



State Department of Education's Response to Negotiated Rulemaking on IDAHO CONTENT STANDARDS – ARTS AND HUMANITIES

Docket No. 08-0203-1601

Introduction to the Negotiated Rulemaking Process Face-to-Face Meetings

Comments on World language: Two (2) in favor of adoption

Comments on Music: One (1) in favor of adoption

Comments on Interdisciplinary Humanities: Two (2) against adoption of code change, but not standards change

Face-to-face public comment was arranged in the following cities, during April 18-26 SDE tour: Coeur d'Alene, Lewiston, Idaho Falls, Pocatello, Boise, and Twin Falls.

In Lewiston, one teacher, Heather Ohrtman-Rogers, testified in support of the world language standards. In Coeur d'Alene, Idaho Falls, Pocatello, and Twin Falls no comments were made regarding Arts and Humanities standards.

In Boise, Sheila Miller testified in support of the world language standards, and Lyla Folkins testified in support of the music standards. Isabelle Hope signed up for comment, but did not speak. Two individuals from Boise, Russ Heller and Chris Taylor, spoke in opposition to the code change for interdisciplinary humanities, stating that history was being removed from the Humanities. They did not oppose the actual interdisciplinary standards, but the clarification that a straight history course is a social studies elective, not an interdisciplinary course, unless combined with another equally weighted arts and humanities discipline.

One comment was made in support of the theatre standards, and one comment was made in support of the visual arts standards. One visual arts teacher began a comment but did not complete it.

Most of the comments were made on the world language standards. Four individuals commented in complete support of the world language standards. One person suggested that the committee reference the ACTFL world-readiness standards, which are the basis for the new world language standards. One person, a Latin teacher, supported the standards but indicated a problem in implementing the performance indicators with an ancient language.

Number of Comments and General Trends both Face-to-Face and Online:

Comments on World Language: Seven (7) with one (1) questioning the performance indicators
Comments on Visual Arts: One (1) in favor
Comments on Theatre: One (1) in favor
Comments on Music: One (1) in favor
Comments on Interdisciplinary Humanities code change: Two (2) in opposition

General Trends

The field supports the new arts and humanities standards in every discipline. The two people who spoke against the interdisciplinary standards were referring to a clarification in graduation requirements regarding interdisciplinary humanities, but they were not in opposition to the actual standards.

Process of review of comments

All committee members on the world language team were sent the one question about performance indicators in an ancient language. **Two committee members responded that the performance indicators should work for all language, including native and ancient languages, but that further refining may be done at the local level. No actionable item for change.**

Regarding the interdisciplinary comments, one actionable item was determined: clarify further the meaning of interdisciplinary humanities. The interdisciplinary humanities committee members were given a synopsis of the two opposition comments and encouraged to listen to those comments online.

Public Comment Complaint:

History is being taken out of the Humanities.

Response: History has always been a part of the interdisciplinary standards and still is, if it is taught in conjunction with one or two equally treated humanities disciplines. The confusion is with the word “interdisciplinary,” rather than “humanities.”

Rationale for original code change in 2015 language:

The interdisciplinary humanities wording has created confusion for several years. By listing a few “other subjects” that “may” be counted “if” they comply with the Interdisciplinary Standards, school districts have been confused as to what counts. This has resulted in districts counting numerous single discipline courses, such as history, literature, social sciences, and others for this graduation requirement. Therefore, a more specific statement substituting the

list states simply that an Interdisciplinary Humanities Course may count if it follows the Interdisciplinary Humanities Standards.

Note code change: **A course in Interdisciplinary Humanities** may satisfy the graduation requirement if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. ~~(3-29-10)~~ 2015

Actionable item: Clarify definitions

The code changes submitted in 2015 included definitions. A confusing term was “interdisciplinary assessment.” The term, which was confusing, was broken into two terms, “Integrated Assessment” and “Interdisciplinary Study.” Please refer to the attachment to read these definitions.

After the public comment, the committee may see a further need to clarify further what is meant by Interdisciplinary Humanities—or Interdisciplinary Humanities Course.

Here is my first stab at clarification the definition; “Interdisciplinary Humanities Course” would replace the “Interdisciplinary Study” definition.

Original Interdisciplinary Study. An approach to learning in two or more disciplines that enables students to identify and apply authentic connections and integrate essential concepts that transcend individual disciplines.

Revised Interdisciplinary Humanities Course. A course satisfying the graduation requirement for Arts and Humanities that treats equally any two or more arts and humanities disciplines around essential concepts outlined in the Interdisciplinary Humanities Standards. Disciplines may include: 1) visual and performing arts disciplines (theatre, dance, visual arts), media arts, music, and 2) humanities disciplines, including world language, history, literature, philosophy, architecture, comparative world religion. An interdisciplinary humanities course employs one discipline to inform another, with each discipline given equal weight in content and treatment.