driver improvement program for remediation" authorized in R.S. 32:402.2.

6. No company operating a defensive driving course, its agents, responsible parties, or other persons shall release or provide relevant data, answers to examinations, or otherwise compromise the integrity of a defensive driving course.

7. No company, employees, instructors, or agents shall violate the Federal Driver's Privacy Protection Act of 1994, R.S. 32:401 et seq., or any other privacy or security laws or regulations.

F. Administrative Penalties for Noncompliance

1. Any person, business, or entity failing to comply with any provision of these rules shall be subject to an administrative civil penalty. Each day's failure to comply with these administrative rules shall constitute a separate offense. The penalties may include a warning, monetary fine, suspension of the department's certification of the defensive driving course or a combination of these penalties.

2. In accordance with these rules and regulations adopted pursuant to the Administrative Procedure Act, an administrative penalty may be assessed by the Department of Public Safety and Corrections and shall be payable to the Louisiana Towing and Storage Fund.

3. If the department determines to revoke a course's certification, the company or individual shall be notified in writing of the intent to revoke its certification in 30 days. The company or individual shall have 30 days from the date of the written notice of intent to show cause as to why the department should not revoke its certification. If a company fails to respond within the 30 days, the revocation shall be final. The department shall notify the Department of Insurance of the effective date of such revocation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:1404.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Public Safety Services, Office of State Police, LR 31:2953 (November 2005).

Stephen J. Hymel
Undersecretary

0511#036

RULE

Department of Social Services
Bureau of Licensing

Foster Care/Substitute Family Care
Licensing and Certification
(LAC 48:I.4113)

In accordance with the provisions of R.S. 49:950 et seq., the Administrative Procedure Act, the Department of Social Services, Bureau of Licensing has revised its policy to allow for the periodic re-certification evaluations of family foster homes.

The purpose of this Rule is to allow the Office of Community Services to re-certify family foster homes on a periodic basis.

Pursuant to 42 USC §671 and 45 CFR 1355.20 a family foster home shall be licensed or approved as meeting the standards established by the state licensing or approval authority.

This Rule is being implemented to allow for longer certification time frames for foster/adoptive families in an attempt to prevent lapses in certification, which can impact federal IV-E funding to support the care provided to foster children in the custody of the state of Louisiana. Lapses in certification contributed to the agency having to reimburse the federal government $52,512.60 for the past year.

Title 48
PUBLIC HEALTH—GENERAL
Part I. General Administration
Subpart 3. Licensing and Certification
Chapter 41. Minimum Licensing Requirements for Child Placing Agencies with and without Adoption Programs
§4113. Family Foster Care Services

A. - F.3. …

G. Monitoring and Periodic Re-Certification Services

1. …

2. The agency shall conduct periodic re-certification evaluations of each family foster home to determine

continued compliance with family home regulations, its maximum usefulness and limitations.

G.3. - N.12.c. …

O. Professional Responsibilities of the Foster Parent(s)

1. - 6.a.xvii. …

7. Re-Certification

a. Foster parent(s) shall cooperate with the child placing agency conducting the family foster home periodic re-certification study to verify compliance with family foster home regulations.

P. - V.2. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 46:1401-1424.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Office of the Secretary, Division of Licensing and Certification, LR 15:546 (July 1989), amended LR 31:2955 (November 2005).

Ann S. Williamson
Secretary

0511#075

RULE

Department of Social Services
Office of Family Support

Combat Pay Exclusions—Food Stamps, Family Independence Temporary Assistance, and Kinship Care Subsidy Programs
(LAC 67:III.1229, 1980, 5329)

The Department of Social Services, Office of Family Support, has amended the Louisiana Administrative Code 67 Part III, Subpart 2 Family Independence Temporary Assistance Program (FITAP), Subpart 3 Food Stamp Program, and Subpart 13 Kinship Care Subsidy Program (KCSP).

Pursuant to Public Law 108-447, the agency amended §1980 in the Food Stamp Program, §1229 in FITAP, and §5329 in KCSP, to provide that additional pay received by military personnel as a result of deployment to a combat zone is to be excluded from countable income for the Food Stamp Program.

Also, the agency included additional income types that are excluded from countable income for the purpose of determining eligibility for food stamp benefits in §1980. These incomes were always excluded but were not codified in the Louisiana Administrative Code.

Title 67
SOCIAL SERVICES
Part III. Family Support
Subpart 2. Family Independence Temporary Assistance Program (FITAP)
Chapter 12. Application, Eligibility, and Furnishing Assistance
Subchapter B. Conditions of Eligibility
§1229. Income

A. Income is any gain or benefit to a household that has monetary value and is not considered a resource. Count all income in determining pretest eligibility except income from:

1. - 28. ...

29. Effective October 1, 2004 additional pay received and made available to the household by a member of the United States Armed Forces deployed to a designated combat zone.

B. - G. ...

AUTHORITY NOTE: Promulgated in accordance with 42 U.S.C.601 et. Seq. and 10602(c), R.S. 36:474, R. S. 46:231.1.B, R.S. 46:231.2, P.L.108-447.

HISTORICAL NOTE: Promulgated by the Department of Social Services, Office of Family Support, LR 25:2449 (December 1999), amended LR 26:1342 (June 2000), LR 26:2831 (December 2000), LR 31:2956 (November 2005).

Subpart 3. Food Stamps
Chapter 19. Certification of Eligible Households
Subchapter I. Income and Deductions
§1980. Income Exclusions

A. In addition to those income exclusions previously adopted and codified in Chapter 19, Certification of Eligible Households, the following income types will be excluded from countable income for the Food Stamp Program:

1. payments or allowances to provide energy assistance under any federal law, including the Department of Housing and Urban Development and the Farmers Home Administration, except that provided under Title IV-A;

2. earnings of an elementary or secondary student through age 17 who is the child of, or under parental control of, a member of the household;

3. legally obligated child support payments to non-household members are excluded when determining eligibility based on gross income standards;

4. effective October 1, 2004, additional pay received and made available to the household by a member of the United States Armed Forces deployed to a designated combat zone;

5. Agent Orange Settlement payments income (Retroactive to 01-01-89);

6. Agriculture and Stabilization and Conservation Service payments received as a result of a presidentially declared disaster or emergency;

7. assistance payments income that is being recouped for overpayment of non-fraud overpayments;

8. bonus income that is non-recurring or cannot be anticipated to recur;

9. Child Care Food Program payments received for the client's own children;

10. child support income received by FITAP/KCSP recipients, which must be transferred to IV-D to maintain eligibility;

11. child support arrearage payments that were previously counted as income or payment that is a one-time non-recurring lump-sum payment;

12. deposits made into joint accounts when the joint account is considered a convenience account, the income deposited into the account is verified to be a loan, or the account is considered inaccessible to the household;

13. disaster payments provided to rebuild a home or replace personal possessions damaged in a disaster if the household is subject to legal sanction if the funds are not used as intended. This includes Individual and Family Grant payments or Small Business Administration loans;

14. disaster relief income funded under national emergency grants or disaster unemployment assistance paid

to an individual who is unemployed as a result of a major disaster;

15. the prorated portion of the income for persons disqualified for SSNs, for ineligible aliens, or for persons who failed to attest to citizenship/alien status;

16. Delta Service Corps income if the allowances, earnings, and payments to individuals participating in the programs are received under Title I of the National and Community Service Act;

17. Domestic Volunteer Service Act income received by volunteers for services performed in programs stipulated in Title II of the amended Domestic Volunteer Service Act of 1973(P.L. 93-118), which include Foster Grandparents and Retired Senior Volunteer Program; or payments received by volunteers for services in programs under Title I (VISTA) if the person was receiving food stamps or public assistance when he joined VISTA or the household was receiving an income exclusion for a Title I subsistence allowance at the time of conversion to the Food Stamp Act of 1977;

18. Indian and Native claims and lands income received:

a. under Public Law 94-189, (Sac and Fox Indian Claims Agreement);

b. under Public Law 94-540, (Grand River Band of Ottawa Indians);

c. under Public Law 95-433, Section 2, Confederated Tribes and Bands of the Yakima Nation and the Apache Tribe of the Mescalero Reservation received from the Indian Claims Commission;

d. by certain Indian tribal members under Public Law 94-114, Section 6, regarding submarginal lands held in trust by the United States;

e. under Public Law 93-531 (Navajo and Hopi Tribes);

f. tax-exempt portions made pursuant to Public Law 92-203, The Alaska Native Claims Settlement Act; or

g. under Public Law 96-420 (Passamaquoddy Tribe and Penobscot Nation, or the Houlton Band of Maliseet Indians pursuant to the Maine Indian Claims Settlement Act of 1980);

19. Indian Gambling Operations income paid to children under 18 when the household is not given a choice and the money is deposited in an inaccessible trust fund;

20. in-kind income not in the form of money payable directly to the household except earned income vendor payments made by the employer instead of all or part of the salary;

21. irregular and unpredictable income when the anticipated income will be less than $30 in a three-month period, and the income is received too infrequently and irregularly to be reasonably anticipated;

22. Strategies to Empower People (STEP) payments for supportive services;

23. loans except educational loans in which repayment is deferred;

24. non-recurring lump-sum payments;

25. crime victim compensation payments made to a client whose assistance is necessary, in full or in part, because of the commission of a crime against the client, and to the extent it is sufficient to fully compensate the client for losses suffered as a result of the crime;

26. National and Community Service Corporation payments for living allowance (stipend) and child care received by participants as well as in-kind benefits provided to the participants;

27. non-household member's portion of income that is received by a household member which is intended and used for care and maintenance of a third-party beneficiary who is not a household member;

28. Nutrition Programs Income—the value of supplemental food assistance under the Child Nutrition Act of 1966 and under the Special Food Service Program for Children (The National School Lunch Act) or benefits received under Title VII, Nutrition Program for the Elderly, of the Older Americans Act of 1965;

29. payments made to victims of Nazi persecution;

30. payments made to persons through the Radiation Exposure Compensation Act, which was enacted October 15, 1990;

31. railroad retirement income that is being recouped for a prior overpayment;

32. reimbursement income which:

a. is not a gain or benefit to the household;

b. is not provided specifically for normal living expenses; or

c. does not exceed the actual expenses for which the reimbursement was paid;

33. relocation assistance income if received under Title II of the Uniform Relocation Assistance and Real Property Acquisitions Policies Act of 1970;

34. Senior Community Service Employment Program (SCSEP) income received by individuals 55 or older;

35. supplemental security income that is being recouped for non-fraud SSI overpayment;

36. unemployment compensation benefits that are paid as the result of unemployment due to a major disaster and funded through the Robert T. Stafford Disaster Relief and Emergency Assistance Act;

37. vendor payments made by a person or organization outside the household/assistance unit directly to the client's creditor or to a person or organization providing the service unless:

a. the vendor payment is made by an employer instead of all or part of the salary;

b. it is a local GA vendor payment provided to cover housing expenses exclusive of energy or utility expenses; or

c. the vendor payment is made in lieu of payments which are legally obligated to the household;

38. severance pay received in a single lump-sum payment;

39. payments made through the Wartime Relocation of Civilians Law:

a. payments of $20,000 made to eligible persons of Japanese ancestry who were interned during World War II, or such payments made to the spouse, children or parents if the eligible individual is deceased;

b. payments of $12,000 made to eligible Aleuts who were relocated from their home on the Pribolof or Aleutian Islands to an internment camp during World War II, or such payments made to an individual who was born while his mother was relocated.

AUTHORITY NOTE: Promulgated in accordance with P.L.103-66, 7 CFR 273.9(c)(11), P.L. 104-193, P. L. 107-171, P.L. 108-447.

HISTORICAL NOTE: Promulgated by the Department of Social Services, Office of Family Support, LR 21:188 (February 1995), amended LR 23:82 (January 1997), LR 29:607 (April 2003), LR 31:2956 (November 2005).

Subpart 13. Kinship Care Subsidy Program (KCSP)

Chapter 53. Application, Eligibility, and Furnishing Assistance

Subchapter B. Conditions of Eligibility

§5329. Income

A. Income is any gain or benefit to a household that has monetary value and is not considered a resource. Count all income in determining pretest eligibility except income from:

1. - 27. ...

28. effective October 1, 2004, additional pay received and made available to the household by a member of the United States Armed Forces deployed to a designated combat zone.

B. - D. ...

AUTHORITY NOTE: Promulgated in accordance with 42 U.S.C. 601 et seq. and 10602(c), R.S. 36:474, R.S. 46:231.1.B, R. S. 46:237, and P.L.108-447.

HISTORICAL NOTE: Promulgated by the Department of Social Services, Office of Family Support, LR 26:353 (February 2000), amended LR 26:2832 (December 2000), LR 31:2958 (November 2005).

Ann Silverberg Williamson
Secretary

0511#074