

**Idaho Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

December 1-2, 2005

Idaho State University, Pocatello

- A. Superintendent's Report, Marilyn Howard**
- B. Technology Grants Funding Formula, Dawn Wilson**
- C. Standards Revisions, Pat White**
- D. CNP Wellness Policy, Colleen Fillmore**

A. SUBJECT:

Superintendent's Report

B. SUBJECT:

Idaho State Technology Grants Funding Formula

BACKGROUND:

Office of Performance Evaluation (OPE) reviewed the Public Education Technology Initiatives (Idaho Educational Technology Initiative of 1994), and reported its findings to the Joint Legislative Oversight Committee (JLOC) and the State Board of Education in January 2005. Of the nine recommendations in the report, one relates to the technology funding formula. The OPE Recommendation Three states: If the intent of the Idaho Council for Technology in Learning (ICTL) is to disburse technology grant program dollars directly to charter schools, the council should modify the funding formula to reflect this.

The funding formula that has been used to allocate state technology grant funds to school districts from 1997 to 2004 has been: a \$20,000 base for districts over 100 students; a \$5,000 base for districts under 25 students; or a sliding base for districts between 25 and 100 students calculated by multiplying the prior year's ADA by \$200.

The 2005 Idaho State Legislature appropriated \$9.5 million for state technology funds along with the following intent language:

- \$350,000 is to support the Libraries Linking Idaho (LiLI) Project.
- \$4,040,000 of the funds is for ongoing school district technology expenditures. Such expenditures may include the personnel costs associated with school district information technology staff support, with no more than \$160,000 to support the ICTL administration.
- \$5,100,000 of the funds is to be distributed to school districts in a like manner as equalized, ongoing state discretionary funds. Seventy-five percent of such funds shall be distributed by August 31st, and 25% in the final payment of the fiscal year. Such funds shall be expended, at the discretion of the school district board of trustees, on the purchase technology equipment and software, or to defray costs associated with providing remedial instruction for students who fail to attain proficiency in one or more sections of the Idaho Standards Achievement Test.

DISCUSSION:

At the direction of the ICTL the K-12 subcommittee of the ICTL, the Public Education Information Technology Committee (PEITC) worked with Idaho State Department of Education staff on various funding formula options to include charter schools. After studying the impact various options would have on school districts, PEITC took the following funding formula to the October 19, 2005 ICTL meeting: "The proposed funding formula would be a \$20,000 base for districts over 100 students, \$5,000 base for districts under 25 students, or sliding base for districts between 25 and 100 students calculated by multiplying prior year's ADA times \$200 and a total of a \$20,000 base for all charter schools. The charter schools will receive a proportionate amount of a \$20,000 base, determined by prior year average daily attendance." The motion passed unanimously.

RECOMMENDATIONS:

The ICTL recommends that the Board approve the following funding formula for distribution of the state technology funds, "The proposed funding formula would be a \$20,000 base for districts over 100 students, \$5,000 base for districts under 25 students, or sliding base for districts between 25 and 100 students calculated by multiplying prior year's ADA times \$200 and a total of a \$20,000 base for all Charter Schools. The charter schools will receive a proportionate amount of a \$20,000 base, determined by prior year average daily attendance."

BOARD ACTION:

It was carried to approve/disapprove/table. Moved by
_____, seconded by
_____, and carried.

ATTACHMENTS:

1. Proposed 2005-2006 allocation of state technology funds based upon the recommended funding formula.

Technology Grant
2005-2006 Estimated Distribution
(based on 2004-2005 data)

	Allocation of \$5,100,000 (estimate)	Allocation of \$4,050,000 (less \$160,000 ICTL adm exp)	Total 2005-2006 Distribution Analysis	2004-2005 Distribution	Amount Change	% Change
Boise Independent School District # 001	483,907.00	185,367.00	669,274.00	599,534.00	69,740.00	11.6%
Meridian Joint School District # 002	561,323.00	205,979.00	767,302.00	628,353.00	138,949.00	22.1%
Kuna Joint School District # 003	73,844.00	45,057.00	118,901.00	102,292.00	16,609.00	16.2%
Meadows Valley School District # 011	5,757.00	21,285.00	27,042.00	24,707.00	2,335.00	9.5%
Council School District # 013	8,045.00	21,896.00	29,941.00	26,978.00	2,963.00	11.0%
Marsh Valley Joint School District # 021	28,593.00	28,659.00	57,252.00	50,962.00	6,290.00	12.3%
Pocatello School District # 025	217,305.00	96,458.00	313,763.00	290,322.00	23,441.00	8.1%
Bear Lake County School District # 033	27,844.00	28,338.00	56,182.00	50,280.00	5,902.00	11.7%
St. Maries Joint School District # 041	23,663.00	27,095.00	50,758.00	44,936.00	5,822.00	13.0%
Plummer / Worley Joint School District # 044	11,437.00	23,128.00	34,565.00	30,656.00	3,909.00	12.8%
Snake River School District # 052	36,244.00	32,187.00	68,431.00	61,912.00	6,519.00	10.5%
Blackfoot School District # 055	80,848.00	47,134.00	127,982.00	113,333.00	14,649.00	12.9%
Aberdeen School District # 058	17,195.00	25,576.00	42,771.00	39,398.00	3,373.00	8.6%
Firth School District # 059	18,220.00	25,460.00	43,680.00	40,246.00	3,434.00	8.5%
Shelley Joint School District # 060	39,715.00	33,502.00	73,217.00	65,622.00	7,595.00	11.6%
Blaine County School District # 061	0.00	40,892.00	40,892.00	92,878.00	-51,986.00	-56.0%
Garden Valley School District # 071	7,612.00	21,821.00	29,433.00	26,422.00	3,011.00	11.4%
Basin School District # 072	10,924.00	22,780.00	33,704.00	30,334.00	3,370.00	11.1%
Horseshoe Bend School District # 073	8,005.00	21,959.00	29,964.00	26,989.00	2,975.00	11.0%
West Bonner County School District # 083	32,020.00	29,889.00	61,909.00	54,789.00	7,120.00	13.0%
Lake Pend Oreille School District # 084	78,048.00	45,379.00	123,427.00	108,061.00	15,366.00	14.2%
Idaho Falls School District # 091	195,180.00	86,705.00	281,885.00	257,296.00	24,589.00	9.6%
Swan Valley Elementary School District # 092	0.00	11,852.00	11,852.00	12,640.00	-788.00	-6.2%
Bonneville Joint School District # 093	156,491.00	72,818.00	229,309.00	199,563.00	29,746.00	14.9%
Boundary County School District # 101	33,917.00	30,014.00	63,931.00	55,376.00	8,555.00	15.4%
Butte County Joint School District # 111	12,384.00	23,340.00	35,724.00	15,821.00	19,903.00	125.8%
Camas County School District # 121	5,167.00	21,136.00	26,303.00	23,689.00	2,614.00	11.0%
Nampa School District # 131	250,693.00	103,779.00	354,472.00	306,020.00	48,452.00	15.8%
Caldwell School District # 132	115,120.00	59,278.00	174,398.00	158,656.00	15,742.00	9.9%
Wilder School District # 133	10,648.00	23,011.00	33,659.00	30,991.00	2,668.00	8.6%
Middleton School District # 134	51,269.00	37,188.00	88,457.00	76,663.00	11,794.00	15.4%
Notus School District # 135	7,691.00	21,981.00	29,672.00	27,178.00	2,494.00	9.2%
Melba Joint School District # 136	15,223.00	24,492.00	39,715.00	36,284.00	3,431.00	9.5%
Parma School District # 137	21,612.00	26,688.00	48,300.00	43,391.00	4,909.00	11.3%
Vallivue School District # 139	96,348.00	50,876.00	147,224.00	123,459.00	23,765.00	19.2%
Grace Joint School District # 148	12,620.00	23,278.00	35,898.00	31,821.00	4,077.00	12.8%
North Gem School District # 149	5,837.00	21,251.00	27,088.00	24,202.00	2,886.00	11.9%
Soda Springs Joint School District # 150	19,640.00	26,274.00	45,914.00	42,731.00	3,183.00	7.4%
Cassia County Joint School District # 151	100,733.00	52,272.00	153,005.00	134,098.00	18,907.00	14.1%
Clark County Joint School District # 161	5,995.00	21,337.00	27,332.00	24,586.00	2,746.00	11.2%
Orofino Joint School District # 171	30,485.00	28,827.00	59,312.00	50,937.00	8,375.00	16.4%
Challis Joint School District # 181	12,187.00	22,974.00	35,161.00	31,118.00	4,043.00	13.0%
Mackay Joint School District # 182	6,192.00	21,392.00	27,584.00	25,073.00	2,511.00	10.0%
Prairie Elementary School District # 191	513.00	5,020.00	5,533.00	5,132.00	401.00	7.8%
Glenns Ferry Joint School District # 192	12,384.00	23,505.00	35,889.00	33,097.00	2,792.00	8.4%
Mountain Home School District # 193	75,327.00	46,282.00	121,609.00	115,838.00	5,771.00	5.0%
Preston Joint School District # 201	46,932.00	36,040.00	82,972.00	76,061.00	6,911.00	9.1%
West Side Joint School District # 202	13,055.00	23,792.00	36,847.00	32,959.00	3,888.00	11.8%
Fremont County Joint School District # 215	50,244.00	35,380.00	85,624.00	73,601.00	12,023.00	16.3%

Technology Grant
2005-2006 Estimated Distribution
(based on 2004-2005 data)

	Allocation of \$5,100,000 (estimate)	Allocation of \$4,050,000 (less \$160,000 ICTL adm exp)	Total 2005-2006 Distribution Analysis	2004-2005 Distribution	Amount Change	% Change
Emmett Independent School District # 221	57,975.00	39,151.00	97,126.00	87,414.00	9,712.00	11.1%
Gooding Joint School District # 231	27,212.00	28,514.00	55,726.00	49,275.00	6,451.00	13.1%
Wendell School District # 232	22,440.00	27,149.00	49,589.00	45,259.00	4,330.00	9.6%
Hagerman Joint School District # 233	10,648.00	22,684.00	33,332.00	29,515.00	3,817.00	12.9%
Bliss Joint School District # 234	5,561.00	21,243.00	26,804.00	24,398.00	2,406.00	9.9%
Grangeville Joint School District # 241	33,365.00	28,852.00	62,217.00	52,402.00	9,815.00	18.7%
Cottonwood Joint School District # 242	10,964.00	22,836.00	33,800.00	30,138.00	3,662.00	12.2%
Jefferson County Joint School District # 251	76,511.00	45,896.00	122,407.00	109,956.00	12,451.00	11.3%
Ririe Joint School District # 252	15,381.00	24,392.00	39,773.00	35,152.00	4,621.00	13.1%
West Jefferson School District # 253	15,775.00	24,395.00	40,170.00	35,595.00	4,575.00	12.9%
Jerome Joint School District # 261	61,405.00	40,756.00	102,161.00	90,074.00	12,087.00	13.4%
Valley School District # 262	14,592.00	24,254.00	38,846.00	34,226.00	4,620.00	13.5%
Coeur d' Alene School District # 271	189,816.00	83,076.00	272,892.00	232,419.00	40,473.00	17.4%
Lakeland School District # 272	84,200.00	48,062.00	132,262.00	115,112.00	17,150.00	14.9%
Post Falls School District # 273	97,571.00	52,522.00	150,093.00	130,952.00	19,141.00	14.6%
Kootenai Joint School District # 274	7,415.00	21,743.00	29,158.00	26,377.00	2,781.00	10.5%
Moscow School District # 281	45,039.00	35,712.00	80,751.00	74,185.00	6,566.00	8.9%
Genesee Joint School District # 282	8,519.00	22,017.00	30,536.00	27,522.00	3,014.00	11.0%
Kendrick Joint School District # 283	8,519.00	22,017.00	30,536.00	27,541.00	2,995.00	10.9%
Potlatch School District # 285	12,384.00	23,477.00	35,861.00	32,304.00	3,557.00	11.0%
Troy School District # 287	8,283.00	22,118.00	30,401.00	27,570.00	2,831.00	10.3%
Whitepine Joint School District # 288	7,493.00	21,636.00	29,129.00	26,027.00	3,102.00	11.9%
Salmon School District # 291	22,401.00	26,666.00	49,067.00	43,819.00	5,248.00	12.0%
South Lemhi School District # 292	4,851.00	19,686.00	24,537.00	22,680.00	1,857.00	8.2%
Nezperce Joint School District # 302	5,205.00	21,079.00	26,284.00	24,247.00	2,037.00	8.4%
Kamiah Joint School District # 304	11,752.00	23,393.00	35,145.00	31,732.00	3,413.00	10.8%
Highland Joint School District # 305	6,231.00	21,459.00	27,690.00	25,102.00	2,588.00	10.3%
Shoshone Joint School District # 312	12,225.00	23,435.00	35,660.00	31,218.00	4,442.00	14.2%
Dietrich School District # 314	5,443.00	21,063.00	26,506.00	24,081.00	2,425.00	10.1%
Richfield School District # 316	5,679.00	21,427.00	27,106.00	24,701.00	2,405.00	9.7%
Madison School District # 321	82,032.00	47,926.00	129,958.00	115,186.00	14,772.00	12.8%
Sugar-Salem Joint School District # 322	27,095.00	28,586.00	55,681.00	49,201.00	6,480.00	13.2%
Minidoka County Joint School District # 331	80,848.00	46,647.00	127,495.00	115,201.00	12,294.00	10.7%
Lewiston Independent School District # 340	97,057.00	52,612.00	149,669.00	134,152.00	15,517.00	11.6%
Lapwai School District # 341	11,989.00	23,324.00	35,313.00	32,076.00	3,237.00	10.1%
Culdesac Joint School District # 342	5,640.00	21,186.00	26,826.00	24,474.00	2,352.00	9.6%
Oneida County School District # 351	19,837.00	25,951.00	45,788.00	40,243.00	5,545.00	13.8%
Marsing Joint School District # 363	16,683.00	25,120.00	41,803.00	36,923.00	4,880.00	13.2%
Pleasant Valley Elem. School District # 364	592.00	5,168.00	5,760.00	5,535.00	225.00	4.1%
Bruneau-Grand View Jt. School District # 365	10,096.00	22,834.00	32,930.00	30,154.00	2,776.00	9.2%
Homedale Joint School District # 370	28,159.00	28,641.00	56,800.00	50,550.00	6,250.00	12.4%
Payette Joint School District # 371	36,007.00	31,582.00	67,589.00	61,589.00	6,000.00	9.7%
New Plymouth School District # 372	19,877.00	26,103.00	45,980.00	42,062.00	3,918.00	9.3%
Fruitland School District # 373	31,551.00	30,444.00	61,995.00	55,984.00	6,011.00	10.7%
American Falls Joint School District # 381	32,931.00	30,338.00	63,269.00	57,256.00	6,013.00	10.5%
Rockland School District # 382	5,245.00	20,965.00	26,210.00	23,474.00	2,736.00	11.7%
Arbon Elementary School District # 383	395.00	5,047.00	5,442.00	5,208.00	234.00	4.5%
Kellogg Joint School District # 391	29,303.00	29,073.00	58,376.00	52,233.00	6,143.00	11.8%
Mullan School District # 392	4,929.00	20,847.00	25,776.00	22,953.00	2,823.00	12.3%

Technology Grant
2005-2006 Estimated Distribution
(based on 2004-2005 data)

	Allocation of \$5,100,000 (estimate)	Allocation of \$4,050,000 (less \$160,000 ICTL adm exp)	Total 2005-2006 Distribution Analysis	2004-2005 Distribution	Amount Change	% Change
Wallace School District # 393	11,752.00	23,353.00	35,105.00	32,276.00	2,829.00	8.8%
Avery School District # 394	0.00	5,124.00	5,124.00	5,536.00	-412.00	-7.4%
Teton County School District # 401	28,987.00	29,217.00	58,204.00	51,557.00	6,647.00	12.9%
Twin Falls School District # 411	132,868.00	65,659.00	198,527.00	180,486.00	18,041.00	10.0%
Buhl Joint School District # 412	26,305.00	28,437.00	54,742.00	49,946.00	4,796.00	9.6%
Filer School District # 413	27,764.00	28,738.00	56,502.00	50,304.00	6,198.00	12.3%
Kimberly School District # 414	27,607.00	28,824.00	56,431.00	50,122.00	6,309.00	12.6%
Hansen School District # 415	9,387.00	22,592.00	31,979.00	28,970.00	3,009.00	10.4%
Three Creek Joint Elem. School District # 416	433.00	5,049.00	5,482.00	5,202.00	280.00	5.4%
Castleford Joint School District # 417	8,597.00	22,122.00	30,719.00	27,954.00	2,765.00	9.9%
Murtaugh Joint School District # 418	6,113.00	21,486.00	27,599.00	25,226.00	2,373.00	9.4%
McCall-Donnelly Joint School District # 421	0.00	26,475.00	26,475.00	41,664.00	-15,189.00	-36.5%
Cascade School District # 422	9,228.00	22,275.00	31,503.00	28,074.00	3,429.00	12.2%
Weiser School District # 431	33,917.00	30,880.00	64,797.00	57,401.00	7,396.00	12.9%
Cambridge Joint School District # 432	5,205.00	21,058.00	26,263.00	23,798.00	2,465.00	10.4%
Midvale School District # 433	4,732.00	20,824.00	25,556.00	22,869.00	2,687.00	11.7%
ANSER of Idaho, Inc.	5,443.00	1,937.00	7,380.00	3,392.00	3,988.00	117.6%
Hidden Springs Charter School	9,781.00	4,002.00	13,783.00	8,999.00	4,784.00	53.2%
Meridian Charter High School, Inc.	5,995.00	1,933.00	7,928.00	4,237.00	3,691.00	87.1%
North Star Charter School	5,521.00	2,638.00	8,159.00	6,311.00	1,848.00	29.3%
Meridian Medical Arts Charter School	6,231.00	1,665.00	7,896.00	3,007.00	4,889.00	162.6%
Pocatello Community Charter School	5,916.00	1,785.00	7,701.00	4,479.00	3,222.00	71.9%
Idaho Leadership Academy	4,891.00	1,317.00	6,208.00	4,271.00	1,937.00	45.4%
Blackfoot Charter Community Learning Center	2,288.00	772.00	3,060.00	1,592.00	1,468.00	92.2%
Sandpoint Charter School	4,299.00	1,341.00	5,640.00	3,544.00	2,096.00	59.1%
White Pine Charter School	6,035.00	2,591.00	8,626.00	4,843.00	3,783.00	78.1%
Idaho Arts Charter School	11,949.00	0.00	11,949.00	0.00	11,949.00	NA
Thomas Jefferson Charter School	5,995.00	2,386.00	8,381.00	0.00	8,381.00	NA
Coeur d' Alene Charter Academy	9,741.00	3,678.00	13,419.00	8,920.00	4,499.00	50.4%
Moscow Charter School	2,761.00	1,277.00	4,038.00	3,482.00	556.00	16.0%
Idaho Distance Education Academy	20,232.00	6,099.00	26,331.00	0.00	26,331.00	NA
Upper Carmen Charter School	709.00	0.00	709.00	0.00	709.00	NA
Victory Charter School	5,008.00	2,356.00	7,364.00	0.00	7,364.00	NA
Idaho Virtual Academy	45,827.00	16,917.00	62,744.00	56,667.00	6,077.00	10.7%
Richard McKenna Charter School	5,955.00	1,990.00	7,945.00	2,695.00	5,250.00	194.8%
Rolling Hills Charter School	4,496.00	0.00	4,496.00	0.00	4,496.00	NA
Compass Charter School	5,048.00	0.00	5,048.00	0.00	5,048.00	NA
Falcon Ridge Charter School	5,995.00	0.00	5,995.00	0.00	5,995.00	NA
Inspire Charter School	7,139.00	0.00	7,139.00	0.00	7,139.00	NA
Liberty Charter School	10,293.00	3,865.00	14,158.00	9,058.00	5,100.00	56.3%
ISDB	0.00	15,611.00	15,611.00	17,386.00	-1,775.00	-10.2%
Total	5,100,000.00	3,890,000.00	8,990,000.00	7,927,000.00	1,063,000.00	13.4%

C. SUBJECT:

Approval of Standards Policy Statements and Revisions of Current Curricular Standards

BACKGROUND:

Curricular standards in the areas of Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities have been included in the Administrative Rules of the State Board of Education. Over the past few years more emphasis has been placed on standards and the alignment of standards to the state assessment in order to meet the intent of the No Child Left Behind Act. One of the requirements of NCLB to verify alignment was to have an outside source evaluate the curricular standards to see if there was alignment between the standards and the assessment. HUMRRO was contracted by the Office of the State Board of Education to provide the outside evaluation of this alignment. Their report indicated that there was not a strong alignment between the standards and assessment. Recommendations included in the HUMRRO report indicated a need to establish policy standard statements for each curricular area by grade, and to revise the current curricular standards to show a progression of what students would be required to know and be able to do from one grade level to the next. The Office of the State Board contracted with Dr. Norman Webb to establish the process to be used in developing the standards policy statements as well as revising the curricular standards. The State Department of Education was asked by the State Board Office to provide leadership, through the content specialists, in bringing together groups of educators to develop the grade level policy standards statements and to reorganize and, where appropriate, revise the curricular standards that are currently in board rule. This work started the end of July and was finished the end of October 2005.

In addition to the reorganization and revision of the standards, it was recommended by the Technical Advisory Committee of the Board to rewrite the test blueprint for Reading, Language Usage, Math, and Science, to ensure federal compliance and alignment of standards and the ISAT. A new test blueprint would be required for the Spring 2006 assessment as well as for future assessments. The new test blueprint was used by NWEA in mid November to select the appropriate items for the spring ISAT in 2006. This process was completed under the guidance of Tom Fisher and the staffs from

the Office of the State Board of Education and the State Department of Education on October 31, 2005.

DISCUSSION:

Based on the outcomes of the studies and recommendations from OSBE consultants, it was necessary to reorganize and revise the standards and write new test blueprints in order to meet the federal requirements of NCLB. The policy standards demonstrate growth from year to year in each curricular area and the content standards more clearly define, to teachers and administrators, what students should know and be able to do. The test blueprint provides an understanding of how to cover the depth and breadth of the standards. The Board has approved a rule to remove the current standards as they are written from State Board rules. It was the intent of the Board, however, that the new reorganized/revised standard documents would be incorporated by reference. If approved, the State Department of Education will facilitate the negotiated rule making process to incorporate by reference the Idaho Achievement Standards. The process would include submitting the notice of intent to promulgate rules, scheduling input meetings throughout the state, development of a website to gather additional input, revisions to the standards documents based on input, submission of a temporary and proposed rule at the February Board meeting.

RECOMMENDATIONS:

The State Department of Education recommends approval to proceed with the negotiated rule making process that would incorporate by reference the Idaho Achievement Standards as reorganized and revised.

BOARD ACTION:

It was moved to approve/disapprove/table the proposal that the State Department of Education proceed with the negotiated rule making process to incorporate by reference the Idaho Achievement Standards as reorganized and revised. Moved by _____, seconded by _____, and carried

ATTACHMENTS:

1. Complete reorganization/ revisions of all curricular standards including the policy standards for each grade level K through high school.

**POLICY STATEMENTS
KINDERGARTEN
MATHEMATICS**

Standard 1: Number and Operation

Students in Kindergarten demonstrate knowledge of our numeration system by counting forward by ones to at least 31. Students show the verbal, symbolic, and physical representations of a number up to 10.

Standard 2: Concepts and Principles of Measurement

Students in Kindergarten use appropriate vocabulary.

Standard 3: Concepts and Language of Algebra and Functions

Students in Kindergarten compare sets of objects using the vocabulary words/phrases of less than, greater than, and same as. Students replicate and extend simple repeating patterns.

Standard 4: Concepts and Principles of Geometry

Students in Kindergarten recognize, name, compare, and sort the two- and three- dimensional shapes of triangles, squares, circles, cones, and cubes. Students apply appropriate vocabulary for position and size.

Standard 5: Data Analysis, Probability, and Statistics

Students in Kindergarten interpret information from real object graphs and simple pictographs.

**POLICY STATEMENTS
GRADE 1
MATHEMATICS**

Standard 1: Number and Operation

Students in 1st grade demonstrate knowledge of our numeration system by counting forward by ones and tens to 100 and by counting backward by ones from 20. Students read, write, compare, and order whole numbers to 100 and students identify place value through 99. Students identify each and state the value of pennies, nickels, and dimes. Students use objects, pictures, and symbols to add up to 10 and subtract from up to 9.

Standard 2: Concepts and Principles of Measurement

Students in 1st grade use non-standard tools and units for measuring time, length, volume, weight, and temperature.

Standard 3: Concepts and Language of Algebra and Functions

Students in 1st grade compare numbers to 99 using the vocabulary words/phrases of less than, greater than, equal to, more, less, same, fewer. Students draw a picture and/or write a number sentence given an addition word problem. Students describe and extend repeating patterns.

Standard 4: Concepts and Principles of Geometry

Students in 1st grade recognize, name, build, draw, and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, and cylinders.

Standard 5: Data Analysis, Probability, and Statistics

Students in 1st grade interpret information found in real object graphs and in pictographs to answer questions. Students gather and display data in graphs to answer a question.

POLICY STATEMENTS
GRADE 2
MATHEMATICS

Standard 1: Number and Operation

Students in 2nd grade demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100 and by counting forward and backward by ones from any given number less than 100. Students read, write, compare, and order whole numbers to 1,000 and students identify place value through 999. Students count the value of a collection of pennies, nickels, dimes, and quarters up to a dollar. Students use strategies for addition and subtraction combinations through 18 and students add whole numbers with and without regrouping through 99.

Standard 2: Concepts and Principles of Measurement

Students in 2nd grade measure time, length, weight and temperature using standard and non-standard units and tools. Students tell time using both digital and analog clocks to the quarter hour.

Standard 3: Concepts and Language of Algebra and Functions

Students in 2nd grade show the relationship between addition and subtraction and demonstrate reversal of operations. Students write a number sentence from an addition or subtraction problem-solving situation. Students use the commutative property of addition. Students translate a repeating pattern from one representation to another.

Standard 4: Concepts and Principles of Geometry

Students in 2nd grade, recognize, name, build, compare and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, cones, cubes, spheres, and cylinders. Students draw a line of symmetry.

Standard 5: Data Analysis, Probability, and Statistics

Students in 2nd grade interpret information found in simple tables, charts, and graphs. Students gather and display data in tables, charts and graphs in order to answer a question.

**POLICY STATEMENTS
GRADE 3
MATHEMATICS**

Standard 1: Number and Operation

Students in 3rd grade read, write, compare, and order whole numbers to 10,000 and identify place value through 9,999. Students count the value of a collection of bills and coins up to \$10.00. Students use concrete material to recognize and represent commonly used fractions. Students add and subtract whole numbers with and without regrouping through 999 and students recall basic addition and subtraction facts through 18. Students multiply whole numbers through 10×10 .

Standard 2: Concepts and Principles of Measurement

Students in 3rd grade select and use appropriate units and tools to make formal measurements of time, length, temperature, and perimeter in both systems. Students estimate measurements in real-world problems using standard units. Students tell time using digital and analog clocks using five-minute intervals.

Standard 3: Concepts and Language of Algebra and Functions

Students in 3rd grade write a multiplication problem vertically and horizontally. Students read and use the symbols of “<,” “>,” and “=” to express relationships with numbers through 9,999. Students use the commutative property of multiplication. Students extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition.

Standard 4: Concepts and Principles of Geometry

Students in 3rd grade identify, compare, and analyze attributes of two- and three- dimensional shapes, including right angles, squares, and 3-D shapes in environment, and students develop vocabulary to describe the attributes. Students identify vertical and horizontal lines of symmetry.

Standard 5: Data Analysis, Probability, and Statistics

Students in 3rd grade interpret information found in tables, bar graphs, and charts. Students collect, organize, and display data in tables, charts, or bar graphs in order to answer a question.

POLICY STATEMENTS
GRADE 4
MATHEMATICS

Standard 1: Number and Operation

Students in 4th grade read, write, compare, and order whole numbers to 1,000,000 and commonly used fractions with pictorial representations. Students identify and apply place value in whole numbers. Students add and subtract whole numbers, fractions with like denominators that do not require simplification, and decimals using money. Students recall multiplication facts through ten, multiply up to two-digit by two-digit whole numbers, and divide whole numbers by one-digit divisors. Students estimate to predict computation results and to evaluate the reasonableness of the answer.

Standard 2: Concepts and Principles of Measurement

Students in 4th grade select and use appropriate units and tools to make the formal measurements of time, length, temperature, weight, and capacity in both systems. Estimate measurement in real-world problems using standard units. Students convert units of length and time within the U. S. Customary system. Students tell time to the nearest minute using digital and analog clocks.

Standard 3: Concepts and Language of Algebra and Functions

Students in 4th grade write a division problem using a bracket ($\overline{)$, the division symbol (\div), and as a fraction. Students write a number sentence using simple geometric shapes or letters of the alphabet as symbols to represent an unknown number. Students read and use the symbols of “<,” “>,” and “=” to express relationships with numbers through 1,000,000. Students use the identity and zero properties of multiplication and solve missing factor equations. Students identify the rule for a pattern using whole numbers and addition and then extend the pattern.

Standard 4: Concepts and Principles of Geometry

Students in 4th grade identify, compare, and analyze attributes of two- and three- dimensional shapes, including parallel and intersecting perpendicular lines, and students develop vocabulary to describe the attributes. Students identify multiple lines of symmetry in two-dimensional shapes and students discuss perimeters of polygons, and areas and perimeters of rectangles and squares, using concrete objects. Students predict the results of sliding and flipping two-dimensional shapes.

Standard 5: Data Analysis, Probability, and Statistics

Students in 4th grade collect, order, and display data in appropriate notation in tables, charts, and graphs, including bar graphs, tally charts, and pictographs, in order to answer a question. Students determine a mode of a set of whole numbers.

POLICY STATEMENTS
GRADE 5
MATHEMATICS

Standard 1: Number and Operation

Students in 5th grade read, write, compare, and order whole numbers through billions and decimal numbers through thousandths. Students identify commonly used equivalent fractions. Students add and subtract fractions with like denominators without simplification and decimals through thousandths, including making change. Students recall basic multiplication and division facts up to 10's and students multiply and divide whole numbers. Students select and use an appropriate method of computation from mental math, paper and pencil, calculator or combination of the three and students estimate to predict computation results.

Standard 2: Concepts and Principles of Measurement

Students in 5th grade select and use appropriate units and tools to make formal measurements in both systems. Students measure perimeter and area in both systems. Students solve problems involving elapsed time, length, perimeter, and area and students convert units of length within each system.

Standard 3: Concepts and Language of Algebra and Functions

Students in 5th grade read and use symbols of "<," ">," and "=" to express relationships. Students solve missing factor problems. Students identify a rule for a pattern using whole numbers and students extend the pattern.

Standard 4: Concepts and Principles of Geometry

Students in 5th grade identify, compare and analyze attributes of polygons and polyhedra and develop vocabulary to describe the attributes. Students identify and label points, lines, line segments, rays, and angles. Students calculate the perimeter of polygons and the area of rectangles and squares. Students use ordered pairs to identify and plot points in the first quadrant on a coordinate grid.

Standard 5: Data Analysis, Probability, and Statistics

Students in 5th grade read and interpret tables, charts, bar graphs, and line graphs. Students collect, organize, and display the data with appropriate notation in tables, charts, bar graphs, and line graphs and students make predictions and decisions based on information.

POLICY STATEMENTS
GRADE 6
MATHEMATICS

Standard 1: Number and Operation

Students in 6th grade read, write, compare, and order whole numbers, fractions, and decimals. Students explain the use of fractions and decimals and their interrelationship. Students add, subtract, multiply, and divide whole numbers and decimals and students add and subtract fractions with unlike denominators and simplify as necessary. Students estimate to predict computation results.

Standard 2: Concepts and Principles of Measurement

Students in 6th grade select and use appropriate units and tools to make formal measurements in both systems. Students solve problems involving time, length, weight/mass, and temperature. Students convert unit of measurement within each system in one step problems. Students use given formulas for perimeter and area of triangles and parallelograms, including rectangles, rhombi, and squares, and circumference and area of circles.

Standard 3: Concepts and Language of Algebra and Functions

Students in 6th grade read and use symbols of “<,” “>,” and “=” to express relationships. Students evaluate simple algebraic expressions using substitution. Students extend simple patterns and state a rule that generates the pattern using whole numbers, decimals, fractions as inputs, and students use patterns and functions to represent and solve simple problems.

Standard 4: Concepts and Principles of Geometry

Students in 6th grade describe and classify relationships among types of one-, two- and three-dimensional geometric figures using their defining properties. Students identify congruence, similarities, and symmetry of shapes and students identify and plot points in the first quadrant on a coordinate plane.

Standard 5: Data Analysis, Probability, and Statistics

Students in 6th grade read and interpret tables, charts and graphs, including line graphs, bar graphs, frequency line or line plot, and circle graph. Students collect, organize, and display the data with appropriate notation in tables, charts, and graphs, including line graphs, bar graphs, and frequency line or line plot. Students find measures of central tendency – mean, median, and mode – with simple sets of data and students calculate the range of a set of data. Students predict, perform, and record results of simple probability experiments.

POLICY STATEMENTS
GRADE 7
MATHEMATICS

Standard 1: Number and Operation

Students in 7th grade read, write, compare, order, and place on a number line: rational numbers, including integers, fractions, and decimals, and absolute values. Students solve problems requiring the conversion between simple decimals, fractions, and percents. Students add, subtract, multiply, and divide whole numbers, fractions, and decimals and students evaluate numerical expressions using the order of operations with whole numbers and decimals. Students explain when estimation is appropriate and describe the usefulness of an estimate as opposed to an exact answer.

Standard 2: Concepts and Principles of Measurement

Students in 7th grade select and use appropriate units and tools to make formal measurements in both systems. Students solve problems involving length, volume, weight, mass, and temperature. Students apply given formulas for perimeter, circumference, and area of triangles, parallelograms, and circles, and volume of rectangular prisms. Students compare units and explain their relationship to one another and to real world applications.

Standard 3: Concepts and Language of Algebra and Functions

Students in 7th grade use variables in simple expressions and equations and students use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. Students use the order of operations in evaluating simple algebraic expressions and students solve one-step equations. Students extend patterns involving rational numbers and describe the rule that generates the pattern.

Standard 4: Concepts and Principles of Geometry

Students in 7th grade describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students draw and measure various angles and shapes using appropriate tools and students identify congruence, similarities, and line symmetry of shapes. Students identify and plot points on a coordinate plane.

Standard 5: Data Analysis, Probability, and Statistics

Students in the 7th grade read and interpret tables, charts, and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. Students collect, organize and display data with appropriate notation in tables, charts and graphs, including scatter plots, line graphs, line plots, bar graphs, and stem-and-leaf plots. Students determine the measures of central tendency – mean, median and mode – with sets of data and students predict, perform, and record results of simple probability experiments.

**POLICY STATEMENTS
GRADE 8
MATHEMATICS**

Standard 1: Number and Operation

Students in 8th grade read, write, compare, order, and place on a number line rational numbers, including integers, fractions, decimals, and percents, and absolute values. Students use rational numbers, including percents and ratios, and π (pi) to solve problems. Students convert between standard form, scientific notation, and exponential form. Students add, subtract, multiply, and divide rational numbers and students recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths. Students evaluate numerical expressions with rational numbers using the order of operations and students evaluate numerical expressions with whole number exponents. Students estimate to predict computation results.

Standard 2: Concepts and Principles of Measurement

Students in 8th grade select and use appropriate units and tools to make formal measurements in both systems. Students apply given formulas for perimeter, circumference, and area of polygons and circles, surface area of rectangular prisms, and volume of rectangular prisms and cylinders. Students solve problems involving time, length, volume, weight, mass, and temperature. Students use rates, proportions, ratios, and scales in problem solving situations.

Standard 3: Concepts and Language of Algebra and Functions

Students in 8th grade translate simple word statements and story problems into algebraic expressions and equations. Students use the order of operations in evaluating basic algebraic expressions and students solve one- and two-step equations and inequalities. Students represent a set of data in a table, as a graph, and as a mathematical relationship.

Standard 4: Concepts and Principles of Geometry

Students in 8th grade describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. Students identify and apply congruence, similarities, and line symmetry of shapes.

Standard 5: Data Analysis, Probability, and Statistics

Students in 8th grade analyze and interpret tables, charts and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, stem-and-leaf plots, and box-and-whisker plots. Students collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, line graphs, line plots, bar graphs, histograms, stem-and-leaf plots, and box-and-whisker plots. Students choose and calculate the appropriate measure of central tendency – mean, median, and mode. Students recognize equally likely outcomes and make predictions based on experimental and theoretical probabilities.

POLICY STATEMENTS
GRADE 9
MATHEMATICS

Standard 1: Number and Operation

Students in 9th grade deepen their understanding of real numbers by applying properties of rational numbers and exponents and by identifying exact and approximate roots without simplification. Students use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. Students use the proper order of operations and perform operations with rational numbers. Students apply number sense to everyday situations and judge reasonableness of answers.

Standard 2: Concepts and Principles of Measurement

Students in 9th grade formulate and use proportions, ratios, and scaling. Students apply concepts of rates and direct and indirect measurements. Students evaluate given measurement formulas for two- and three- dimensional objects.

Standard 3: Concepts and Language of Algebra and Functions

Students in 9th grade use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, rational numbers, and for solving multi-step, first-degree equations and inequalities. Students understand the concept and applications of functions and mathematical models. Given graphs, charts, ordered pairs, mappings, or equations, students determine whether a relation is a function. Students evaluate functions written in functional notation and, given a function, students identify domain and range.

Standard 4: Concepts and Principles of Geometry

Students in 9th grade represent linear relationships using tables, graphs, and mathematical symbols. Students interpret attributes of linear relationships such as slope, rate of change, and intercepts.

Standard 5: Data Analysis, Probability, and Statistics

Students in 9th grade interpret and use basic statistical concepts including mean, median, mode, range, and distribution of data, including outliers. Students make predictions and draw conclusions based on statistical measures and students make predictions based on randomness, chance, equally likely events, and probability. Students find probabilities based on dependent, independent, and compound events and students make predictions based on randomness, chance, equally likely events, and probability.

POLICY STATEMENTS
GRADE 10
MATHEMATICS

Standard 1: Number and Operation

Students in 10th grade deepen their understanding of real numbers by applying properties of rational numbers and exponents and by identifying exact and approximate roots without simplification. Students use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. Students use the proper order of operations and perform operations with rational numbers. Students apply number sense to everyday situations and judge reasonableness of answers.

Standard 2: Concepts and Principles of Measurement

Students in 10th grade, given relative formulas, determine length, distance, area, surface area, capacity, and weight, with appropriate unit labels. Students formulate and use proportions, ratios, and scaling. Students apply concepts of rates and direct and indirect measurements. Students evaluate given measurement formulas for two- and three- dimensional objects.

Standard 3: Concepts and Language of Algebra and Functions

Students in 10th grade use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, rational numbers, and for solving multi-step, first-degree equations and inequalities. Students understand the concept and applications of functions and mathematical models. Given graphs, charts, ordered pairs, mappings, or equations, students determine whether a relation is a function. Students evaluate functions written in functional notation and, given a function, students identify domain and range.

Standard 4: Concepts and Principles of Geometry

Students in 10th grade recognize congruency and similarity of two-dimensional figures. Students identify and use similarity as it relates to size variations in two- and three- dimensional objects. Given the Pythagorean Theorem, students calculate missing side lengths of right triangles without simplifying radicals. Students represent linear relationships using tables, graphs, and mathematical symbols. Students interpret attributes of linear relationships such as slope, rate of change, and intercepts. Students use logic to make and evaluate mathematical arguments.

Standard 5: Data Analysis, Probability, and Statistics

Students in 10th grade read, interpret, and use tables, charts, and graphs, including scatter plots, line graphs, box-and-whisker plots, and pie charts. Students interpret and use basic statistical concepts including mean, median, mode, range, and distribution of data, including outliers. Students make predictions and draw conclusions based on statistical measures and students make predictions based on randomness, chance, equally likely events, and probability. Students find probabilities based on dependent, independent, and compound events and students make predictions based on randomness, chance, equally likely events, and probability.

IDAHO ACHIEVEMENT STANDARDS

KINDERGARTEN

MATHEMATICS

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in Kindergarten demonstrate knowledge of our numeration system by counting forward by ones to at least 31. Students show the verbal, symbolic, and physical representations of a number up to 10.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.1.1** Demonstrate knowledge of our numeration system by counting forward by ones to at least 31. (257.01.a)
- 1.1.2** Show the verbal, symbolic, and physical representations of a number up to 10. (257.01.b)
- 1.1.3** Identify a penny as a value of money. (257.01.c)
- 1.1.4** Select strategies appropriate for solving a problem. (258.01.a)
- 1.1.5** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.2.1** Use concrete objects to illustrate the concepts of addition and subtraction. (257.02.a)
- 1.2.2** Use appropriate vocabulary. (257.02.b)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.3.1** Use estimation to identify a number of objects. (257.03.a)
- 1.3.2** Use estimation to evaluate the reasonableness of an answer. (257.03.b)
- 1.3.3** Use appropriate vocabulary. (257.03.c)

Standard 2: Concepts and Principles of Measurement

Students in Kindergarten use appropriate vocabulary.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.1.1** Apply estimation of measurement to real-world and content problems using actual measuring devices. (259.01.b)
- 2.1.2** Compare the lengths or sizes of objects (e.g. longer, shorter, larger, smaller).
- 2.1.3** Use appropriate vocabulary. (259.01.c)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in Kindergarten compare sets of objects using the vocabulary words/phrases of less than, greater than, and same as. Students replicate and extend simple repeating patterns.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.1.1** Compare sets of objects using vocabulary (less than, greater than, and same as). (260.01.a)
- 3.1.2** Use concrete objects to identify and show a solution to problems. (258.02.a)

Goal 3.2: Evaluate algebraic expressions.

No objectives at this grade level.

Goal 3.3: Solve algebraic equations and inequalities.

No objectives at this grade level.

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.4.1** Replicate and extend simple repeating patterns (e.g. ABAB). (263.01.a)
- 3.4.2** Use appropriate vocabulary. (263.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objectives at this grade level.

Goal 3.6: Apply functions to a variety of problems.

No objectives at this grade level.

Standard 4: Concepts and Principles of Geometry

Students in Kindergarten recognize, name, compare, and sort the two- and three- dimensional shapes of triangles, squares, circles, cones, and cubes. Students apply appropriate vocabulary for position and size.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.1.1** Recognize, name, compare, and sort two- and three- dimensional shapes (triangle, square, circle, cone, cube). [\(261.01.a\)](#)
- 4.1.2** Apply appropriate vocabulary for position and size (e.g. next to, under, over, behind). [\(261.01.d\)](#)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.3.1** Describe the location of an object relative to another (e.g. next to, under, over, behind).

Standard 5: Data Analysis, Probability, and Statistics

Students in Kindergarten interpret information from real object graphs and simple pictographs.

Goal 5.1: Understand data analysis.

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.1.1** Interpret information from real object graphs and simple pictographs. [\(262.01.a\)](#)
- 5.1.2** Use appropriate vocabulary. [\(262.01.b\)](#)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.2.1** Create a graph using real objects or pictorial representations. [\(262.02.a\)](#)

Goal 5.3: Apply simple statistical measurements.

No objectives at this grade level.

Goal 5.4: Understand basic concepts of probability.

No objectives at this grade level.

Goal 5.5: Make predictions or decisions based on data.

No objectives at this grade level.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
MATHEMATICS**

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 1st grade demonstrate knowledge of our numeration system by counting forward by ones and tens to 100 and by counting backward by ones from 20. Students read, write, compare, and order whole numbers to 100 and students identify place value through 99. Students identify each and state the value of pennies, nickels, and dimes. Students use objects, pictures, and symbols to add up to 10 and subtract from up to 9.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 1st Grade, the student will be able to:

- 1.1.1** Demonstrate knowledge of our numeration system by counting forward by ones and tens to 100 and by counting backward by ones from 20. (267.01.a)
- 1.1.2** Read, write, compare, and order whole numbers to 100. (267.01.b)
- 1.1.3** Identify place value through 99. (267.01.c)
- 1.1.4** Identify each and state the value of pennies, nickels, and dimes. (267.01.d)
- 1.1.5** Select strategies appropriate for solving a problem. (268.01.a)
- 1.1.6** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 1st Grade, the student will be able to:

- 1.2.1** Use objects, pictures, and symbols to add up to 10 and subtract from up to 9. (267.02.a)
- 1.2.2** Solve addition problems using objects, pictures, and symbols for sums up to 10. (268.01.a)
- 1.2.3** Solve subtraction problems using objects, pictures, and symbols from up to 9. (268.01.a)
- 1.2.4** Use appropriate vocabulary. (267.02.b)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 1st Grade, the student will be able to:

- 1.3.1** Estimate a quantity of objects when shown a set of 10. (267.03.a)
- 1.3.2** Estimate to evaluate the reasonableness of an answer. (267.03.c)
- 1.3.3** Use appropriate vocabulary. (267.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 1st grade use non-standard tools and units for measuring time, length, volume, weight, and temperature.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 1st Grade, the student will be able to:

- 2.1.1** Use non-standard tools and units for measuring time, length, volume, weight, and temperature. (269.01.a)
- 2.1.2** Estimate measurement using non-standard units. (269.01.b)
- 2.1.3** Tell time to the hour.
- 2.1.4** Use appropriate vocabulary. (269.01.d)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 1st grade compare numbers to 99 using the vocabulary words/phrases of less than, greater than, equal to, more, less, same, fewer. Students draw a picture and/or write a number sentence given an addition word problem. Students describe and extend repeating patterns.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 1st Grade, the student will be able to:

- 3.1.1** Write an addition problem in both vertical and horizontal form. (270.01.a)
- 3.1.2** Compare numbers to 99 using vocabulary (less than, greater than, equal to, more, less, same, fewer). (270.01.c)
- 3.1.3** Draw a picture and/or write a number sentence given an addition word problem. (270.01.b; 268.02.a)

Goal 3.2: Evaluate algebraic expressions.

No objectives at this grade level.

Goal 3.3: Solve algebraic equations and inequalities.

No objectives at this grade level.

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 1st Grade, the student will be able to:

- 3.4.1** Describe and extend a repeating pattern (e.g. ABACABAC). (273.01.a)
- 3.4.2** Use appropriate vocabulary. (273.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objectives at this grade level.

Goal 3.6: Apply functions to a variety of problems.

No objectives at this grade level.

Standard 4: Concepts and Principles of Geometry

Students in 1st grade recognize, name, build, draw, and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, and cylinders.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 1st Grade, the student will be able to:

- 4.1.1** Recognize, name, build, draw, and sort two- and three-dimensional shapes (triangle, square, circle, rectangle, cylinder). (271.01.a)
- 4.1.2** Sort and classify objects by more than one attribute. (273.01.b)
- 4.1.3** Use appropriate vocabulary. (271.01.d)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 1st Grade, the student will be able to:

- 4.3.1** Indicate whether a number is above or below a benchmark number (100 or less) on a number line.

Standard 5: Data Analysis, Probability, and Statistics

Students in 1st grade interpret information found in real object graphs and in pictographs to answer questions. Students gather and display data in graphs to answer a question.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 1st Grade, the student will be able to:

- 5.1.1** Interpret information found in real object graphs and in pictographs to answer questions. (272.01.a)
- 5.1.2** Use appropriate vocabulary. (272.01.b)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 1st Grade, the student will be able to:

- 5.2.1** Gather and display data in real object graphs and in pictographs to answer a question. (272.02.a)

Goal 5.3: Apply simple statistical measurements.

No objectives at this grade level.

Goal 5.4: Understand basic concepts of probability.

No objectives at this grade level.

Goal 5.5: Make predictions or decisions based on data.

No objectives at this grade level.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 2nd grade demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100 and by counting forward and backward by ones from any given number less than 100. Students read, write, compare, and order whole numbers to 1,000 and students identify place value through 999. Students count the value of a collection of pennies, nickels, dimes, and quarters up to a dollar. Students use strategies for addition and subtraction combinations through 18 and students add whole numbers with and without regrouping through 99.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 1.1.1** Demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100 and by counting forward and backward by ones from any given number less than 100. (277.01.a)
- 1.1.2** Read, write, compare, and order whole numbers to 1,000. (277.01.b)
- 1.1.3** Identify place value through 999. (277.01.c)
- 1.1.4** Count the value of a collection of pennies, nickels, dimes, and quarters up to \$1.00. (277.01.d)
- 1.1.5** Select strategies appropriate to solve a problem. (278.01.a)
- 1.1.6** Use appropriate vocabulary. (277.01.f)

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 1.2.1** Use strategies for addition and subtraction combinations through 18. (277.02.a)
- 1.2.2** Add whole numbers with and without regrouping through 99. (277.02.b)
- 1.2.3** Add a series of one-digit addends. (277.02.c)
- 1.2.4** Choose addition or subtraction to solve word problems and explain the choice. (278.01.b)
- 1.2.5** Use appropriate vocabulary. (277.02.e)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 1.3.1** Estimate to predict the sum of numbers through 99. (277.03.a)

- 1.3.2 Estimate to evaluate the reasonableness of the sum of numbers through 99. (277.03.b)
- 1.3.3 Use appropriate vocabulary. (277.03.c)

Standard 2: Concepts and Principles of Measurement

Students in 2nd grade measure time, length, weight and temperature using standard and non-standard units and tools. Students tell time using both digital and analog clocks to the quarter hour.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 2.1.1 Measure time, length, weight and temperature using standard and non-standard units and tools. (279.01.a)
- 2.1.2 Estimate length and time using standard units. (279.01.b)
- 2.1.3 Tell time using both digital and analog clocks to the quarter hour. (279.01.c)
- 2.1.4 Select the most appropriate unit to measure the time of a given situation (minutes, hours). (279.01.d)
- 2.1.5 Select a tool that can measure a given attribute (clock – time, ruler – length, balance – weight, thermometer – temperature).
- 2.1.6 Use appropriate vocabulary. (279.01.e)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 2nd grade show the relationship between addition and subtraction and demonstrate reversal of operations. Students write a number sentence from an addition or subtraction problem-solving situation. Students use the commutative property of addition. Students translate a repeating pattern from one representation to another.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 3.1.1 Write addition and subtraction problems vertically and horizontally. (280.01.a)
- 3.1.2 Compare numbers to 999 using the vocabulary words/phrases of less than, greater than, equal to. (280.01.c)
- 3.1.3 Show the relationship between addition and subtraction using fact families. (280.01.d)
- 3.1.4 Write a number sentence from an addition or subtraction problem-solving situation. (278.02.a)

Goal 3.2: Evaluate algebraic expressions.

No objectives at this grade level.

Goal 3.3: Solve algebraic equations and inequalities.

No objectives at this grade level.

Goal 3.4: Understand the concept of functions.**Objective(s): By the end of 2nd Grade, the student will be able to:**

- 3.4.1** Translate a repeating pattern from one representation to another (e.g. even, odd, even, odd translates to ABAB). [\(283.01.a\)](#)
- 3.4.2** Use appropriate vocabulary. [\(283.01.c\)](#)

Standard 4: Concepts and Principles of Geometry

Students in 2nd grade, recognize, name, build, compare and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, cones, cubes, spheres, and cylinders. Students draw a line of symmetry.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.**Objective(s): By the end of 2nd Grade, the student will be able to:**

- 4.1.1** Recognize, name, build, compare, and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, cones, cubes, spheres, and cylinders. [\(281.01.a\)](#)
- 4.1.2** Sort and classify objects by more than one attribute. [\(283.01.b\)](#)
- 4.1.3** Draw a line of symmetry. [\(281.01.b\)](#)
- 4.1.4** Use appropriate vocabulary. [\(281.01.d\)](#)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.**Objective(s): By the end of 2nd Grade, the student will be able to:**

- 4.3.1** Indicate whether a number is above or below a benchmark number of 1000 or less on a number line.

Standard 5: Data Analysis, Probability, and Statistics

Students in 2nd grade interpret information found in simple tables, charts, and graphs. Students gather and display data in tables, charts and graphs in order to answer a question.

Goal 5.1: Understand data analysis.**Objective(s): By the end of 2nd Grade, the student will be able to:**

- 5.1.1 Interpret information found in simple tables, charts, bar graphs, and pictographs. (282.01.a)
- 5.1.2 Use appropriate vocabulary. (282.01.b)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 5.2.1 Use tally marks to represent data.
- 5.2.2 Gather and display data in tables, charts and bar graphs in order to answer a question. (282.02.a)

Goal 5.3: Apply simple statistical measurements.

No objectives at this grade level.

Goal 5.4: Understand basic concepts of probability.

No objectives at this grade level.

Goal 5.5: Make predictions or decisions based on data.

No objectives at this grade level.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 3rd grade read, write, compare, and order whole numbers to 10,000 and identify place value through 9,999. Students count the value of a collection of bills and coins up to \$10.00. Students use concrete material to recognize and represent commonly used fractions. Students add and subtract whole numbers with and without regrouping through 999 and students recall basic addition and subtraction facts through 18. Students multiply whole numbers through 10 x 10.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 1.1.1** Read, write, compare, and order whole numbers to 10,000. (287.01.a)
- 1.1.2** Identify place value through 9,999. (287.01.b)
- 1.1.3** Count the value of a collection of bills and coins up to \$10.00. (287.01.c)
- 1.1.4** Use concrete material to recognize and represent commonly used fractions. (287.01.a)
- 1.1.5** Identify the word name of a common fraction when given a pictorial representation.
- 1.1.6** Select strategies appropriate to solve a problem. (288.01.a)
- 1.1.7** Use appropriate vocabulary. (287.01.f)

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 1.2.1** Recall basic addition and subtraction facts through 18. (287.02.b)
- 1.2.2** Add three addends with 1 and 2 digits. (287.02.c)
- 1.2.3** Add and subtract whole numbers with and without regrouping through 999. (287.02.a)
- 1.2.4** Multiply whole numbers through 10 x 10. (287.02.d)
- 1.2.5** Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (287.02.f)
- 1.2.6** Use appropriate operations to solve word problems and show or explain work. (288.01.b)
- 1.2.7** Use appropriate vocabulary. (287.02.g)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 1.3.1 Estimate to predict sums and differences. (287.03.a)
- 1.3.2 Use estimation to evaluate the reasonableness of a sum or difference. (287.03.b)
- 1.3.3 Use a 4-function calculator to solve complex grade-level problems. (288.03.a)
- 1.3.4 Use appropriate vocabulary. (287.03.c)

Standard 2: Concepts and Principles of Measurement

Students in 3rd grade select and use appropriate units and tools to make formal measurements of time, length, temperature, and perimeter in both systems. Students estimate measurements in real-world problems using standard units. Students tell time using digital and analog clocks using five-minute intervals.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 2.1.1 Select and use appropriate units and tools to make formal measurements of time, length, temperature, and perimeter in both systems. (289.01.a)
- 2.1.2 Estimate measurements in real-world problems using standard units. (289.01.b)
- 2.1.3 Identify relationships of length and time within the U.S. customary system and within the metric system. (289.01.c, 289.01.d)
- 2.1.4 Tell time using digital and analog clocks using five-minute intervals. (289.01.e)
- 2.1.5 Use appropriate vocabulary. (289.01.g)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 3rd grade write a multiplication problem vertically and horizontally. Students read and use the symbols of “<,” “>,” and “=” to express relationships with numbers through 9,999. Students use the commutative property of multiplication. Students extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 3.1.1 Write a multiplication problem vertically and horizontally. (290.01.a)
- 3.1.2 Write a number sentence using simple geometric shapes as symbols to represent an unknown number. (290.01.b)
- 3.1.3 Read and use symbols (<, >, =) to express relationships with numbers through 9,999. (290.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 3.2.1** Use the commutative property of multiplication. (290.02.a)
- 3.2.2** Solve multiplication problems using the commutative property (e.g. If $24 \times 38 = 912$, then what is 38×24 ?)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 3.3.1** Solve missing addends equations. (290.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 3.4.1** Extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition (e.g. add 3). (293.01.a)
- 3.4.2** Use appropriate vocabulary. (293.01.c)

Standard 4: Concepts and Principles of Geometry

Students in 3rd grade identify, compare, and analyze attributes of two- and three- dimensional shapes, including right angles, squares, and 3-D shapes in environment, and students develop vocabulary to describe the attributes. Students identify vertical and horizontal lines of symmetry.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 4.1.1** Identify, compare, and analyze attributes of two- and three- dimensional shapes, including right angle, square, and 3-D shapes in environment, and develop vocabulary to describe the attributes.
- 4.1.2** Identify vertical and horizontal lines of symmetry.
- 4.1.3** Discuss sliding and flipping of two-dimensional shapes.
- 4.1.4** Use appropriate vocabulary.

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 4.3.1** Identify the point of final destination given directions for movement on a positive number line.

Standard 5: Data Analysis, Probability, and Statistics

Students in 3rd grade interpret information found in tables, bar graphs, and charts. Students collect, organize, and display data in tables, charts, or bar graphs in order to answer a question.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 5.1.1** Interpret information found in tables, bar graphs, and charts. [\(292.01.a\)](#)
- 5.1.2** Use appropriate vocabulary. [\(292.01.c\)](#)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 5.2.1** Collect, organize, and display data in tables, charts, or bar graphs in order to answer a question. [\(292.02.a\)](#)

Goal 5.3: Apply simple statistical measurements.

No objectives at this grade level.

Goal 5.4: Understand basic concepts of probability.

No objectives at this grade level.

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 5.5.1** Make predictions based on information.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 4
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 4th grade read, write, compare, and order whole numbers to 1,000,000 and commonly used fractions with pictorial representations. Students identify and apply place value in whole numbers. Students add and subtract whole numbers, fractions with like denominators that do not require simplification, and decimals using money. Students recall multiplication facts through ten, multiply up to two-digit by two-digit whole numbers, and divide whole numbers by one-digit divisors. Students estimate to predict computation results and to evaluate the reasonableness of the answer.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 4th Grade, the student will be able to:

- 1.1.1** Read, write, compare, and order whole numbers to 1,000,000. (297.01.a)
- 1.1.2** Identify and apply place value in whole numbers. (297.01.b)
- 1.1.3** Count the value of a collection of bills and coins up to \$100.00. (297.01.c)
- 1.1.4** Read, write, compare, and order commonly used fractions with pictorial representations. (297.01.d)
- 1.1.5** Use decimal numbers with money. (297.01.e)
- 1.1.6** Select strategies appropriate for solving a problem. (298.01.a)
- 1.1.7** Use appropriate vocabulary. (297.01.f)

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 4th Grade, the student will be able to:

- 1.2.1** Add and subtract whole numbers. (297.02.a)
- 1.2.2** Multiply up to 2-digit by 2-digit whole numbers and divide whole numbers by 1-digit divisors. (297.02.b)
- 1.2.3** Add and subtract fractions with like denominators that do not require simplification. (297.02.c)
- 1.2.4** Add and subtract decimals using money. (297.02.d)
- 1.2.5** Recall multiplication facts through 10 x 10. (297.02.e)
- 1.2.6** Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (297.02.f)
- 1.2.7** Select and use appropriate operations to solve word problems and show or explain work. (298.01.b)
- 1.2.8** Use appropriate vocabulary. (297.02.g)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 4th Grade, the student will be able to:

- 1.3.1** Estimate to predict computation results and to evaluate the reasonableness of the answer. [\(297.03.a, 297.03.b\)](#)
- 1.3.2** Use a 4-function calculator to solve complex grade-level problems. [\(298.03.a\)](#)
- 1.3.3** Use appropriate vocabulary. [\(297.03.c\)](#)

Standard 2: Concepts and Principles of Measurement

Students in 4th grade select and use appropriate units and tools to make the formal measurements of time, length, temperature, weight, and capacity in both systems. Estimate measurement in real-world problems using standard units. Students convert units of length and time within the U. S. Customary system. Students tell time to the nearest minute using digital and analog clocks.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 4th Grade, the student will be able to:

- 2.1.1** Select and use appropriate units and tools to make the formal measurements of time, length, temperature, weight, and capacity in both systems. [\(299.01.a\)](#)
- 2.1.2** Estimate measurement in real-world problems using standard units. [\(299.01.b\)](#)
- 2.1.3** Recall length and capacity equivalences involving inches, feet, cups, pints, quarts, and gallons in the U.S. Customary system.
- 2.1.4** Convert units of length and time within the U. S. Customary system. [\(299.01.c\)](#)
- 2.1.5** Tell time to the nearest minute using digital and analog clocks. [\(299.01.e\)](#)
- 2.1.6** Solve real-world problems related to time. [\(299.01.f\)](#)
- 2.1.7** Use appropriate vocabulary. [\(299.01.g\)](#)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 4th grade write a division problem using a bracket ($\overline{\hspace{1cm}}$), the division symbol (\div), and as a fraction. Students write a number sentence using simple geometric shapes or letters of the alphabet as symbols to represent an unknown number. Students read and use the symbols of “<,” “>,” and “=” to express relationships with numbers through 1,000,000. Students use the identity and zero properties of multiplication and solve missing factor equations. Students identify the rule for a pattern using whole numbers and addition and then extend the pattern.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 4th Grade, the student will be able to:

- 3.1.1 Write a division problem using a bracket ($\overline{\hspace{1cm}}$), the division symbol (\div), and as a fraction. (300.01.a)
- 3.1.2 Write a number sentence using simple geometric shapes or letters of the alphabet as symbols to represent an unknown number. (300.01.b)
- 3.1.3 Read and use symbols of “ $<$,” “ $>$,” and “ $=$ ” to express relationships with numbers through 1,000,000. (300.01.c)
- 3.1.4 Write a fact family when given two factors.

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 4th Grade, the student will be able to:

- 3.2.1 Use the identity and zero properties of multiplication.

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 4th Grade, the student will be able to:

- 3.3.1 Solve missing factor equations. (300.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 4th Grade, the student will be able to:

- 3.4.1 Identify the rule (function) for a pattern using whole numbers and addition and then extend the pattern. (303.01.a)
- 3.4.2 Use appropriate vocabulary. (303.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objectives at this grade level.

Goal 3.6: Apply functions to a variety of problems.

No objectives at this grade level.

Standard 4: Concepts and Principles of Geometry

Students in 4th grade identify, compare, and analyze attributes of two- and three- dimensional shapes, including parallel and intersecting perpendicular lines, and students develop vocabulary to describe the attributes. Students identify multiple lines of symmetry in two-dimensional shapes and students discuss perimeters of polygons, and areas and perimeters of rectangles and squares, using concrete objects. Students predict the results of sliding and flipping two-dimensional shapes.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 4th Grade, the student will be able to:

- 4.1.1 Identify, compare, and analyze attributes of two- and three- dimensional shapes, including parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes. (301.01.a)

- 4.1.2 Identify multiple lines of symmetry in two-dimensional shapes.
- 4.1.3 Discuss perimeters of polygons, and areas and perimeters of rectangles and squares, using concrete objects. (301.01.c)
- 4.1.4 Predict the results of sliding and flipping two-dimensional shapes. (301.01.d)
- 4.1.5 Use appropriate vocabulary. (301.01.e)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 4th Grade, the student will be able to:

- 4.3.1 Use ordered pairs to identify the position of a point in the first quadrant on a coordinate grid.

Standard 5: Data Analysis, Probability, and Statistics

Students in 4th grade collect, order, and display data in appropriate notation in tables, charts, and graphs, including bar graphs, tally charts, and pictographs, in order to answer a question. Students determine a mode of a set of whole numbers.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 4th Grade, the student will be able to:

- 5.1.1 Read and interpret simple tables, charts, bar graphs, and line graphs. (302.01.a)
- 5.1.2 Use appropriate vocabulary. (302.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 4th Grade, the student will be able to:

- 5.2.1 Collect, order, and display data in tables and charts to answer a question. (302.02.a)
- 5.2.2 Display data in a bar graph using appropriate notation such as a title, axes labels, and reasonable scales. (302.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 4th Grade, the student will be able to:

- 5.3.1 Find the mode of a simple set of whole number data.

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 4th Grade, the student will be able to:

- 5.4.1 Predict the results of simple probability experiments using coins or spinners (e.g. 3 out of 6 choices). (302.04.a)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 4th Grade, the student will be able to:

5.5.1 Make predictions based on information. [\(298.01.c\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 5th grade read, write, compare, and order whole numbers through billions and decimal numbers through thousandths. Students identify commonly used equivalent fractions. Students add and subtract fractions with like denominators without simplification and decimals through thousandths, including making change. Students recall basic multiplication and division facts up to 10's and students multiply and divide whole numbers. Students select and use an appropriate method of computation from mental math, paper and pencil, calculator or combination of the three and students estimate to predict computation results.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 5th Grade, the student will be able to:

- 1.1.1** Read, write, compare, and order whole numbers through billions and decimal numbers through thousandths. (307.01.a)
- 1.1.2** Identify and apply place value in whole numbers and decimal numbers to thousandths. (307.01.b)
- 1.1.3** Identify commonly used equivalent fractions. (307.01.c)
- 1.1.4** Compare and order commonly used fractions using fraction benchmarks. (307.01.e)
- 1.1.5** Apply the number theory concepts of primes, composites, multiples, and factors. (307.01.f)
- 1.1.6** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 5th Grade, the student will be able to:

- 1.2.1** Multiply and divide whole numbers. (307.02.a)
- 1.2.2** Add and subtract fractions with like denominators without simplification. (307.02.b)
- 1.2.3** Add and subtract decimal numbers through thousandths, including making change. (307.02.c)
- 1.2.4** Recall basic multiplication and division facts up to 10's. (307.02.d)
- 1.2.5** Evaluate numerical expressions that include parentheses. (307.02.e)
- 1.2.6** Select and use an appropriate method of computation from mental math, paper and pencil, calculator or combination of the three. (307.02.f)
- 1.2.7** Use a variety of strategies to solve real life problems. (308.01.a)

1.2.8 Use appropriate vocabulary. (307.02.g)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 5th Grade, the student will be able to:

1.3.1 Estimate to predict computation results. (307.03.a)

1.3.2 Identify when an estimate is sufficient or when an exact answer is required. (307.03.b)

1.3.3 Explain why a given estimate is an overestimate or underestimate. (307.03.c)

1.3.4 Use appropriate vocabulary. (307.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 5th grade select and use appropriate units and tools to make formal measurements in both systems. Students measure perimeter and area in both systems. Students solve problems involving elapsed time, length, perimeter, and area and students convert units of length within each system.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 5th Grade, the student will be able to:

2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (309.01.a)

2.1.2 Estimate measurements in real-world problems using standard units. (309.01.b)

2.1.3 Measure perimeter and area in both systems. (309.01.c)

2.1.4 Solve problems involving elapsed time, length, perimeter, and area. (309.01.d)

2.1.5 Recall length, capacity, and mass equivalences in the metric system.

2.1.6 Convert units of length within each system. (309.01.e)

2.1.7 Use appropriate vocabulary. (309.01.g)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 5th grade read and use symbols of “<,” “>,” and “=” to express relationships. Students solve missing factor problems. Students identify a rule for a pattern using whole numbers and students extend the pattern.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.1.1 Formulate conjectures and discuss why Students must be or seem to be true. (308.02.c)
- 3.1.2 Translate simple word statements for addition and multiplication into numeric expressions. (310.01.b)
- 3.1.3 Read and use symbols of “<,” “>,” and “=” to express relationships. (310.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.2.1 Use the following properties as Students relate to addition and multiplication: commutative, associative, and distributive. (310.02.a)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.3.1 Solve missing factor problems. (310.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.4.1 Identify a rule for a pattern using whole numbers and extend the pattern. (313.01.a)
- 3.4.2 Use appropriate vocabulary. (313.01.d)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objectives at this grade level.

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.6.1 Use patterns to represent and solve simple problems. (313.02.a)

Standard 4: Concepts and Principles of Geometry

Students in 5th grade identify, compare and analyze attributes of polygons and polyhedra and develop vocabulary to describe the attributes. Students identify and label points, lines, line segments, rays, and angles. Students calculate the perimeter of polygons and the area of rectangles and squares. Students use ordered pairs to identify and plot points in the first quadrant on a coordinate grid.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 5th Grade, the student will be able to:

- 4.1.1 Identify, compare and analyze attributes of polygons and polyhedra and develop vocabulary to describe the attributes. (311.01.a)
- 4.1.2 Identify and label points, lines, line segments, rays, and angles. (311.01.b)
- 4.1.3 Classify angles without formal measures as acute right, obtuse, and/or straight.

- 4.1.4 Calculate the perimeter of polygons and the area of rectangles and squares. (311.01.d)
- 4.1.5 Discuss and predict the results of sliding, flipping, and turning two-dimensional shapes. (311.01.e)
- 4.1.6 Use appropriate vocabulary. (311.01.f)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 5th Grade, the student will be able to:

- 4.3.1 Use ordered pairs to identify and plot points in the first quadrant on a coordinate grid. (311.02.a)

Standard 5: Data Analysis, Probability, and Statistics

Students in 5th grade read and interpret tables, charts, bar graphs, and line graphs. Students collect, organize, and display the data with appropriate notation in tables, charts, bar graphs, and line graphs and students make predictions and decisions based on information.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 5th Grade, the student will be able to:

- 5.1.1 Read and interpret tables, charts, bar graphs, and line graphs. (312.01.a)
- 5.1.2 Use appropriate vocabulary. (312.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 5th Grade, the student will be able to:

- 5.2.1 Collect, organize, and display the data with appropriate notation in tables, charts, bar graphs, and line graphs. (312.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 5th Grade, the student will be able to:

- 5.3.1 Find measures of central tendency - median and mode - with simple sets of data using whole numbers. (312.03.a)
- 5.3.2 Find the range of a set of data using whole numbers. (312.03.b)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 5th Grade, the student will be able to:

- 5.4.1 Predict, perform, and record results of simple probability experiments using fraction notation. (312.04.a)
- 5.4.2 Use the language of probability. (312.04.b)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 5th Grade, the student will be able to:

5.5.1 Make predictions and decisions based on information. [\(308.01.c\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 6
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 6th grade read, write, compare, and order whole numbers, fractions, and decimals. Students explain the use of fractions and decimals and their interrelationship. Students add, subtract, multiply, and divide whole numbers and decimals and students add and subtract fractions with unlike denominators and simplify as necessary. Students estimate to predict computation results.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 6th Grade, the student will be able to:

- 1.1.1** Read, write, compare, and order whole numbers, fractions, and decimals. [\(317.01.a\)](#)
- 1.1.2** Explain the use of fractions and decimals and their interrelationship. [\(317.01.b\)](#)
- 1.1.3** Convert between decimals and fractions. [\(317.01.b\)](#)
- 1.1.4** Compare magnitudes and relative magnitudes of real numbers, including whole numbers, fractions, and decimals. [\(317.01.d\)](#)
- 1.1.5** Apply number theory concepts (prime, composite, prime factorization) and identify common factors, common multiples. [\(317.01.e\)](#)
- 1.1.6** Describe the use of integers in real-world situations. [\(317.01.f\)](#)
- 1.1.7** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 6th Grade, the student will be able to:

- 1.2.1** Add, subtract, multiply, and divide whole numbers and decimals. [\(317.02.a, 317.02.b\)](#)
- 1.2.2** Add and subtract fractions with unlike denominators and simplify as necessary. [\(317.02.c\)](#)
- 1.2.3** Recall basic multiplication and division facts from 12 x 12 Times Table. [\(317.02.d\)](#)
- 1.2.4** Evaluate numerical expressions with whole numbers using the order of operations (excluding exponents). [\(317.02.e\)](#)
- 1.2.5** Multiply and divide simple fractions. [\(317.02.g\)](#)
- 1.2.6** Select and use an appropriate method of computation from mental math, paper and pencil, calculator or combination of the three. [\(317.02.h\)](#)
- 1.2.7** Use a variety of strategies to solve real life problems. [\(318.01.a\)](#)

- 1.2.8 Solve problems using the 4-step process of problem solving (explore, plan, solve, and examine). (318.01.b)
- 1.2.9 Use appropriate vocabulary and notations. (317.02.i)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 6th Grade, the student will be able to:

- 1.3.1 Estimate to predict computation results. (317.03.a)
- 1.3.2 Explain when estimation is appropriate. (317.03.b)
- 1.3.3 Identify whether a given estimate is an overestimate or underestimate. (317.03.c)
- 1.3.4 Formulate conjectures and discuss why Students must be or seem to be true. (318.02.c)
- 1.3.5 Use appropriate vocabulary. (317.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 6th grade select and use appropriate units and tools to make formal measurements in both systems. Students solve problems involving time, length, weight/mass, and temperature. Students convert unit of measurement within each system in one step problems. Students use given formulas for perimeter and area of triangles and parallelograms, including rectangles, rhombi, and squares, and circumference and area of circles.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 6th Grade, the student will be able to:

- 2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (319.01.a)
- 2.1.2 Apply estimation of measurement to real-world and content problems using actual measuring devices. (319.01.b)
- 2.1.3 Explain the differences between perimeter and area. (319.01.c)
- 2.1.4 Solve problems involving time, length, weight/mass, and temperature. (319.01.d)
- 2.1.5 Convert unit of measurement within each system in one-step problems (e.g. quarts to gallons and gallons to quarts). (319.01.e)
- 2.1.6 Apply understanding of relationships to solve real-world problems related to elapsed time. (319.01.f)
- 2.1.7 Use given formulas for perimeter and area of triangles and parallelograms, including rectangles, rhombi, and squares, and circumference and area of circles. (321.01.e)
- 2.1.8 Use appropriate vocabulary and notations. (319.01.g)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 6th Grade, the student will be able to:

- 2.2.1 Identify and write ratios and scales. (319.03.a)

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 6th grade read and use symbols of “<,” “>,” and “=” to express relationships. Students evaluate simple algebraic expressions using substitution. Students extend simple patterns and state a rule that generates the pattern using whole numbers, decimals, fractions as inputs, and students use patterns and functions to represent and solve simple problems.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.1.1** Discuss the meaning and use of variables in simple expressions and equations. (320.01.a)
- 3.1.2** Translate simple word statements into algebraic equations. (320.01.b)
- 3.1.3** Read and use symbols of “<,” “>,” and “=” to express relationships. (320.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.2.1** Use the following properties in evaluating numerical expressions: commutative, associative, identity, zero, inverse, and distributive. (320.02.a)
- 3.2.2** Evaluate simple algebraic expressions using substitution.

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.3.1** Solve one-step equations with whole numbers. (320.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.4.1** Extend simple patterns and state a rule (function) that generates the pattern using whole numbers, decimals, and fractions as inputs. (323.01.a)
- 3.4.2** Describe and extend patterns by using manipulatives and pictorial representations. (323.01.b)
- 3.4.3** Use mathematical models to show change in real context. (323.01.c)
- 3.4.4** Use appropriate vocabulary. (323.01.d)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objective at this grade level.

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.6.1** Use patterns and functions to represent and solve simple problems.

Standard 4: Concepts and Principles of Geometry

Students in 6th grade describe and classify relationships among types of one-, two- and three-dimensional geometric figures using their defining properties. Students identify congruence, similarities, and symmetry of shapes and students identify and plot points in the first quadrant on a coordinate plane.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 6th Grade, the student will be able to:

- 4.1.1** Describe and classify relationships among types of one-, two- and three-dimensional geometric figures using their defining properties. (321.01.a)
- 4.1.2** Draw and measure various angles and shapes using appropriate tools. (321.01.b)
- 4.1.3** Apply fundamental concepts, properties, and relationships among points, lines, angles, and shapes. (321.01.c)
- 4.1.4** Identify congruence, similarities, and symmetry of shapes. (321.01.d)
- 4.1.5** Discuss the relationship between two- and three-dimensional objects. (321.01.f)
- 4.1.6** Describe reflections, translations, and rotations on various shapes. (321.01.g)
- 4.1.7** Use appropriate vocabulary and notations. (323.01.h)

Goal 4.2: Apply the geometry of right triangles.

No objective at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 6th Grade, the student will be able to:

- 4.3.1** Identify and plot points in the first quadrant on a coordinate plane. (321.02.a)

Standard 5: Data Analysis, Probability, and Statistics

Students in 6th grade read and interpret tables, charts and graphs, including line graphs, bar graphs, frequency line or line plot, and circle graph. Students collect, organize, and display the data with appropriate notation in tables, charts, and graphs, including line graphs, bar graphs, and frequency line or line plot. Students find measures of central tendency – mean, median, and mode – with simple sets of data and students calculate the range of a set of data. Students predict, perform, and record results of simple probability experiments.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.1.1** Read and interpret tables, charts and graphs, including line graphs, bar graphs, frequency line or line plot, and circle graph. (322.01.a)
- 5.1.2** Explain and justify stated conclusions drawn from tables, charts, and graphs. (322.01.b)
- 5.1.3** Use appropriate vocabulary and notations. (322.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.2.1** Collect, organize, and display the data with appropriate notation in tables, charts, and graphs, including line graphs, bar graphs, and frequency lines or line plots. [\(322.02.a\)](#)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.3.1** Find measures of central tendency – mean, median, and mode – with simple sets of data. [\(322.03.a\)](#)
- 5.3.2** Calculate the range of a set of data. [\(322.03.b\)](#)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.4.1** Predict, perform, and record results of simple probability experiments. [\(322.04.a\)](#)
- 5.4.2** Use the language of probability. [\(322.04.b\)](#)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.5.1** Make predictions based on information. [\(318.01.c\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 7th grade read, write, compare, order, and place on a number line: rational numbers, including integers, fractions, and decimals, and absolute values. Students solve problems requiring the conversion between simple decimals, fractions, and percents. Students add, subtract, multiply, and divide whole numbers, fractions, and decimals and students evaluate numerical expressions using the order of operations with whole numbers and decimals. Students explain when estimation is appropriate and describe the usefulness of an estimate as opposed to an exact answer.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.1.1** Read, write, compare, order, and place on a number line: rational numbers, including integers, fractions, and decimals, and absolute values. (327.01.a)
- 1.1.2** Solve problems requiring the conversion between simple decimals, fractions (ratios), and percents. (327.01.b)
- 1.1.3** Compare magnitudes and relative magnitudes of real numbers, including integers, fractions, and decimals. (327.01.c)
- 1.1.4** Apply the number theory concepts of primes, composites, and prime factorization and find the Lowest Common Multiple (LCM) and the Greatest Common Factor (GCF). (327.01.d)
- 1.1.5** Locate the position of rational numbers on a number line. (327.01.e)
- 1.1.6** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.2.1** Add, subtract, multiply, and divide whole, numbers, fractions and decimals. (327.02.a)
- 1.2.2** Evaluate numerical expressions using the order of operations with whole numbers and decimals. (327.02.b)
- 1.2.3** Rewrite multiple factors using exponents. (327.02.c)
- 1.2.4** Add integers. (327.02.d)
- 1.2.5** Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (327.02.e)

- 1.2.6 Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations. (328.01.a)
- 1.2.7 Recognize pertinent information for problem solving. (328.01.b)
- 1.2.8 Use appropriate vocabulary and notations. (327.02.f)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.3.1 Use estimation to predict computation results. (327.03.a)
- 1.3.2 Explain when estimation is appropriate and describe the usefulness of an estimate as opposed to an exact answer. (327.03.b)
- 1.3.3 Identify whether a given estimate is an overestimate or underestimate. (327.03.c)
- 1.3.4 Formulate conjectures and discuss why Students must be or seem to be true. (328.02.c)
- 1.3.5 Use appropriate vocabulary and notations. (327.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 7th grade select and use appropriate units and tools to make formal measurements in both systems. Students solve problems involving length, volume, weight, mass, and temperature. Students apply given formulas for perimeter, circumference, and area of triangles, parallelograms, and circles, and volume of rectangular prisms. Students compare units and explain their relationship to one another and to real world applications.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 7th Grade, the student will be able to:

- 2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (329.01.a)
- 2.1.2 Apply estimation of measurement to real-world and content problems using actual measuring devices. (329.01.b)
- 2.1.3 Explain the differences between perimeter, area, and volume (capacity) and their measures within both systems. (329.01.c)
- 2.1.4 Solve problems involving length, volume (capacity), weight, mass, and temperature. (329.01.d)
- 2.1.5 Convert unit of measurement within each system. (329.01.e)
- 2.1.6 Apply given formulas for perimeter, circumference, and area of triangles, parallelograms, and circles, and volume of rectangular prisms. (331.01.e)
- 2.1.7 Use appropriate vocabulary and notations. (329.01.f)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 7th Grade, the student will be able to:

- 2.2.1 Explain rates and their relationship to ratios. (329.02.a)
- 2.2.2 Reduce rates to unit rates.
- 2.2.3 Use proportions to solve problems. (329.03.a)

Goal 2.3: Apply dimensional analysis.

Objective(s): By the end of 7th Grade, the student will be able to:

- 2.3.1** Compare units and explain their relationship to one another and to real world applications. (329.04.a)

Standard 3: Concepts and Language of Algebra and Functions

Students in 7th grade use variables in simple expressions and equations and students use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. Students use the order of operations in evaluating simple algebraic expressions and students solve one-step equations. Students extend patterns involving rational numbers and describe the rule that generates the pattern.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.1.1** Use variables in simple expressions and equations. (330.01.a)
- 3.1.2** Translate simple word statements into algebraic expressions and equations. (330.01.b)
- 3.1.3** Use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. (330.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.2.1** Evaluate simple numeric and algebraic expressions using commutative, association, identity, zero, inverse, distributive, and substitution properties. (330.02.a)
- 3.2.2** Use the order of operations in evaluating simple algebraic expressions. (330.02.b)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.3.1** Solve one-step equations. (330.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.4.1** Extend patterns involving rational numbers and describe the rule that generates the pattern. (333.01.a)
- 3.4.2** Explain how a change in one quantity results in a change in another. (333.01.b)
- 3.4.3** Use appropriate vocabulary and notations. (333.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.5.1** Represent a simple set of data in a table, as a graph, and as a mathematical relationship. (333.02.a)

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.6.1** Use patterns and functions to represent and solve problems. [\(333.03.a\)](#)

Standard 4: Concepts and Principles of Geometry

Students in 7th grade describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students draw and measure various angles and shapes using appropriate tools and students identify congruence, similarities, and line symmetry of shapes. Students identify and plot points on a coordinate plane.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 7th Grade, the student will be able to:

- 4.1.1** Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. [\(331.01.a\)](#)
- 4.1.2** Draw and measure various angles and shapes using appropriate tools. [\(331.01.b\)](#)
- 4.1.3** Apply fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. [\(331.01.c\)](#)
- 4.1.4** Identify congruence, similarities, and line symmetry of shapes. [\(331.01.d\)](#)
- 4.1.5** Describe the concept of surface area and volume (capacity). [\(331.01.f\)](#)
- 4.1.6** Explain and model the effects of reflections, translations, and rotations on various shapes. [\(331.01.g\)](#)
- 4.1.7** Use appropriate vocabulary and notations. [\(331.01.h\)](#)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 7th Grade, the student will be able to:

- 4.3.1** Identify and plot points on a coordinate plane.

Standard 5: Data Analysis, Probability, and Statistics

Students in the 7th grade read and interpret tables, charts, and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. Students collect, organize and display data with appropriate notation in tables, charts and graphs, including scatter plots, line graphs, line plots, bar graphs, and stem-and-leaf plots. Students determine the measures of central tendency – mean, median and mode – with sets of data and students predict, perform, and record results of simple probability experiments.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.1.1** Read and interpret tables, charts, and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. [\(332.01.a\)](#)

- 5.1.2 Explain conclusions drawn from tables, charts, and graphs. (332.01.b)
- 5.1.3 Use appropriate vocabulary and notations. (332.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.2.1 Collect, organize and display data with appropriate notation in tables, charts and graphs, including scatter plots, line graphs, line plots, bar graphs, and stem-and-leaf plots. (332.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.3.1 Determine the measures of central tendency – mean, median and mode – with sets of data. (332.03.a)
- 5.3.2 Discuss distribution of data, including range, frequency, gaps, and clusters. (332.03.b)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.4.1 Predict, perform, and record results of simple probability experiments. (332.04.a)
- 5.4.2 Recognize equally likely outcomes. (332.04.c)
- 5.4.3 Explain that probability ranges from impossible to certain (0% to 100%).
- 5.4.4 Use the language of probability. (332.04.b)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.5.1 Make predictions based on simple theoretical probabilities. (332.05.a)
- 5.5.2 Use appropriate vocabulary and notations. (332.05.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 8
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 8th grade read, write, compare, order, and place on a number line rational numbers, including integers, fractions, decimals, and percents, and absolute values. Students use rational numbers, including percents and ratios, and π (pi) to solve problems. Students convert between standard form, scientific notation, and exponential form. Students add, subtract, multiply, and divide rational numbers and students recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths. Students evaluate numerical expressions with rational numbers using the order of operations and students evaluate numerical expressions with whole number exponents. Students estimate to predict computation results.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 8th Grade, the student will be able to:

- 1.1.1** Read, write, compare, order, and place on a number line rational numbers, including integers, fractions, decimals, and percents, and absolute values. (337.01.a)
- 1.1.2** Use rational numbers, including percents and ratios, and π (pi) to solve problems. (337.01.b)
- 1.1.3** Convert between standard form, scientific notation, and exponential form. (337.01.c)
- 1.1.4** Apply number theory concepts (primes, composites, prime factorization, LCM, GCF). (337.01.d)
- 1.1.5** Locate the position of real numbers on a number line. (337.01.e)
- 1.1.6** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 8th Grade, the student will be able to:

- 1.2.1** Add, subtract, multiply, and divide rational numbers. (337.02.a)
- 1.2.2** Recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths. (337.02.b)
- 1.2.3** Evaluate numerical expressions with rational numbers using the order of operations. (337.02.c)
- 1.2.4** Evaluate numerical expressions with whole number exponents. (337.02.d)
- 1.2.5** Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (337.02.e)

- 1.2.6 Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations. (338.01.a)
- 1.2.7 Recognize pertinent information for problem solving. (338.01.b)
- 1.2.8 Use appropriate vocabulary and notations. (337.02.f)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 8th Grade, the student will be able to:

- 1.3.1 Estimate to predict computation results. (337.03.a)
- 1.3.2 Identify when estimation is appropriate and apply to problem solving situations. (337.03.b)
- 1.3.3 Identify whether a given estimate is an overestimate or underestimate. (337.03.c)
- 1.3.4 Formulate conjectures and justify (short of formal proof) why Students must be or seem to be true. (338.02.c)
- 1.3.5 Use appropriate vocabulary and notations. (337.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 8th grade select and use appropriate units and tools to make formal measurements in both systems. Students apply given formulas for perimeter, circumference, and area of polygons and circles, surface area of rectangular prisms, and volume of rectangular prisms and cylinders. Students solve problems involving time, length, volume, weight, mass, and temperature. Students use rates, proportions, ratios, and scales in problem solving situations.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 8th Grade, the student will be able to:

- 2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (339.01.a)
- 2.1.2 Apply estimation of measurement to real-world and content problems using actual measuring devices. (339.01.b)
- 2.1.3 Compare the differences and relationships among measures of perimeter, area, and volume (capacity) within both systems. (339.01.c)
- 2.1.4 Apply given formulas for perimeter, circumference, and area of polygons and circles, surface area of rectangular prisms, and volume of rectangular prisms and cylinders. (341.01.e)
- 2.1.5 Solve problems involving time, length, volume (capacity), weight, mass, and temperature. (339.01.d)
- 2.1.6 Convert unit of measurement within each system in problem solving situations. (339.01.e)
- 2.1.7 Use appropriate vocabulary and notations. (339.01.f)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 8th Grade, the student will be able to:

- 2.2.1 Use rates, proportions, ratios, and scales in problem solving situations. (339.03.a)

Goal 2.3: Apply dimensional analysis.

Objective(s): By the end of 8th Grade, the student will be able to:

- 2.3.1** Compare units and explain their relationship to one another and to real world applications. (339.04.a)

Standard 3: Concepts and Language of Algebra and Functions

Students in 8th grade translate simple word statements and story problems into algebraic expressions and equations. Students use the order of operations in evaluating basic algebraic expressions and students solve one- and two-step equations and inequalities. Students represent a set of data in a table, as a graph, and as a mathematical relationship.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.1.1** Use variables in expressions, equations, and inequalities. (340.01.a)
- 3.1.2** Translate simple word statements and story problems into algebraic expressions and equations. (340.01.b)
- 3.1.3** Use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. (340.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.2.1** Identify and use the following properties in evaluating algebraic expressions: commutative, associative, identity, zero, inverse, distributive and substitution. (340.02.a)
- 3.2.2** Use the order of operations in evaluating basic algebraic expressions. (340.02.b)
- 3.2.3** Simplify algebraic expressions. (340.02.c)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.3.1** Solve one- and two-step equations and inequalities. (340.03.a)
- 3.3.2** Match graphical representations with simple linear equations. (340.03.b)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.4.1** Extend patterns and identify a rule (function) that generates the pattern using rational numbers. (343.01.a)
- 3.4.2** Use relationships to explain how a change in one quantity may result in a change in another, and identify it as a positive, negative, or no relation. (343.01.b)
- 3.4.3** Use appropriate vocabulary and notations. (343.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.5.1** Represent a set of data in a table, as a graph, and as a mathematical relationship. (343.02.a)

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.6.1** Use patterns and functions to represent and solve problems. (343.03.a)

Standard 4: Concepts and Principles of Geometry

Students in 8th grade describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. Students identify and apply congruence, similarities, and line symmetry of shapes.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 8th Grade, the student will be able to:

- 4.1.1** Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. (341.01.a)
- 4.1.2** Draw and measure various angles and shapes using appropriate tools. (341.01.b)
- 4.1.3** Apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. (341.01.c)
- 4.1.4** Identify and apply congruence, similarities, and line symmetry of shapes. (341.01.d)
- 4.1.5** Explain the concept of surface area and volume (capacity). (341.01.f)
- 4.1.6** Identify and model the effects of reflections, translations, rotations, and scaling on various shapes. (341.01.g)
- 4.1.7** Use appropriate vocabulary and notations. (341.01.h)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 8th Grade, the student will be able to:

- 4.3.1** Identify and plot points on a coordinate plane. (341.03.a)

Standard 5: Data Analysis, Probability, and Statistics

Students in 8th grade analyze and interpret tables, charts and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, stem-and-leaf plots, and box-and-whisker plots. Students collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, line graphs, line plots, bar graphs, histograms, stem-and-leaf plots, and box-and-whisker plots. Students choose and calculate the appropriate measure of central tendency – mean, median, and mode. Students recognize equally likely outcomes and make predictions based on experimental and theoretical probabilities.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.1.1** Analyze and interpret tables, charts and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, stem-and-leaf plots, and box-and-whisker plots. (342.01.a)
- 5.1.2** Explain and justify conclusions drawn from tables, charts, and graphs. (342.01.b)
- 5.1.3** Use appropriate vocabulary and notations. (342.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.2.1** Collect, collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, line graphs, line plots, bar graphs, histograms, stem-and-leaf plots, and box-and-whisker plots. (342.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.3.1** Choose and calculate the appropriate measure of central tendency – mean, median, and mode. (342.03.a)
- 5.3.2** Explain the significance of distribution of data, including range, frequency, gaps, and clusters. (342.03.b)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.4.1** Model situations of probability using simulations. (342.04.a)
- 5.4.2** Recognize equally likely outcomes. (342.01.c)
- 5.4.3** Explain that probability ranges from 0% to 100% and identify a situation as having high or low probability.
- 5.4.4** Use the language of probability. (342.04.b)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.5.1** Make predictions based on experimental and theoretical probabilities. (342.05.a)
- 5.5.2** Conduct statistical experiments and interpret results using tables, charts, or graphs. (342.05.c)
- 5.5.3** Use appropriate vocabulary and notations. (342.05.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 9th grade deepen their understanding of real numbers by applying properties of rational numbers and exponents and by identifying exact and approximate roots without simplification. Students use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. Students use the proper order of operations and perform operations with rational numbers. Students apply number sense to everyday situations and judge reasonableness of answers.

Goal 1.1: Understand and perform computations accurately.

Objective(s): By the end of 9th Grade, the student will be able to:

- 1.1.1** Apply properties of rational numbers. (347.01.b)
- 1.1.2** Apply properties of exponents. (347.01.c)
- 1.1.3** Identify exact and approximate roots without simplification.
- 1.1.4** Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. (347.01.a)
- 1.1.5** Use the proper order of operations and perform operations with rational numbers. (347.02.a)
- 1.1.6** Solve problems using number theory concepts (divisibility rules, factors, multiples, primes). (347.01.d)
- 1.1.7** Use appropriate vocabulary.

Goal 1.2: Estimate and judge reasonableness of results.

Objective(s): By the end of 9th Grade, the student will be able to:

- 1.2.1** Apply number sense to everyday situations and judge reasonableness of results. (347.03.a)
- 1.2.2** Identify that error accumulates in a computation when there is rounding. (349.05.b)

Standard 2: Concepts and Principles of Measurement

Students in 9th grade formulate and use proportions, ratios, and scaling. Students apply concepts of rates and direct and indirect measurements. Students evaluate given measurement formulas for two- and three- dimensional objects.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 9th Grade, the student will be able to:

- 2.1.1** Given relative formulas, discuss length, distance, area, surface area, capacity, and weight, with appropriate unit labels. (349.01.a)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 9th Grade, the student will be able to:

- 2.2.1** Formulate and use proportions, ratios, and scaling. (349.03.a)
- 2.2.2** Apply concepts of rates and direct and indirect measurements.
- 2.2.3** Construct equivalent units, comparable units, and conversions. (349.02.a)

Goal 2.3: Apply dimensional analysis.

Objective(s): By the end of 9th Grade, the student will be able to:

- 2.3.1** Use customary and metric units and their relationship to one another and to real world applications involving length, area, capacity, weight, time and temperature. (349.04.a)

Goal 2.4: Apply appropriate techniques, tools, and formulas to determine measurements.

Objective(s): By the end of 9th Grade, the student will be able to:

- 2.4.1** Evaluate given measurement formulas for two- and three- dimensional objects.
- 2.4.2** Determine and use appropriate units. (349.01.a)
- 2.4.3** Approximate error in measurement situations.

Standard 3: Concepts and Language of Algebra and Functions

Students in 9th grade use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, rational numbers, and for solving multi-step, first-degree equations and inequalities. Students understand the concept and applications of functions and mathematical models. Given graphs, charts, ordered pairs, mappings, or equations, students determine whether a relation is a function. Students evaluate functions written in functional notation and, given a function, students identify domain and range.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.1.1** Represent mathematical relationships using variables, expressions, linear equations and inequalities. (350.01.a)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.2.1** Use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, and rational numbers. (350.02.a)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.3.1** Use appropriate procedures to solve multi-step, first-degree equations and inequalities; such as $3(2x - 5) = 5x + 7$ or $3(2x - 5) > 5x + 7$. (350.03.a)
- 3.3.2** Differentiate between linear and non-linear equations and graphs.

Goal 3.4: Solve simple linear systems of equations.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.4.1** Use appropriate procedures to solve linear systems of equations involving two variables; such as $x + y = 7$ and $2x + 3y = 21$. (350.04.a)

Goal 3.5: Understand the concept of functions.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.5.1** Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
- 3.5.2** Evaluate functions written in functional notation.
- 3.5.3** Given a function, identify domain and range.

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.6.1** Model and solve real-world phenomena using multi-step, first degree equations and inequalities, linear equations, and two-variable linear systems of equations. (353.01.a)
- 3.6.2** Use graphs and sequences to represent and solve problems. (347.02.b)

Standard 4: Concepts and Principles of Geometry

Students in 9th grade represent linear relationships using tables, graphs, and mathematical symbols. Students interpret attributes of linear relationships such as slope, rate of change, and intercepts.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 9th Grade, the student will be able to:

- 4.1.1** Discuss congruency and similarity of two-dimensional figures. (351.01.a)
- 4.1.2** Discuss similarity as it relates to size variations in two- and three- dimensional objects. (351.01.b)

Goal 4.2: Apply the geometry of right triangles.

Objective(s): By the end of 9th Grade, the student will be able to:

- 4.2.1** Discuss the Pythagorean Theorem, as it is used to calculate missing side lengths of right triangles. (351.02.c)

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 9th Grade the student will be able to:

- 4.3.1 Identify attributes of the Cartesian Coordinate System, such as quadrants, origin, and axes. (351.03.a)
- 4.3.2 Graph scatter plots and informal trend lines (e.g. eyeball fit lines).
- 4.3.3 Identify positive and negative correlations.

Goal 4.4: Represent and graph linear relationships.

Objective(s): By the end of 9th Grade, the student will be able to:

- 4.4.1 Create graphs and equations for linear relationships.
- 4.4.2 Represent linear relationships using tables, graphs, and mathematical symbols.
- 4.4.3 Interpret attributes of linear relationships such as slope, rate of change, and intercepts.

Standard 5: Data Analysis, Probability, and Statistics

Students in 9th grade interpret and use basic statistical concepts including mean, median, mode, range, and distribution of data, including outliers. Students make predictions and draw conclusions based on statistical measures and students make predictions based on randomness, chance, equally likely events, and probability. Students find probabilities based on dependent, independent, and compound events and students make predictions based on randomness, chance, equally likely events, and probability.

Goal 5.1: Represent data with a variety of formats.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.1.1 Read and interpret tables, charts, and graphs, including scatter plots, line graphs, box-and-whisker plots, and pie charts. (352.01.a)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.2.1 Collect, organize, and display the data in tables, charts, and graphs. (352.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.3.1 Interpret and use basic statistical concepts, including mean, median, mode, range, and distribution of data, including outliers. (352.03.a)
- 5.3.2 Make predictions and draw conclusions based on statistical measures. (352.05.a)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.4.1 Find probabilities based on dependent, independent, and compound events.
- 5.4.2 Contrast experimental and theoretical probability. (352.04.a)
- 5.4.3 Determine conditional probability using a two-way table.

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.5.1** Make predictions based on randomness, chance, equally likely events, and probability. [\(352.04.c\)](#)
- 5.5.2** Use appropriate technology to conduct simulations and employ graphical models to make predictions or decisions based on data. [\(352.05.a\)](#)
- 5.5.3** Design, conduct, and interpret results of statistical experiments. [\(352.05.b\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 10
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 10th grade deepen their understanding of real numbers by applying properties of rational numbers and exponents and by identifying exact and approximate roots without simplification. Students use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. Students use the proper order of operations and perform operations with rational numbers. Students apply number sense to everyday situations and judge reasonableness of answers.

Goal 1.1: Understand and perform computations accurately.

Objective(s): By the end of 10th Grade, the student will be able to:

- 1.1.1** Apply properties of rational numbers. (347.01.b)
- 1.1.2** Apply properties of exponents. (347.01.c)
- 1.1.3** Identify exact and approximate roots without simplification.
- 1.1.4** Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. (347.01.a)
- 1.1.5** Use the proper order of operations and perform operations with rational numbers. (347.02.a)
- 1.1.6** Solve problems using number theory concepts (divisibility rules, factors, multiples, primes). (347.01.d)
- 1.1.7** Use appropriate vocabulary.

Goal 1.2: Estimate and judge reasonableness of results.

Objective(s): By the end of 10th Grade, the student will be able to:

- 1.2.1** Apply number sense to everyday situations and judge reasonableness of results. (347.03.a)
- 1.2.2** Identify that error accumulates in a computation when there is rounding. (349.05.b)

Standard 2: Concepts and Principles of Measurement

Students in 10th grade, given relative formulas, determine length, distance, area, surface area, capacity, and weight, with appropriate unit labels. Students formulate and use proportions, ratios, and scaling. Students apply concepts of rates and direct and indirect measurements. Students evaluate given measurement formulas for two- and three- dimensional objects.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 10th Grade, the student will be able to:

- 2.1.1** Given relative formulas, determine length, distance, area, surface area, capacity, and weight, with appropriate unit labels. (349.01.a)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 10th Grade, the student will be able to:

- 2.2.1** Formulate and use proportions, ratios, and scaling. (349.03.a)
- 2.2.2** Apply concepts of rates and direct and indirect measurements.
- 2.2.3** Construct equivalent units, comparable units, and conversions. (349.02.a)

Goal 2.3: Apply dimensional analysis.

Objective(s): By the end of 10th Grade, the student will be able to:

- 2.3.1** Use customary and metric units and their relationship to one another and to real world applications involving length, area, capacity, weight, time and temperature. (349.04.a)

Goal 2.4: Apply appropriate techniques, tools, and formulas to determine measurements.

Objective(s): By the end of 10th Grade, the student will be able to:

- 2.4.1** Evaluate given measurement formulas for two- and three- dimensional objects.
- 2.4.2** Determine and use appropriate units. (349.01.a)
- 2.4.3** Approximate error in measurement situations.

Standard 3: Concepts and Language of Algebra and Functions

Students in 10th grade use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, rational numbers, and for solving multi-step, first-degree equations and inequalities. Students understand the concept and applications of functions and mathematical models. Given graphs, charts, ordered pairs, mappings, or equations, students determine whether a relation is a function. Students evaluate functions written in functional notation and, given a function, students identify domain and range.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.1.1** Represent mathematical relationships using variables, expressions, linear equations and inequalities. (350.01.a)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.2.1** Use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, and rational numbers. (350.02.a)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.3.1** Use appropriate procedures to solve multi-step, first-degree equations and inequalities; such as $3(2x - 5) = 5x + 7$ or $3(2x - 5) > 5x + 7$. (350.03.a)
- 3.3.2** Differentiate between linear and non-linear equations and graphs.

Goal 3.4: Solve simple linear systems of equations.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.4.1** Use appropriate procedures to solve linear systems of equations involving two variables; such as $x + y = 7$ and $2x + 3y = 21$. (350.04.a)

Goal 3.5: Understand the concept of functions.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.5.1** Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
- 3.5.2** Evaluate functions written in functional notation.
- 3.5.3** Given a function, identify domain and range.

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.6.1** Model and solve real-world phenomena using multi-step, first degree equations and inequalities, linear equations, and two-variable linear systems of equations. (353.01.a)
- 3.6.2** Use graphs and sequences to represent and solve problems. (347.02.b)

Standard 4: Concepts and Principles of Geometry

Students in 10th grade recognize congruency and similarity of two-dimensional figures. Students identify and use similarity as it relates to size variations in two- and three- dimensional objects. Given the Pythagorean Theorem, students calculate missing side lengths of right triangles without simplifying radicals. Students represent linear relationships using tables, graphs, and mathematical symbols. Students interpret attributes of linear relationships such as slope, rate of change, and intercepts. Students use logic to make and evaluate mathematical arguments.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 10th Grade, the student will be able to:

- 4.1.1** Recognize congruency and similarity of two-dimensional figures. (351.01.a)
- 4.1.2** Identify and use similarity as it relates to size variations in two- and three-dimensional objects. (351.01.b)

Goal 4.2: Apply the geometry of right triangles.

Objective(s): By the end of 10th Grade, the student will be able to:

- 4.2.1** Given the Pythagorean Theorem, calculate missing side lengths of right triangles without simplifying radicals. (351.02.c)

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 10th Grade the student will be able to:

- 4.3.1** Identify attributes of the Cartesian Coordinate System, such as quadrants, origin, and axes. (351.03.a)
- 4.3.2** Graph scatter plots and informal trend lines (e.g. eyeball fit lines).
- 4.3.3** Identify positive and negative correlations.

Goal 4.4: Represent and graph linear relationships.

Objective(s): By the end of 10th Grade, the student will be able to:

- 4.4.1** Create graphs and equations for linear relationships.
- 4.4.2** Represent linear relationships using tables, graphs, and mathematical symbols.
- 4.4.3** Interpret attributes of linear relationships such as slope, rate of change, and intercepts.

Goal 4.5: Use reasoning skills.

Objective(s): By the end of 10th Grade, the student will be able to:

- 4.5.1** Use logic to make and evaluate mathematical arguments. (348.02.b)

Standard 5: Data Analysis, Probability, and Statistics

Students in 10th grade read, interpret, and use tables, charts, and graphs, including scatter plots, line graphs, box-and-whisker plots, and pie charts. Students interpret and use basic statistical concepts including mean, median, mode, range, and distribution of data, including outliers. Students make predictions and draw conclusions based on statistical measures and students make predictions based on randomness, chance, equally likely events, and probability. Students find probabilities based on dependent, independent, and compound events and students make predictions based on randomness, chance, equally likely events, and probability.

Goal 5.1: Represent data with a variety of formats.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.1.1** Read, interpret, and use tables, charts, and graphs, including scatter plots, line graphs, box-and-whisker plots, and pie charts. (352.01.a)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.2.1** Collect, organize, and display the data in tables, charts, and graphs. (352.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.3.1** Interpret and use basic statistical concepts, including mean, median, mode, range, and distribution of data, including outliers. (352.03.a)
- 5.3.2** Make predictions and draw conclusions based on statistical measures. (352.05.a)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.4.1** Find probabilities based on dependent, independent, and compound events.
- 5.4.2** Contrast experimental and theoretical probability. [\(352.04.a\)](#)
- 5.4.3** Determine conditional probability using a two-way table.

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.5.1** Make predictions based on randomness, chance, equally likely events, and probability. [\(352.04.c\)](#)
- 5.5.2** Use appropriate technology to conduct simulations and employ graphical models to make predictions or decisions based on data. [\(352.05.a\)](#)
- 5.5.3** Design, conduct, and interpret results of statistical experiments. [\(352.05.b\)](#)

**IDAHO STANDARDS POLICY STATEMENTS
KINDERGARTEN
SOCIAL STUDIES**

Standard 1: History

Students in Kindergarten build an understanding of the cultural and social development of the United States by sharing their own personal history as part of family and school.

Standard 2: Geography

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth's surface by identifying the globe as a model of the earth and by making and using a map of a familiar area.

Standard 3: Economics

Students in Kindergarten explain basic economic concepts such as all people have unlimited wants and limited resources.

Standard 4: Civics & Government

Students in Kindergarten identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Kindergarten identify the importance of respecting multiple perspectives and global interdependence by naming family traditions that came to America from other parts of the world.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1
SOCIAL STUDIES

Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States by recognizing that each person belongs to many groups.

Standard 2: Geography

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface by explaining what maps and globes represent and how they are used. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by describing ways people adjust to their environment.

Standard 3: Economics

Students in Grade 1 explain basic economic concepts by identifying ways people meet their needs by sharing, trading, and using money to buy goods and services.

Standard 4: Civics & Government

Students in Grade 1 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Grade 1 identify the importance of respecting multiple perspectives and global interdependence by comparing family life in other parts of the world.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 2
SOCIAL STUDIES

Standard 1: History

Students in Grade 2 build an understanding of the cultural and social development of the United States by identifying different groups to which a person belongs within their neighborhood.

Standard 2: Geography

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface by identifying landforms, bodies of water, and human made features on a map and by explaining that map symbols represent a real object of place. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by telling how humans depend on the environment to meet their basic needs.

Standard 3: Economics

Students in Grade 2 explain basic economic concepts such as income, earnings and savings. Students identify different influences on economic systems by explaining how natural resources affect economic activities in the local community.

Standard 4: Civics & Government

Students in Grade 2 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence by comparing neighborhoods/communities in other parts of the world.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3
SOCIAL STUDIES

Standard 1: History

Students in Grade 3 trace the role of migration and immigration of people in the development of the United States by recognizing that migration and immigration are continuous process. Students build an understanding of the cultural and social development of the United States by explaining that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols, and by comparing different cultural groups in the community.

Standard 2: Geography

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface by describing the concepts of globe, continent, country, state, county, city/town, and neighborhood. Students trace the migration and settlement of human populations on the earth's surface by identifying past and present settlement patterns of the community.

Standard 3: Economics

Students in Grade 3 explain basic economic concepts by describing the role of the consumer and producer in a free market system. Students identify different influences on economic systems by explaining how land, labor, trade, and technology affect economic activities in the local community.

Standard 4: Civics & Government

Students in Grade 3 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the community or local level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government

Standard 5: Global Perspectives

Students in Grade 3 identify the importance of respecting multiple perspectives and global interdependence by exploring local connections with communities throughout the world, and examining the contributions from various cultures to the development of the community.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 4
SOCIAL STUDIES

Standard 1: History

Students in Grade 4 trace the role of migration and immigration of people in the development of the United States by identifying major groups, significant individuals and important events in the western expansion and settlement of Idaho. Students build an understanding of the cultural and social development of the United States by describing ways that cultural groups learn from each other. Students identify the role of American Indians in the development of Idaho.

Standard 2: Geography

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface by using geographic skills to collect, analyze, interpret, and communicate data. Students trace the migration and settlement of human populations on the earth's surface to explain past and present settlement patterns in Idaho.

Standard 3: Economics

Students in Grade 4 explain basic economic concepts such as supply and demand and scarcity. Students identify different influences on economic systems by describing how geographic features of Idaho have determined the economic base of Idaho's regions.

Standard 4: Civics & Government

Students in Grade 4 identify the need and purpose for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the state level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Grade 4 identify the importance of respecting multiple perspectives and global interdependence by analyzing the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5
SOCIAL STUDIES

Standard 1: History

Students in Grade 5 trace the role of migration and immigration of people in the development of the United States by identifying the religious, political, and economic motives of voluntary European immigrants. Students analyze the political, social and economic responses to industrialization and technological innovations that have occurred in the United States by naming some of the changes that have occurred to American society due to technological advances. Students build an understanding of the cultural and social development of the United States by identifying influential cultural groups throughout American history. Students identify the role of American Indians in the development of the United States.

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface by developing and using different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by identifying ways the land has been changed by people, technology, and natural forces.

Standard 3: Economics

Students in Grade 5 explain basic economic concepts such as tariffs and taxation. Students identify different influences on economic systems by describing the economic policies of England that contributed to the revolt in the North American colonies.

Standard 4: Civics & Government

Students in Grade 5 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the national level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Grade 5 identify the importance of respecting multiple perspectives and global interdependence by explaining that the world is divided into different nations and identify ways in which nations interact with one another.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL
GEOGRAPHY-WESTERN HEMISPHERE**

Standard 1: History

Students in Geography-Western Hemisphere examine the key historic movements, events, and figures that contributed to the development of the modern American nations from early civilizations to early modern times.

Standard 2: Geography

Students in Geography-Western Hemisphere identify the characteristics of climate regions in the Americas and describe major physical features, countries and cities in the Western Hemisphere.

Standard 3: Economics

Students in Geography-Western Hemisphere examine the influence of physical and cultural factors upon the economic systems of countries in the Americas.

Standard 4: Civics & Government

Students in Geography-Western Hemisphere compare and contrast various contemporary governments in the Western Hemisphere and examine the rights and responsibilities of individuals in the differing political systems. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Geography-Western Hemisphere identify the importance of respecting multiple perspectives and global interdependence by examining the role of individuals and groups in societies of Canada, Mexico, Central America, and South America, identifying connections among cultures, and tracing the influence of cultures of the past on present societies. Students analyze the role of artistic expression in selected cultures.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL
GEOGRAPHY-EASTERN HEMISPHERE**

Standard 1: History

Students in Geography-Eastern Hemisphere examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, Europe, and Australia from ancient civilizations to early modern times.

Standard 2: Geography

Students in Geography-Eastern Hemisphere explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. Students identify and categorize the major geographic characteristics and regions of Africa, Asia and Europe. Students name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Standard 3: Economics

Students in Geography-Eastern Hemisphere examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and Europe.

Standard 4: Civics & Government

Students in Geography-Eastern Hemisphere compare and contrast various contemporary governments in the Eastern Hemisphere and examine the rights and responsibilities of individuals in the differing political systems. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Geography-Eastern Hemisphere identify the importance of respecting multiple perspectives and global interdependence by examining the role of individuals and groups in societies of Africa, Asia, and Europe, identifying connections among cultures, and tracing the influence of cultures of the past on present societies. Students analyze the role of artistic expression in selected cultures.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD HISTORY AND CIVILIZATION**

Standard 1: History

Students in World History and Civilization explain the processes that gave rise to the earliest human communities. Students trace how natural resources and technological advances have shaped world history. Students analyze the social, cultural, political, and religious development of western civilization.

Standard 2: Geography

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface by locating and labeling on map physical geographic landmarks. Students analyze the human and physical characteristics of different places and regions. Students trace the migration and settlement of human populations on the earth's surface by identifying main reasons for migration. Students explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts that played a critical role in the origins and history of western civilization. Students define the concept of money. Students identify different influences on economic systems such as economic philosophies and economic organizations, and the evolution of those systems.

Standard 4: Civics & Government

Students in World History and Civilization identify the need for government and examine democratic reform movements in selected nation-states around the world. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in World History and Civilization identify the importance of respecting multiple perspectives and global interdependence by explaining how the world is organized politically, how nation-states interact with each other, and the impact of cross-cultural changes that have connected once-separated regions into an incipient global community.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
U.S. HISTORY I**

Standard 1: History

Students in U.S. History I trace the role of exploration and expansion in the development of the United States by summarizing the major events of European settlement of North America. Students trace the role of immigration and migration of people in the development of the United States by describing the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America. Students analyze the political, social, and economic responses to industrialization and technological innovations by explaining the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States. Students build an understanding of the cultural and social development in the early national history of the United States by knowing the common traits, beliefs, and characteristics that united a nation and a society. Students explain the role of American Indians in the development of the United States.

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface by developing and interpreting different kinds of maps, globes, graphs, charts, databases and models. Students trace the migration and settlement of human populations on the earth's surface by illustrating westward migration across North America. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by analyzing ways in which humans respond to their physical environment.

Standard 3: Economics

Students in U.S. History I explain basic economic concepts that played a crucial role in the colonization and expansion of North America. Students identify different influences on economic systems by describing the emergence of a market economy and analyzing the role of government policy in the early economic development of the United States.

Standard 4: Civics and Government

Students in U.S. History I explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify the rights and responsibilities of United States citizens. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in U.S. History I identify the importance of respecting multiple perspectives and global interdependence by explaining the principal foreign policy positions of the United States and evaluating their consequences. Students evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
U.S. HISTORY II

Standard 1: History

Students in U.S. History II trace the role of exploration and expansion in the development and emergence of the modern United States by identifying philosophical changes in American foreign expansion. Students trace the role of migration and immigration of people in the development of the modern United States by analyzing the legal, political, social and economic changes in the status of immigrant groups. Students analyze the political, social, and economic responses to industrialization and technological innovations in the modern United States by examining the rise of industrialization and its political responses and the rise of the American labor movement. Students build an understanding of the cultural and social development and emergence of the modern United States by analyzing contributions of the diverse cultures that make up the population of the United States. Students explain the role of American Indians in the development of the modern United States.

Standard 2: Geography

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface by developing and interpreting different kinds of maps, globes, graphs, charts, databases and models. Students trace the migration and settlement of human populations on the earth's surface by analyzing how scientific and technological innovations have shaped migration and settlement patterns in the development and emergence of the modern United States. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by analyzing ways in which humans respond to their physical environment in the modern United States.

Standard 3: Economics

Students in U.S. History II explain basic economic concepts that played a crucial role in the transformation of the modern United States economy. Students identify different influences on economic systems through analyzing government policy in the development and emergence of the modern United States.

Standard 4: Civics & Government

Students in U.S. History II explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify the rights and responsibilities of United States citizens. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in U.S. History II identify the importance of respecting multiple perspectives and global interdependence by explaining the principal foreign policy positions of the United States and

evaluating their consequences. Students evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
AMERICAN GOVERNMENT**

Standard 1: History

No objectives in this course.

Standard 2: Geography

No objectives in this course.

Standard 3: Economics

No objectives in this course.

Standard 4: Civics & Government.

Students in American Government identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. Students explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Idaho Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government, and relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in American Government identify the importance of respecting multiple perspectives and global interdependence by evaluating, taking, and defending positions on United States foreign policy and the role of international organizations in the world today. Students examine and evaluate the impact of American ideals in educating for democracy and examine contemporary global issues that impact the United States.

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
ECONOMICS**

Standard 1: History

No objectives in this course.

Standard 2: Geography

No objectives in this course.

Standard 3: Economics

Students in Economics explain basic concepts of the free market economy. Students identify the different influences on economic systems and the impact of governmental policies and decisions on those systems. Students analyze the different types of economic institutions and understand how they differ from one another. Students explain the concept of good personal finance by examining and applying the elements of responsible personal fiscal management.

Standard 4: Civics & Government

Students in Economics understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Economics identify the importance of respecting multiple perspectives and global interdependence by evaluating, taking, and defending positions about the effects of significant economic, technological, and cultural developments in the United States and other nations. Students explain the principal effects of developments in other nations on American society and on their own lives.

IDAHO ACHIEVEMENT STANDARDS

KINDERGARTEN

SOCIAL STUDIES

Standard 1: History

Students in Kindergarten build an understanding of the cultural and social development of the United States by sharing their own personal history as part of family and school.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.1.1** Share stories, pictures, and music of own personal life, family and culture. (372.01.a)
- 1.1.2** Describe how families celebrate in many different ways.
- 1.1.3** Describe how individuals have similarities and differences.
- 1.1.4** Describe how each person is special and unique within the classroom. (372.01.i)

Standard 2: Geography

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth's surface by identifying the globe as a model of the earth and by making and using a map of a familiar area.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.1.1** Identify the globe as a model of the earth. (378.01.a)
- 2.1.2** Distinguish between land masses and water on a globe or map. (378.01.b)
- 2.1.3** Identify the north and south poles on a map or globe. (378.01.c)
- 2.1.4** Recognize a map of the United States of America and know it is the country in which we live. (378.01.d)
- 2.1.5** Make and use a map of a familiar area. (378.01.e)

Standard 3: Economics

Students in Kindergarten explain basic economic concepts such as all people have unlimited wants and limited resources.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.1.1** Observe that all people have needs and wants. (376.01.a)
- 3.1.2** Recognize that people have limited resources.
- 3.1.3** Describe some jobs that people do to earn money. (376.01.c)

Standard 4: Civics & Government

Students in Kindergarten identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade K, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family and school and who manage disputes about them, e.g.,
 - adult family members make, apply, and enforce rules for their children and manage disputes about them (375.01.g)
- 4.1.2** Explain that rules and laws can be used to describe ways people should behave, e.g.,
 - attend school and do homework, raise one's hand and be recognized before speaking in class, respect other peoples' privacy and property (375.01.g)
- 4.1.3** Identify that voting is one way in which rules are developed.

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of Grade K, the student will be able to:

- 4.2.1** Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Uncle Sam, national anthem
- 4.2.2** Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday (372.01.b)

Goal 4.3: Dispositions of Democracy

Objective(s): By the end of Grade K, the student will be able to:

- 4.3.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others

- **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
- **honesty** - telling the truth
- **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
- **open mindedness** - willingness to consider other points of view
- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Kindergarten identify the importance of respecting multiple perspectives and global interdependence by naming family traditions that came to American from other parts of the world.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.1.1** Name family traditions that came to America from other parts of the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
SOCIAL STUDIES**

Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States by recognizing that each person belongs to many groups.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.1.1** Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01.a)
- 1.1.2** Compare differences in the ways American families live today to how they lived in the past. (386.01.b)
- 1.1.3** Use timelines to show personal and family history. (382.01.d)
- 1.1.4** Compare personal histories, pictures, and music of other selected times and places in America's past. (388.01.f)

Standard 2: Geography

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface by explaining what maps and globes represent and how they are used. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by describing ways people adjust to their environment.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 1, the student will be able to:

- 2.1.1** Explain what maps and globes represent and how they are used. (394.01.a)
- 2.1.2** Use directions on a map: East, West, South, and North. (394.01.b)
- 2.1.3** Identify legends and keys on maps. (394.01.c)
- 2.1.4** Identify continents and large bodies of water on a globe or a map. (394.01.d)
- 2.1.5** Name and locate continent, country, state, and community in which the class lives. (394.01.e)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 1, the student will be able to:

- 2.2.1** Describe ways people adjust to their environment. (394.02.a)
- 2.2.2** Identify the ways people modify their environment.

Standard 3: Economics

Students in Grade 1 explain basic economic concepts by identifying ways people meet their needs by sharing, trading, and using money to buy goods and services.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 1, the student will be able to:

- 3.1.1** Identify the basic needs of people such as food, clothing, and shelter. (392.01.a)
- 3.1.2** Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. (392.01.b)
- 3.1.3** Name things that people may want but do not need and explain the difference. (392.01.c)
- 3.1.4** Identify ways to save money for future needs and wants. (392.01.d)

Standard 4: Civics & Government

Students in Grade 1 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 1, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family and school
 - adult family members make, apply, and enforce rules for their children and manage disputes about them
 - teachers, principals, and school boards make, apply, and enforce rules and laws for their schools and manage disputes about them (389.01.c; 389.01.a)
- 4.1.2** Explain that rules and laws can be used to
 - describe ways people should behave, e.g., attend school and do homework, raise one's hand and be recognized before speaking in class, respect other peoples' privacy and property (389.01.c; 389.01.a)
- 4.1.3** Identify that voting is one way in which rules are developed. (391.01.d)

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of Grade 1, the student will be able to:

- 4.2.1** Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem (389.01.a)
- 4.2.2** Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day,

Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday (387.01.a)

Goal 4.3: Dispositions of Democracy

Objective(s): By the end of Grade 1, the student will be able to:

- 4.3.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g., (391.01.e)
- **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 1 identify the importance of respecting multiple perspectives and global interdependence by comparing family life in other parts of the world.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Grade 1, the student will be able to:

- 5.1.1** Compare family life in other parts of the world.
- 5.1.2** Discuss family structures and daily routines of various cultures around the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 2 build an understanding of the cultural and social development of the United States by identifying different groups to which a person belongs within their neighborhood.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 2, the student will be able to:

- 1.1.1** Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same. (404.01.a)
- 1.1.2** Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles. (404.01.c)

Standard 2: Geography

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface by identifying landforms, bodies of water, and human made features on a map and by explaining that map symbols represent a real object or place. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by telling how humans depend on the environment to meet their basic needs.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.1.1** Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. (410.01.a)
- 2.1.2** State the cardinal directions and how to use the compass rose. (410.01.b)
- 2.1.3** Show that map symbols such as key, legend, and scale represent a real object or place. (410.01.c)
- 2.1.4** Illustrate that boundary lines separate states. (410.01.d)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.2.1** Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03.a)

- 2.2.2** Describe how humans depend on the environment to meet their basic needs. (410.03.b)

Standard 3: Economics

Students in Grade 2 explain basic economic concepts such as income, earnings and savings. Students identify different influences on economic systems by explaining how natural resources affect economic activities in the local community.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 2, the student will be able to:

- 3.1.1** Identify wants and needs of all families. (408.01.a)
- 3.1.2** Define income and identify different ways to earn and save. (408.01.b)
- 3.1.3** Identify the difference between goods and services. (408.01.c)
- 3.1.4** Explain between producers and consumers. (408.01.d)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 2, the student will be able to:

- 3.2.1** Explain how natural resources affect economic activities in the local community. (409.01.b)

Standard 4: Civics & Government

Students in Grade 2 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 2, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school and community (407.01.a; 407.01.b)
 - teachers, principals, and school boards make, apply, and enforce rules and laws for their schools and manage disputes about them
- 4.1.2** Identify ways in which children can participate in public life in their community. (407.01.c)

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of Grade 2, the student will be able to:

- 4.2.1** Explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin

- 4.2.2 Explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy (404.01.c)
- 4.2.3 Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as *E Pluribus Unum* (404.01.c; 405.01.d)
- 4.2.4 Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday

Goal 4.3: Dispositions of Democracy

Objective(s): By the end of Grade 2, the student will be able to:

- 4.3.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g., (407.01.d)
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence by comparing neighborhoods/communities in other parts of the world.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Grade 2, the student will be able to:

- 5.1.1** Compare neighborhoods/communities in various parts of the world.
- 5.1.2** Compare traditions (tradition defined as a practice that is handed down from one generation to another) practiced in other parts of the world.
- 5.1.3** Explain how natural resources affect economic activity and lifestyle in communities around the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 3 trace the role of migration and immigration of people in the development of the United States by recognizing that migration and immigration are continuous process. Students build an understanding of the cultural and social development of the United States by explaining that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols, and by comparing different cultural groups in the community.

Goal 1.1: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 1.1.1** Share the origins of classmates' ancestors. (417.01.a)
- 1.1.2** Describe how migration and immigration are continuous processes. (417.01.b)
- 1.1.3** State that most of the first Africans brought to America came as slaves against their will. (417.01.c)

Goal 1.2: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 1.2.1** Explain that all people of the United States share a common heritage through patriotic holidays and symbols. (420.01.a)
- 1.2.2** Investigate the history of your community.
- 1.2.3** Compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01.c)
- 1.2.4** Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Standard 2: Geography

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface by describing the concepts of globe, continent, country, state, county, city/town, and neighborhood. Students trace the migration and settlement of human populations on the earth's surface by identifying past and present settlement patterns of the community.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01.a)
- 2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01.b)
- 2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01.c)
- 2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01.d)
- 2.1.5 Use a number/letter grid to find specific locations on a map. (426.01.e)

Goal 2.2: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 2.2.1 Analyze past and present settlement patterns of the community. (426.02.a)
- 2.2.2 Identify geographic features influencing settlement patterns of the community. (426.02.b)
- 2.2.3 Compare and contrast city/suburb/town and urban/rural. (426.02.c)

Standard 3: Economics

Students in Grade 3 explain basic economic concepts by describing the role of the consumer and producer in a free market system. Students identify different influences on economic systems by explaining how land, labor, trade, and technology affect economic activities in the local community.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01.b)
- 3.1.2 Explain the difference between public and private property. (424.01.c)
- 3.1.3 Describe the purposes and benefits of savings. (424.01.d)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01.b)

Standard 4: Civics & Government

Students in Grade 3 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the community or local level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 3, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school, community, and state and who manage disputes about them, e.g., (423.01.c)
 - city councils and mayors make, apply, and enforce rules and laws for their communities
- 4.1.2** Explain that rules and laws can be used to (423.01.d)
 - provide order, predictability, and security, e.g., rules that require people to take turns, traffic laws that require people to drive on the right side of the street, laws that protect people from others who want to harm them or take their property

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of Grade 3, the student will be able to:

- 4.2.1** Explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin
- 4.2.2** Explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy
- 4.2.3** Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as *E Pluribus Unum* (420.01.a)
- 4.2.4** Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday (420.01.a)

Goal 4.3: Local Government

Objective(s): By the end of Grade 3, the student will be able to:

- 4.3.1** Distinguish between state and local governments
- 4.3.2** Describe services commonly and primarily provided by local governments
 - public safety, e.g., police, fire, street lighting services
 - public utilities, e.g., water, gas, electricity
 - transportation, e.g., streets, highways, bus or subway systems, airports, harbors
 - education and recreation, e.g., schools, libraries, museums, parks, sports facilities
- 4.3.3** Describe how local government officials are chosen, e.g., election, appointment
- 4.3.5** Explain how people can participate in their local government, e.g., being informed and taking part in discussions of local issues, voting, volunteering their services, holding public office, serving on governing committees and commissions

- 4.3.6** Explain why it is important that people participate in their local government, e.g., to protect their rights and promote the common good, improve the quality of life in their community, to gain personal satisfaction, to prevent officials from abusing their power
- 4.3.7** Describe services commonly and primarily provided by local governments
- public safety, e.g., police, fire, street lighting services
 - public utilities, e.g., water, gas, electricity
 - transportation, e.g., streets, highways, bus or subway systems, airports, harbors
 - education and recreation, e.g., schools, libraries, museums, parks, sports facilities
- 4.3.8** Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community.

Goal 4.4: Dispositions of Democracy

Objective(s): By the end of Grade 3, the student will be able to:

- 4.4.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
- **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 3 identify the importance of respecting multiple perspectives and global interdependence by exploring local connections with communities throughout the world, and examining the contributions from various cultures to the development of the community.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Grade 3, the student will be able to:

- 5.1.1** Explore connections that the local community has with other communities throughout the world.
- 5.1.2** Examine the contributions from various cultures to the development of the community.
- 5.1.3** Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing cultures from other parts of the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 4
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 4 trace the role of migration and immigration of people in the development of the United States by identifying major groups, significant individuals and important events in the western expansion and settlement of Idaho. Students build an understanding of the cultural and social development of the United States by describing ways that cultural groups learn from each other. Students identify the role of American Indians in the development of Idaho.

Goal 1.1: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 1.1.1** Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01.c)
- 1.1.2** Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01.d)
- 1.1.3** Analyze and describe the immigrant experience in Idaho
- 1.1.4** Analyze and describe how the westward expansion impacted the American Indians in Idaho.

Goal 1.2: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 1.2.1** Describe ways that cultural groups influenced and impacted each other. (436.01.b)
- 1.2.2** Explain the role of missionaries in the development of Idaho. (436.01.a)

Goal 1.3: Identify the role of American Indians in the development of Idaho.

Objective(s): By the end of Grade 4, the student will be able to:

- 1.3.1** Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and the geographic regions they now occupy.
- 1.3.2** Discuss that while there are five federally recognized tribal groups in Idaho, in reality there are many others who are not federally recognized.
- 1.3.3** Identify characteristics of American Indian tribes and other cultural groups in Idaho.
- 1.3.4** Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.
- 1.3.5** Investigate American Indian artifacts and describe their importance in everyday life.

- 1.3.6** Identify current issues related to American Indians in present day Idaho.

Standard 2: Geography

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface by using geographic skills to collect, analyze, interpret, and communicate data. Students trace the migration and settlement of human populations on the earth's surface to explain past and present settlement patterns in Idaho.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 4, the student will be able to:

- 2.1.1** Use geographic skills to collect, analyze, interpret, and communicate data. (442.01.a)
- 2.1.2** Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01.b)
- 2.1.3** Use a number/letter grid to find specific locations on a map of Idaho. (442.01.c)

Goal 2.2: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 4, the student will be able to:

- 2.2.1** Analyze past and present settlement patterns in Idaho. (442.02.a)
- 2.2.2** Identify the geographic features of Idaho. (442.02.b)
- 2.2.3** Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02.c)

Standard 3: Economics

Students in Grade 4 explain basic economic concepts such as supply and demand and scarcity. Students identify different influences on economic systems by describing how geographic features of Idaho have determined the economic base of Idaho's regions.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 4, the student will be able to:

- 3.1.1** Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01.a)
- 3.1.2** Explain the concepts of supply and demand and scarcity. (440.01.b)
- 3.1.3** Explain the concepts of specialization and division of labor. (440.01.c)
- 3.1.4** Identify goods and services in early Idaho settlements. (440.01.d)
- 3.1.5** Explain the concept of public and private property in the development of Idaho. (440.01.e)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 4, the student will be able to:

- 3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01.a)
- 3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01.b)

Standard 4: Civics & Government

Students in Grade 4 identify the need and purpose for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the state level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 4, the student will be able to:

- 4.1.1 Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school, community, and state and who manage disputes about them, e.g.,
 - governors and state legislatures make, apply, and enforce rules and laws for their states
 - tribal governments make, apply, enforce rules and laws for tribal members in Indian country
- 4.1.2 Explain that rules and laws can be used to
 - **protect rights**, e.g., laws that protect people's right to practice whatever religion they wish to, laws that provide equal opportunities for all students to get a free, public education
 - **provide benefits**, e.g., laws that provide for schools, health services, public transportation, highways and airports
 - **assign burdens or responsibilities**, e.g., laws that require people to pay taxes or to perform military service in times of national emergency

Goal 4.2: Shared American Values, Principles and Beliefs

Objective(s): By the end of Grade 4, the student will be able to:

- 4.2.1 Explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin
- 4.2.2 Explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy
- 4.2.3 Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as *E Pluribus Unum*
- 4.2.4 Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial

Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday

Goal 4.3: Purpose of Government

Objective(s): By the end of Grade 4, the student will be able to:

- 4.3.1** Explain probable consequences of the absence of government and of rules and laws
 - the strong may take advantage of the weak and act in their own selfish interests
 - people may become disorderly or violent and threaten others' lives, liberty, and property
 - people would feel insecure, unable to plan for the future, or to predict how others would behave, e.g., if there were no traffic laws, people could not predict on which side of the road cars would drive or that drivers would stop at red lights
- 4.3.2** Explain that the basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.

Goal 4.4: Function of Government

Objective(s): By the end of Grade 4, the student will be able to:

- 4.4.1** Describe some major things governments do
 - **make laws** that establish schools, provide health services, and require licenses for drivers
 - **carry out laws** that provide for crossing guards at schools, build and maintain highways, conduct immunization programs
 - **enforce laws** that require people to obey traffic, health, child labor, and sanitation laws
 - **manage conflicts** so that disputes between people can be settled peacefully
 - provide for the defense of the nation
- 4.4.2** Students should be able to explain how government makes it possible for people working together to accomplish goals they could not achieve alone.

Goal 4.5: Responsibilities of State Government.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.5.1** Distinguish between the national and state governments
- 4.5.2** Describe the major responsibilities of each branch of their state government (438.01.d)
 - legislative branch—makes state laws, decides how the state will spend tax money, approves appointments made by the governor
 - executive branch—carries out and enforces laws made by the state legislature, e.g., laws providing the education, health care for needy children, protection of fish and game
 - judicial branch—interprets law and manages conflicts about the law

- 4.5.3** Describe important services their state government provides, e.g., education, law enforcement, health services and hospitals, roads and highways, public welfare
- 4.5.4** Describe how state government officials are chosen, e.g., elections, appointment
- 4.5.5** Explain how people can participate in their state government, e.g., being informed and taking part in discussions of state issues, voting, volunteering their services, holding public office, serving on governing committees and commissions (439.01.a)
- 4.5.6** Explain why it is important that people participate in their state government, e.g., to protect their rights and promote the common welfare, improve the quality of life in their community, to gain personal satisfaction, to prevent officials from abusing their power

Goal 4.6: Representative Government

Objective(s): By the end of Grade 4, the student will be able to:

- 4.6.1** Name the representatives at the legislative branch of state government, e.g., representatives and senators in their state legislature
- 4.6.2** Name the representatives at the executive branch of state government, e.g., governor
- 4.6.3** Explain how they can contact their representatives
- 4.6.4** Explain which level of government should be contacted to express their opinions or to get help on specific problems, e.g.,
 - crime
 - the environment
 - recreational opportunities in schools and parks
 - street lights
 - trash in the streets or vacant lots
 - stray or wild animals
 - abandoned cars
 - missing persons
- 4.6.5** Identify ways people can monitor and influence the decisions and actions of their state government.
 - reading about public issues, watching television news programs
 - discussing public issues
 - communicating with public officials
 - voting
 - taking an active role in interest groups, political parties, and other organizations that attempt to influence public policy and elections
 - attending meetings of governing agencies, e.g., city council, school board
 - working in campaigns
 - circulating and signing petitions
 - taking part in peaceful demonstrations
 - contributing money to political parties, candidates or causes

Goal 4.7: Dispositions of Democracy

Objective(s): By the end of Grade 4, the student will be able to:

- 4.7.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
- **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 4 identify the importance of respecting multiple perspectives and global interdependence by analyzing the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Grade 4, the student will be able to:

- 5.1.1** Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.

- 5.1.2** Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 5 trace the role of migration and immigration of people in the development of the United States by identifying the religious, political, and economic motives of voluntary European immigrants. Students analyze the political, social and economic responses to industrialization and technological innovations that have occurred in the United States by naming some of the changes that have occurred to American society due to technological advances. Students build an understanding of the cultural and social development of the United States by identifying influential cultural groups throughout American history. Students identify the role of American Indians in the development of the United States.

Goal 1.1: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 1.1.1** Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01.a)
- 1.1.2** Explain what indentured servants were and how they participated in the early life of the United States. (449.01.b)
- 1.1.3** Explain the history of the slave trade in the United States. (449.01.c)
- 1.1.4** Analyze and discuss the motives of the major groups who participated in the western expansion by leaving the East and heading west. (449.01.d)
- 1.1.5** Discuss the significant American Indian groups encountered in the Western Movement. (449.01.e)
- 1.1.6** Discuss the significant individuals who took part in the western expansion. (449.01.f)

Goal 1.2: Analyze the political, social and economic responses to industrialization and technological innovations that have occurred in the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 1.2.1** Describe the impact of technological advances to American society during the Industrial Revolution. (450.01.b)

Goal 1.3: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 1.3.1** Explain important national documents, American symbols and U.S. landmarks. (452.01.a)
- 1.3.2** Discuss significant individuals who have been responsible for bringing about social changes in the United States. (452.01.b)

- 1.3.3** Identify influential political and cultural groups throughout American history. (452.01.c)
- 1.3.4** Describe how American Indians developed a variety of cultures before the coming of the European settlers. (452.01.d)
- 1.3.5** Identify different examples of how religion has been an important influence in American history. (452.01.e)
- 1.3.6** Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.

Goal 1.4: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 1.4.1** Discuss how American Indians were the first inhabitants of the United States.
- 1.4.2** Identify examples of American Indian individual contributions and influences.
- 1.4.3** Define the terms treaty, reservation and sovereignty.
- 1.4.4** Explain that reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - That both parties to treaties were sovereign powers.
 - That Indian tribes had some form of transferable title to the land.
 - That acquisition of Indian lands was solely a government matter not to be left to individual colonists.

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth’s surface by developing and using different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by identifying ways the land has been changed by people, technology, and natural forces.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth’s surface.

Objective(s): By the end of Grade 5, the student will be able to:

- 2.1.1** Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01.a)
- 2.1.2** Identify the regions of the United States and their resources. (458.01.b)
- 2.1.3** Use latitude and longitude coordinates to find specific locations on a map. (458.01.c)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 5, the student will be able to:

- 2.2.1** Identify ways the land has been changed by people, technology, and natural forces. (458.03.a)

Standard 3: Economics

Students in Grade 5 explain basic economic concepts such as tariffs and taxation. Students identify different influences on economic systems by describing the economic policies of England that contributed to the revolt in the North American colonies.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 5, the student will be able to:

- 3.1.1** Identify economic reasons for exploration and colonization. (456.01.a)
- 3.1.2** Describe how conservation of natural resources is important. (456.01.b)
- 3.1.3** Describe examples of improved transportation and communication networks and how they encourage economic growth. (456.01.c)
- 3.1.4** Explain the concepts of tariffs and taxation.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 5, the student will be able to:

- 3.2.1** Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01.a)

Standard 4: Civics & Government

Students in Grade 5 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the national level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 5, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school, community, and nation and who manage disputes about them, e.g.,
 - the national government makes, applies, and enforces rules and laws for the nation
 - courts at all levels apply laws, manage disputes, and punish lawbreakers

Goal 4.2: Shared American Values, Principles and Beliefs

Objective(s): By the end of Grade 5, the student will be able to:

- 4.2.1 Explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin
- 4.2.2 Explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy
- 4.2.3 Identify basic documents that set forth shared values, principles, and beliefs, e.g., Declaration of Independence, United States Constitution and Bill of Rights, Pledge of Allegiance
- 4.2.4 Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as *E Pluribus Unum*
- 4.2.5 Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday

Goal 4.3: Fundamental Values and Principles of American Democracy.

Objective(s): By the end of Grade 5, the student will be able to:

- 4.3.1 Explain the importance for themselves, their school, their community, and their nation of each of the following fundamental **values** of American democracy: (447.01.a)
 - individual rights to life, liberty, property, and the pursuit of happiness
 - the public or common good
 - justice
 - equality of opportunity
 - diversity
 - truth
 - patriotism
- 4.3.2 Explain the importance for themselves, their school, their community, and their nation of each of the following fundamental **principles** of American democracy:
 - the people are sovereign; they are the ultimate source of the authority of the government - "We the People..." have created the government, given it limited power to protect their rights and promote the common good, and can remove people from office and change the government
 - the power of government is limited by law
 - people exercise their authority directly by voting for or against certain rules, laws, or candidates as well as by voting in community or town meetings
 - people exercise their authority indirectly through representatives they elect to make, apply, and enforce laws and to manage disputes about them
 - decisions are based on majority rule, but minority rights are protected
- 4.3.3 Identify fundamental values and principles as they are expressed in the Declaration of Independence, Preamble to the United States Constitution, the

Bill of Rights, Pledge of Allegiance, speeches, songs, and stories. (453.01.c, d, e)

Goal 4.4: United States Constitution

Objective(s): By the end of Grade 5, the student will be able to:

- 4.4.1** Explain that the United States Constitution is a written document that states that the basic purposes of their government are to protect individual rights and promote the common good describes how the government is organized.
- 4.4.2** Explain that the United States Constitution limits the powers of government by saying what government can and cannot do.
- 4.4.3** Explain that the United States Constitution is the highest law in the land; no government can make laws that take away rights it guarantees.
- 4.4.4** Explain that the United States Constitution was created by people who believed that the
 - government is established by and for the people
 - government is the servant of the people
 - the people have the right to choose their representatives
 - the people have the right to change their government and the United States Constitution

Goal 4.5: Individual Rights and Common Good

Objective(s): By the end of Grade 5, the student will be able to:

- 4.5.1** Explain that Congress passes laws to
 - protect individual rights, e.g., laws protecting freedom of religion and expression and preventing unfair discrimination
 - promote the common good, e.g., laws providing for clean air, national parks, and the defense of the nation
- 4.5.2** Explain that the executive branch carries out and enforces laws to
 - protect individual rights, e.g., voting rights, equal opportunities to an education
 - promote the common good, e.g., enforcement of pure food and drug laws, enforcement of clean air laws
- 4.5.3** Explain that the judicial branch, headed by the Supreme Court, makes decisions concerning the law that are intended to
 - protect individual rights, e.g., the right to a fair trial, to vote, to practice one's religious beliefs
 - promote the common good, e.g., upholding laws that protect the rights of all people to equal opportunity

Goal 4.6: Representative Government

Objective(s): By the end of Grade 5, the student will be able to:

- 4.6.1** Name the persons representing them in the legislative branch of the national government, e.g., representatives and senators in Congress

- 4.6.2** Name the persons representing them at the executive branch of the national government, e.g., president, vice president
- 4.6.3** Explain how they can contact their representatives

Goal 4.7: Citizenship in the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 4.7.1** Explain the important characteristics of citizenship in the United States. Specifically, citizenship
 - means that a person is recognized as a legal member of the nation
 - gives each person certain rights and privileges, e.g., the right to vote and to hold public office
 - means each person has certain responsibilities, e.g., respecting the law, voting, paying taxes, serving on juries
- 4.7.2** Explain that citizens owe allegiance or loyalty to the United States; in turn they receive protection and other services from the government.
- 4.7.3** Explain the differences between a citizen and a non-citizen (alien).
- 4.7.4** Explain that people become citizens by birth or naturalization.
- 4.7.5** Evaluate the importance of commonly held civic responsibilities such as [\(455.01.b\)](#)
 - Obeying the law
 - Paying taxes
 - Respecting the rights of others
 - Being informed and attentive to public issues
 - Monitoring political leaders and governmental agencies and taking appropriate action if their adherence to constitutional principles is lacking
 - Deciding whether and how to vote
 - Participating in civic groups
 - Performing public service
 - Serving as a juror
 - Serving in the armed forces
- 4.7.6** Identify ways people can monitor and influence the decisions and actions of their government.
 - reading about public issues, watching television news programs
 - discussing public issues
 - communicating with public officials
 - voting
 - taking an active role in interest groups, political parties, and other organizations that attempt to influence public policy and elections
 - attending meetings of governing agencies, e.g., city council, school board
 - working in campaigns
 - circulating and signing petitions
 - taking part in peaceful demonstrations
 - contributing money to political parties, candidates or causes

Goal 4.8: Dispositions of Democracy

Objective(s): By the end of Grade 5, the student will be able to:

- 4.8.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
- **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 5 identify the importance of respecting multiple perspectives and global interdependence by explaining that the world is divided into different nations and identify ways in which nations interact with one another.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objectives(s): By the end of Grade 5, the student will be able to:

- 5.1.1** Explain that the world is divided into many different nations and that each has its own government.
- 5.1.2** Explain that a nation consists of its territory, people, laws, and government.

- 5.1.3** Explain that the United States is one nation and that it interacts with all other nations in the world.
- 5.1.4** Explain how nations interact through:
- trade, e.g., buying and selling manufactured and agricultural goods such as airplanes, farm equipment, clothing, food;
 - diplomacy, e.g., representatives of nations meeting, trying to find ways to solve problems peacefully;
 - cultural contacts, e.g., international meetings of doctors, lawyers, oceanographers, tours of musical groups, exchanges of students and teachers, art exhibits;
 - treaties or agreements, e.g., promises to defend one another, agreements to cooperate to protect the environment or to stop the drug trade;
 - use of military force, e.g., World War II, Persian Gulf War;
- 5.1.5** Explain why it is important that nations try to resolve problems peacefully, e.g., promoting trade to improve peoples' standard of living, promoting peace to save human lives, protecting the environment, exchanging medical and scientific knowledge, exchanging students teachers.

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL
GEOGRAPHY-WESTERN HEMISPHERE**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Western Hemisphere examine the key historic movements, events, and figures that contributed to the development of the modern American nations from early civilizations to early modern times.

Goal 1.1: Historical Knowledge

Objective(s): By the end of Geography, the student will be able to:

- 1.1.1** Describe the development of Mesoamerican* civilizations – such as the Mayas, Toltecs, and Aztecs in Mexico and the Incas in South America – prior to contact with Europeans. (Example: Agricultural, scientific, and artistic achievements).
- 1.1.2** Examine the causes and outcomes of the defeat of the Aztec and Incan empires by the Spanish.
- 1.1.3** Compare Spanish colonies in Mexico and South America with French and British colonies in Canada.

* Mesoamerica: the area of Mexico and Central America where early civilizations were located.

Goal 1.2: Critical Thinking and Analytical Skills

Objective(s): By the end of Geography, the student will be able to:

- 1.2.1** Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01.a)
- 1.2.2** Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.

Standard 2: Geography

Students in Geography-Western Hemisphere identify the characteristics of climate regions in the Americas and describe major physical features, countries and cities in the Western Hemisphere.

Goal 2.1: The World in Spatial Terms

Objective(s): By the end of Geography, the student will be able to:

- 2.1.1** Explain and use the components of most maps (title, scale, legend, grid, and projection). Compare different map types (topographic, thematic, etc.) and different map projections, and explain the appropriate use for each. (469.01.b)

2.1.2 Use latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS)* and Geographic Information Systems (GIS)**.

2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places. (469.01.b)

* Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of Earth

** Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information

Goal 2.2: Places and Regions

Objective(s): By the end of Geography, the student will be able to:

2.2.1 Identify the names and locations of countries and major cities in the Western Hemisphere.

2.2.2 Identify the states of Mexico and the provinces of Canada.

2.2.3 Describe major physical characteristics* of regions in the Americas.

2.2.4 Describe major cultural characteristics** of regions in the Western Hemisphere.

* Physical characteristics: natural features, such as land and water forms, climate, natural vegetation, and native wildlife

** Cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures

Goal 2.3: Physical Systems

Objective(s): By the end of Geography, the student will be able to:

2.3.1 Explain how Earth/sun relationships*, ocean currents, and winds influence climate differences on Earth. (469.03.f)

2.3.2 Locate and map the climate regions of the Western Hemisphere. Describe the characteristics of each and explain how they differ.

2.3.3 Identify major biomes** and explain ways in which the natural environment of places in the Americas relates to their climate, which is influenced by Earth/sun relationships. (469.03.a)

* Earth/sun relationships: the rotation and tilt of Earth on its axis and the revolution of Earth around the sun influence climate variation on Earth; Indiana has major seasonal differences in climate relating to changes in the position of the sun and the amount of sunlight received

** Biomes: major ecological communities, such as rainforest, desert, grassland

Goal 2.4: Human Systems

Objective(s): By the end of Geography, the student will be able to:

- 2.4.1** Identify patterns of population distribution and growth in the Americas and explain changes in these patterns, which have occurred over time. (469.04.b)
- 2.4.2** Compare and contrast cultural patterns – such as language, religion, and ethnicity – in various parts of the Caribbean; and North, South, and Central America. (469.04.c)
- 2.4.3** Research the reasons for the locations of the major manufacturing and agricultural regions of the Americas, using a variety of information resources*.

* Information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

Goal 2.5: Environment and Society

Objective(s): By the end of Geography, the student will be able to:

- 2.5.1** Analyze the distribution of natural resources in the Western Hemisphere.
- 2.5.2** Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05.a)
- 2.5.3** Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Americas. (469.05.c)

Goal 2.6: Uses of Geography

Objective(s): By the end of Geography, the student will be able to:

- 2.6.1** Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. (469.06.c)
- 2.6.2** Identify environmental issues that affect the Americas. Examine contrasting perspectives on these problems and explain how human-induced changes in the physical environment in one place cause changes in another place. (Example: Acid rain, air and water pollution, deforestation.) (469.05.b)

Standard 3: Economics

Students in Geography-Western Hemisphere examine the influence of physical and cultural factors upon the economic systems of countries in the Americas.

Goal 3.1: Economic Influences

Objective(s): By the end of Geography, the student will be able to:

- 3.1.1** Give examples of how trade related to key developments in the history of the Americas. Example: The growth of trading towns and cities in medieval Europe led to money economies. Competition to expand world trade led to European voyages of trade and exploration.

- 3.1.2** Analyze how countries of the Americas have benefited from trade in different historical periods. (Example: Increased production and consumption, lower prices.)
- 3.1.3** Describe how different economic systems* (traditional*, command*, market*, mixed*) in the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce.
- 3.1.4** Compare the standard of living of various countries of the Americas today using Gross Domestic Product* (GDP) per capita as an indicator.
- 3.1.5** Analyze current economic issues in the countries of the Americas using a variety of information resources* (Example: use information search methods and the Internet to examine changes in energy prices and consumption).
- 3.1.6** Identify economic connections between the local community and the countries of the Americas.

Standard 4: Civics and Government

Students in Geography-Western Hemisphere compare and contrast various contemporary governments in the Western Hemisphere and examine the rights and responsibilities of individuals in the differing political systems. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Comparative Government

Objective(s): By the end of Geography, the student will be able to:

- 4.1.1** Identify the major form of government in Canada and Mexico, and selected nation-states in Central and South America and compare them with that of the United States.
- 4.1.2** Analyze the impact of the concept of democracy on nations in Central and South America.
- 4.1.3** Define citizenship and roles of citizens in Canada and Mexico, and selected nation-states in Central and South America, and make comparisons to the United States.

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of Geography, the student will be able to:

- 4.2.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others

- **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
- **honesty** - telling the truth
- **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
- **open mindedness** - willingness to consider other points of view
- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community and nation
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Geography-Western Hemisphere identify the importance of respecting multiple perspectives and global interdependence by examining the role of individuals and groups in societies of Canada, Mexico, Central America, and South America, identifying connections among cultures, and tracing the influence of cultures of the past on present societies. Students analyze the role of artistic expression in selected cultures.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Geography, the student will be able to:

- 5.1.1** Compare and contrast how social institutions, including the family, religion, education, government, and the economic system, influence individual behavior in different societies in Canada, Mexico, Central America, and South America in the past and present.
- 5.1.2** Give examples of specific changes in societies in Canada, Mexico, Central America, and South America as a result of cultural diffusion* in the past and present.
- 5.1.3** Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.
- 5.1.4** Identify major languages spoken in areas of Canada, Mexico, Central America, and South America, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.
- 5.1.5** Define ethnocentrism** and give examples of how this attitude can lead to cultural misunderstandings.

- 5.1.6** Use a variety of information resources to identify examples of present conflicts between cultural groups in Canada and Mexico, or nation-states in Central America and South America and analyze the historical and geographical background of such conflicts.
- 5.1.7** Give examples of the benefits of connections among cultures, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- 5.1.8** Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.

* Cultural diffusion: the spread of ideas from one culture to another

** Ethnocentrism: the attitude that one's own culture is superior to any other culture

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL
GEOGRAPHY-EASTERN HEMISPHERE**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Eastern Hemisphere examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, Europe, and Australia from ancient civilizations to early modern times.

Goal 1.1: Historical Knowledge

Objective(s): By the end of Geography, the student will be able to:

- 1.1.1** Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- 1.1.2** Explain the importance of early trade routes in the eastern Mediterranean, India, and China, including the early Silk Road.
- 1.1.3** Describe the extent and influence of Muslim civilization, including political organization, the growth of cities, the development of trans-Saharan and other trade routes, and scientific and cultural contributions to other cultures of the time.
- 1.1.4** Describe the development of sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali, and Songhai, and the importance of historic political and trading centers, such as Timbuktu.
- 1.1.5** Explain how Mongol rulers of China extended the Empire and both adapted to and changed Chinese culture.
- 1.1.6** Describe advances in Chinese society under the Ming Dynasty, including agriculture, art, architecture, navigation, and public administration through the scholar-official class.
- 1.1.7** Explain how Japan became more independent of earlier Chinese influences, developing its own political, religious, social, and artistic traditions.
- 1.1.8** Describe the development of Japanese court life, the shogunate and warrior class system, feudalism, and the rise of military society.
- 1.1.9** Trace the voyages of exploration from Europe that resulted in colonization of parts of Africa, Asia and Australia. (Example: Imperial rule of Indonesia by the Dutch, of the Philippines by the Spanish, colonization and settlement in Australia and New Zealand by the British, and of islands in Oceania by the British and French.)
- 1.1.10** Identify European nations that colonized Asia and Africa. (Example: The Portuguese in Africa and Southern Asia, the British in India, the Russians in Central Asia, and the French in Northern and Western Africa.)

Goal 1.2: Critical Thinking and Analytical Skills

Objective(s): By the end of Geography, the student will be able to:

- 1.2.1** Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.
- 1.2.2** Develop and compare timelines that identify major people, events and developments in the history of the individual civilizations and/or countries that comprise Africa and Asia.
- 1.2.3** Recognize the interconnection of historical people, places, events, and developments that have taken place in civilizations of Africa and Asia.
- 1.2.4** Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.
- 1.2.5** Analyze multiple perspectives on a current event relating to Africa or Asia. Read and examine more than one account of the event and distinguish between statements of opinion and statements of fact. (469.06.f)

Goal 1.3: Issues-Analysis, Decision-Making, Planning, and Problem Solving

Objective(s): By the end of Geography, the student will be able to:

- 1.3.1** Identify and evaluate solutions and alternative courses of action chosen by people to resolve problems confronting people in Africa and Asia. Consider the information available, interests of those affected by the decision, and consequences of each course of action.

Standard 2: Geography

Students in Geography-Eastern Hemisphere explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. Students identify and categorize the major geographic characteristics and regions of Africa, Asia and Europe. Students name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Goal 2.1: The World in Spatial Terms

Objective(s): By the end of Geography, the student will be able to:

- 2.1.1** Explain the role of Earth/sun relationships in influencing the climate and ecosystems of Africa and Asia. (469.03.f)
- 2.1.2** Use different map projections and compare the way they represent the Eastern Hemisphere. (469.01.b)
- 2.1.3** Explain and use the components of most maps (title, scale, legend, grid, and projection). Compare different map types (topographic, thematic, etc.) and different map projections, and explain the appropriate use for each. (469.01.b)
- 2.1.4** Use latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS)* and Geographic Information Systems (GIS)*.
- 2.1.5** Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places. (469.01.d)

* Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of Earth

Goal 2.2: Places and Regions

Objective(s): By the end of Geography, the student will be able to:

- 2.2.1** Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia and Europe.
- 2.2.2** Identify and compare physical and cultural sub-regions of Africa and Asia.

Goal 2.3: Physical Systems

Objective(s): By the end of Geography, the student will be able to:

- 2.3.1** Locate and map the climate regions of the Eastern Hemisphere and explain how and why they differ. (469.03.a)
- 2.3.2** Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition*) and those that wear away at Earth's surface (erosion). (469.03.c)
- 2.3.3** Identify and explain the distribution of ecosystems in Africa and Asia in terms of climate and land form patterns.
- 2.3.4** Explain why specific areas of Africa and Asia have major petroleum and mineral deposits and describe the physical processes that resulted in deposits in these locations. (Example: The central plateau of Africa has a large part of the world's industrial minerals, such as copper, cobalt, and diamonds.)
- 2.3.5** Describe the restrictions that climate and land forms place on land use in regions of Africa and Asia, and be able to discern how patterns of population distribution reflect these restrictions.

* Alluvial deposition: the deposit of dirt and debris caused by the flow of water

Goal 2.4: Human Systems

Objective(s): By the end of Geography, the student will be able to:

- 2.4.1** Give reasons why rates of population growth and life expectancy vary among countries in Africa and Asia.
- 2.4.2** Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income in Africa and Asia.
- 2.4.3** Use maps, charts, and graphs to compare rural and urban populations in selected countries.

Goal 2.5: Environment and Society

Objective(s): By the end of Geography, the student will be able to:

- 2.5.1** Analyze historical maps and give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Africa and Asia.

- 2.5.2** Use a variety of information resources* to identify current issues related to natural resources in selected countries in Africa and Asia, and examine contrasting perspectives on these issues. (469.06.f)

* Information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

Goal 2.6: Uses of Geography

Objective(s): By the end of Geography, the student will be able to:

- 2.6.1** Develop maps of Africa and Asia in different historical periods showing political divisions and major physical and cultural features. (469.01.b)

Standard 3: Economics

Students in Geography-Eastern Hemisphere examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and Europe.

Goal 3.1: Economic Influences

Objective(s): By the end of Geography, the student will be able to:

- 3.1.1** Give examples of trade between countries in Africa and Asia. Explain how voluntary trade benefits countries and results in higher standards of living. (Example: voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.)
- 3.1.2** Identify economic connections between the local community and the countries of Africa and Asia.
- 3.1.3** Describe why and how different economic systems* (traditional*, command*, market*, mixed*) in countries of Africa and Asia answer the basic economic questions: What to produce? How to produce? For whom to produce?
- 3.1.4** Compare and contrast the standard of living of various countries in Africa, Asia and Europe using Gross Domestic Product (GDP)* per capita as an indicator.

Standard 4: Civics and Government

Students in Geography-Eastern Hemisphere compare and contrast various contemporary governments in the Eastern Hemisphere and examine the rights and responsibilities of individuals in the differing political systems. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Comparative Government

Objective(s): By the end of Geography, the student will be able to:

- 4.1.1** Give examples of the different routes to independence from colonial rule taken by countries in Africa and Asia.

- 4.1.2 Identify major forms of government in selected nation-states in Africa, Asia, and Europe and compare them with that of the United States.
- 4.1.3 Analyze the impact of the concept of democracy on nations in Africa and Asia.
- 4.1.4 Identify principles and practices of democracy in current governments of Africa and Asia by such countries as the Republic of South Africa, India, and Japan
- 4.1.5 Assess the extent of democracy and observance of human rights in various African and Asian countries.
- 4.1.6 Define citizenship and roles of citizens in selected nation-states in Africa, Asia, and Europe, and make comparisons to the United States.

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of Geography, the student will be able to:

- 4.2.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Geography-Eastern Hemisphere identify the importance of respecting multiple perspectives and global interdependence by examining the role of individuals and groups in

societies of Africa, Asia, and Europe, identifying connections among cultures, and tracing the influence of cultures of the past on present societies. Students analyze the role of artistic expression in selected cultures.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Geography, the student will be able to:

- 5.1.1** Compare and contrast how social institutions, including the family, religion, education, government, and the economic system, influence individual behavior in different societies in Africa, Asia, and Europe in the past and present.
- 5.1.2** Explain the term social status*; describe how this concept helped to determine individual roles in African, Asian, and European societies in the past; compare with ideas about social status today.
- 5.1.3** Give examples of specific changes in societies in Africa, Asia, and Europe as a result of cultural diffusion* in the past and present.
- 5.1.4** Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.
- 5.1.5** Identify major languages spoken in areas of Africa, Asia, and Europe, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.
- 5.1.6** Define ethnocentrism* and give examples of how this attitude can lead to cultural misunderstandings.
- 5.1.7** Use a variety of information resources to identify examples of present conflicts between cultural groups or nations in Africa, Asia, and Europe and analyze the historical and geographical background of such conflicts.
- 5.1.8** Give examples of the benefits of connections among cultures, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- 5.1.9** Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.

* Social status: the position a person has in a society

* Cultural diffusion: the spread of ideas from one culture to another

* Ethnocentrism: the attitude that one's own culture is superior to any other culture

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD HISTORY AND CIVILIZATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in World History and Civilization explain the processes that gave rise to the earliest human communities. Students trace how natural resources and technological advances have shaped world history. Students analyze the social, cultural, political, and religious development of western civilization.

Goal 1.1: Explain the processes that gave rise to the earliest human communities.

Objective(s): By the end of World History, the student will be able to:

- 1.1.1** Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development. (462.01.a)
- 1.1.2** Using archaeological evidence, describe the characteristics of early hunter-gatherer communities. (462.01.b)
- 1.1.3** Analyze the characteristics of early civilizations.

Goal 1.2: Trace how natural resources and technological advances have shaped world history.

Objective(s): By the end of World History, the student will be able to:

- 1.2.1** Explain how man adapted the environment for civilization to develop. (462.04.a)
- 1.2.2** Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations. (462.04.b)

Goal 1.3: Analyze the social and cultural development of western civilization.

Objective(s): By the end of World History, the student will be able to:

- 1.3.1** Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. (462.05.b)
- 1.3.2** Identify the origins and characteristics of different social classes.
- 1.3.3** Describe how the structure of family changes in relation to socioeconomic conditions.

Goal 1.4: Analyze the political development of western civilization.

Objective(s): By the end of World History, the student will be able to:

- 1.4.1** Describe the role of government in population movements throughout western civilization. (462.05.d)
- 1.4.2** Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.

- 1.4.3 Evaluate the causes and consequences of political conflict involving revolution and war.

Goal 1.5: Build an understanding of the development and role of religion in western civilization.

Objective(s): By the end of World History, the student will be able to:

- 1.5.1 Explain the relationship between religion and the peoples understanding of the natural world. (462.07.c)
- 1.5.2 Explain how religion shaped the development of western civilization. (462.07.a)
- 1.5.3 Discuss how religion influenced social behavior and created social order. (462.07.b)
- 1.5.4 Describe how different religious beliefs were sources of conflict.

Standard 2: Geography

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface by locating and labeling on map physical geographic landmarks. Students analyze the human and physical characteristics of different places and regions. Students trace the migration and settlement of human populations on the earth's surface by identifying main reasons for migration. Students explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of World History, the student will be able to:

- 2.1.1 Locate places on maps using latitude and longitude systems and compass directions. (463.01.a)
- 2.1.2 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries. (463.01.b)

Goal 2.2: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of World History, the student will be able to:

- 2.2.1 Compare and contrast physical features on the planet. (463.02.a)
- 2.2.2 Explain the impact of waterways on civilizations. (463.02.b)
- 2.2.3 Identify the characteristics of significant early civilization. (463.02.c)

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of World History, the student will be able to:

- 2.3.1 Identify main reasons for major migrations of people. (463.03.a)
- 2.3.2 Explain how climate affects human migration and settlement. (463.03.b)
- 2.3.3 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions. (463.03.c)
- 2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. (463.03.d)

Goal 2.4: Explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Objective(s): By the end of World History, the student will be able to:

- 2.4.1** Explain how the resources of an area can be the source of conflict between competing groups. (463.04.a)
- 2.4.2** Illustrate how the population growth rate impacts a nation's resources. (463.04.b)
- 2.4.3** Explain how rapid growth of cities can lead to economic, social, and political problems. (463.04.c)
- 2.4.4** Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations. (463.04.d)

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts that played a critical role in the origins and history of western civilization. Students define the concept of money. Students identify different influences on economic systems such as economic philosophies and economic organizations, and the evolution of those systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of World History, the student will be able to:

- 3.1.1** Explain how historically people have relied on their natural resources to meet their needs. (465.01.b)
- 3.1.2** List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people. (465.01.c)

Goal 3.2: Define the concept of money.

Objective(s): By the end of World History, the student will be able to:

- 3.2.1** Analyze the role of money as a means of exchange. (465.02.a)
- 3.2.2** Describe alternative means of exchange. (465.02.b)

Goal 3.3: Identify different influences on economic systems.

Objective(s): By the end of World History, the student will be able to:

- 3.3.1** Analyze the impact of economic growth on European society. (465.03.a)
- 3.3.2** Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.
- 3.3.3** Identify influential economic thinkers and the impact of their philosophies.
- 3.3.4** Identify important economic organizations that have influenced economic growth.

Standard 4: Civics and Government

Students in World History and Civilization identify the need for government and examine democratic reform movements in selected nation-states around the world. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundation of Government

Objective(s): By the end of World History, the student will be able to:

- 4.1.1** Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa.
- 4.1.2** Analyze and evaluate the global expansion of liberty and democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe, and Latin America.

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of World History, the student will be able to:

- 4.2.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in World History and Civilization identify the importance of respecting multiple perspectives and global interdependence by explaining how the world is organized politically, how nation-states interact with each other, and the impact of cross-cultural changes that have connected once-separated regions into an incipient global community.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of World History, the student will be able to:

- 5.1.1** Explain the division of the world into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it.
- 5.1.2** Explain why there is no political organization at the international level with power comparable to that of the nation-state
- 5.1.3** Describe the most important means nation-states use to interact with one another
 - trade
 - diplomacy
 - treaties, agreements
 - international law
 - economic incentives and sanctions
 - military force and the threat of force
- 5.1.4** Explain common reasons for the breakdown of order among nation-states, e.g., conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.
- 5.1.5** Explain the consequences of the breakdown of order among nation-states.
- 5.1.6** Explain why and how the breakdown of order among nation-states can affect their own lives and the lives of others.
- 5.1.7** Trace and explain the antecedents, causes, major events, and global consequences of World War I.
- 5.1.8** Trace and explain the antecedents, causes, major events, and global consequences of World War II, including the Holocaust.
- 5.1.9** Trace and explain the antecedents, causes, major events, and global consequences of the Cold War.
- 5.1.10** Define “post-industrial society,” and use this concept to differentiate global economic and global technological development during the latter half of the twentieth century from that of the period 1800 to 1950.

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
U.S. HISTORY I**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History I trace the role of exploration and expansion in the development of the United States by summarizing the major events of European settlement of North America. Students trace the role of immigration and migration of people in the development of the United States by describing the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America. Students analyze the political, social, and economic responses to industrialization and technological innovations by explaining the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States. Students build an understanding of the cultural and social development in the early national history of the United States by knowing the common traits, beliefs, and characteristics that united a nation and a society. Students explain the role of American Indians in the development of the United States.

Goal 1.1: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.1.1** Trace the spread of early human societies and the rise of diverse cultures in the United States. (475.01.a)
- 1.1.2** Identify significant countries and their roles and motives in the European exploration of the Americas. (475.01.b)
- 1.1.3** Analyze and describe the interactions between native peoples and the European explorers. (475.01.c)
- 1.1.4** Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. (475.01.d)
- 1.1.5** Describe the United States territorial expansion between 1801 and 1861 and identify tensions created by expansion within the United States and with foreign powers. (475.01.e)
- 1.1.6** Explain the factors that contributed to western expansion in the United States in the early 1800s. (475.01.f)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.2.1** Analyze the religious, political, and economic motives of European immigrants who came to North America. (476.01.a)
- 1.2.2** Explain the motives and consequences for the involuntary immigration to North America. (476.01.b)

- 1.2.3** Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States. (476.01.d)

Goal 1.3: Analyze the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.3.1** Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States. (477.01.a)
- 1.3.2** Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. (477.01.b)

Goal 1.4: Build an understanding of the cultural and social development in the early national history of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.4.1** Compare and contrast the different cultural and social influences that emerged in the North American colonies. (479.01.a)
- 1.4.2** Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (479.01.b)
- 1.4.3** Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (479.01.c)

Goal 1.5: Explain the role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.5.1** Trace federal policies and treaties such as removal reservations and allotment throughout history that have impacted contemporary American Indians.
- 1.5.2** Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 1.5.3** Explain why American Indian tribes strongly resisted efforts to assimilate.

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface by developing and interpreting different kinds of maps, globes, graphs, charts, databases and models. Students trace the migration and settlement of human populations on the earth's surface by illustrating westward migration across North America. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by analyzing ways in which humans respond to their physical environment.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

- 2.1.1** Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01.a)

Goal 2.2: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

- 2.2.1** Illustrate westward migration across North America.

Goal 2.3: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History I, the student will be able to:

- 2.3.1** Explain ways in which people responded to their physical environment in the early national history of the United States. (485.03.a)
- 2.3.2** Analyze ways in which the physical environment affected political and economic development.

Standard 3: Economics

Students in U.S. History I explain basic economic concepts that played a crucial role in the colonization and expansion of North America. Students identify different influences on economic systems by describing the emergence of a market economy and analyzing the role of government policy in the early economic development of the United States.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History I, the student will be able to:

- 3.1.1** Describe the economic characteristics of colonialism. (483.01.a)
- 3.1.2** Explain how land, labor, capital, and entrepreneurship were the basis for economic development in the United States.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History I, the student will be able to:

- 3.2.1** Describe the emergence and evolution of a market economy.
- 3.2.2** Analyze the role of government policy in the early economic development of the United States. (484.01.b)

Standard 4: Civics and Government

Students in U.S. History I explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify the rights and responsibilities of United States citizens. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Roles of Citizens in the United States

Objective(s): By the end of U.S. History I, the student will be able to:

- 4.1.1 Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (474.01.b)
- 4.1.2 Analyze the issues surrounding centralized government versus states' rights issues. (474.01.c)
- 4.1.3 Provide and evaluate examples of social and political leadership in early American history. (474.01.d)

Goal 4.2: Foundations of the American Political System

Objective(s): By the end of U.S. History I, the student will be able to:

- 4.2.1 Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States. (480.01.a)
- 4.2.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution and the Bill of Rights. (480.01.b)
- 4.2.3 Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good. (480.01.d)

Goal 4.3: Organization and Formation of the American System of Government

Objective(s): By the end of U.S. History I, the student will be able to:

- 4.3.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01.a)
- 4.3.2 Explain how and why powers are distributed and shared between national and state governments in the United States. (481.01.b)

Goal 4.4: Dispositions of Democracy

Objective(s): By the end of U.S. History I, the student will be able to:

- 4.4.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view

- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community and nation
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in U.S. History I identify the importance of respecting multiple perspectives and global interdependence by explaining the principal foreign policy positions of the United States and evaluating their consequences. Students evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History I, the student will be able to:

- 5.1.1** Explain the significance of principal policies and events in the United States' relations with the world, e.g., the American Revolution, Monroe Doctrine, Mexican and Spanish American Wars.
- 5.1.2** Evaluate the major foreign policy positions that have characterized the United States' relations with the world, e.g., isolated nation, imperial power, and world leader.
- 5.1.3** Explain the idea of the national interest.
- 5.1.4** Evaluate the use of the national interest as a criterion for American foreign policy.
- 5.1.5** Explain the influence of American constitutional values and principles on American foreign policy, e.g., a commitment to the self-determination of nations.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
U.S. HISTORY II**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History II trace the role of exploration and expansion in the development and emergence of the modern United States by identifying philosophical changes in American foreign expansion. Students trace the role of migration and immigration of people in the development of the modern United States by analyzing the legal, political, social and economic changes in the status of immigrant groups. Students analyze the political, social, and economic responses to industrialization and technological innovations in the modern United States by examining the rise of industrialization and its political responses and the rise of the American labor movement. Students build an understanding of the cultural and social development and emergence of the modern United States by analyzing contributions of the diverse cultures that make up the population of the United States. Students explain the role of American Indians in the development of the modern United States.

Goal 1.1: Trace the role of exploration and expansion in the development and emergence of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.1.1** Describe the factors that contributed to post-Civil War expansion of the United States. (494.01.d)
- 1.1.2** Trace the evolution of American imperialism.

Goal 1.2: Trace the role of migration and immigration of people in the development of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.2.1** Identify motives for continued immigration to the United States. (495.01.a)
- 1.2.2** Analyze the changes in the political, social, and economic conditions of immigrant groups. (495.01.b)
- 1.2.3** List the causes and effects of 20th century migration.

Goal 1.3: Analyze the political, social, and economic responses to industrialization and technological innovations in the development and emergence of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.3.1** Explain the factors that contributed to the rise of industrialization in the 19th century. (496.01.a)
- 1.3.2** Describe economic responses to industrialization and the emergence of the American labor movement. (496.01.b)
- 1.3.3** Analyze the political and social responses to industrialization. (496.01.c)

- 1.3.4 Identify and analyze the causes of the Great Depression and its effects upon American society. (496.01.e)
- 1.3.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (496.01.f)

Goal 1.4: Build an understanding of the cultural and social development and emergence of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.4.1 Discuss ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns have enriched American culture. (498.01.a)
- 1.4.2 Identify and analyze contributions of the diverse cultures of the United States. (498.01.b)

Goal 1.5: Explain the role of American Indians in the development of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.5.4 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self determination throughout history that have impacted contemporary American Indians.
- 1.5.5 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 1.5.6 Explain why American Indian tribes strongly resisted efforts to assimilate.
- 1.5.7 Explain the influences of American Indians to the history and culture of both Idaho and the United States.

Standard 2: Geography

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface by developing and interpreting different kinds of maps, globes, graphs, charts, databases and models. Students trace the migration and settlement of human populations on the earth's surface by analyzing how scientific and technological innovations have shaped migration and settlement patterns in the development and emergence of the modern United States. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by analyzing ways in which humans respond to their physical environment in the modern United States.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

- 2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01.a)

Goal 2.2: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

- 2.2.2** Analyze how scientific and technological innovations have shaped migration and settlement patterns in the modern United States.

Goal 2.3: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History II, the student will be able to:

- 2.3.2** Explain ways in which people responded to their physical environment in the development and emergence of the modern United States. (485.03.a)
- 2.3.2** Analyze ways in which the physical environment affected political and economic development.

Standard 3: Economics

Students in U.S. History II explain basic economic concepts that played a crucial role in the transformation of the modern United States economy. Students identify different influences on economic systems through analyzing government policy in the development and emergence of the modern United States.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History II, the student will be able to:

- 3.1.1** Describe the emergence of the modern corporation.
- 3.1.2** Describe the development of a consumer economy.
- 3.1.3** Analyze the role of the modern United States in the global economy.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History II, the student will be able to:

- 3.2.1** Analyze the role of government policy in the economic development of the modern United States. (484.01.b)

Standard 4: Civics and Government

Students in U.S. History II explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify the rights and responsibilities of United States citizens. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Roles of Citizens in the United States

Objective(s): By the end of U.S. History II, the student will be able to:

- 4.1.1** Describe roles of citizens in Idaho and the United States, including voting in public elections, participating in voluntary associations of civil society to promote the common good, and participating in political activities to influence public policy decisions of government.

- 4.1.2 Describe the political, personal, and economic rights of citizens embedded in the United States Constitutions and in constitutional law developed through decisions of the United States Supreme Court.
- 4.1.3 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, such as *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997).
- 4.1.4 Analyze the struggles for the extension of civil rights. (490.01.c)
- 4.1.5 Provide and evaluate examples of social and political leadership in American history. (490.01.e)

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of U.S. History II, the student will be able to:

- 4.2.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in U.S. History II identify the importance of respecting multiple perspectives and global interdependence by explaining the principal foreign policy positions of the United States and evaluating their consequences. Students evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History II, the student will be able to:

- 5.1.1** Explain the significance of principal policies and events in the United States' relations with the world, e.g., World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, interventions in Latin America.
- 5.1.2** Explain how and why the United States assumed the role of world leader after World War II and what its leadership role is in the world today.
- 5.1.3** Evaluate the major foreign policy positions that have characterized the United States' relations with the world, e.g., isolated nation, imperial power, and world leader.
- 5.1.4** Explain the idea of the national interest.
- 5.1.5** Evaluate the use of the national interest as a criterion for American foreign policy.
- 5.1.6** Explain the influence of American constitutional values and principles on American foreign policy, e.g., a commitment to the self-determination of nations.
- 5.1.7** Explain possible tensions among American values, principles, and interest as the nation deals with the practical requirements of international politics, e.g., a commitment to human rights and the requirements of national security.
- 5.1.8** Evaluate the current role of the United States in peacemaking and peacekeeping.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
AMERICAN GOVERNMENT**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

No objectives in this course.

Standard 2: Geography

No objectives in this course.

Standard 3: Economics

No objectives in this course.

Standard 4: Civics & Government

Students in American Government identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. Students explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Idaho Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government, and relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of American Government, the student will be able to:

- 4.1.1** Describe major historical events that led to the creation of limited government in the United States, e.g.,
 - Magna Carta (1215), common law, and the Bill of Rights (1689) in England
 - colonial experience, Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), Bill of Rights (1791) in the United States
- 4.1.2** Explain the importance of the central ideas of the natural rights philosophy in the creation of American constitutional government, e.g., that all persons have the rights to life, liberty, property, and the pursuit of happiness just because they are human beings; that the major purpose of government is to protect those rights. (503.01.c)

- 4.1.3** Explain the major ideas about republican government which influenced the development of the United States Constitution, e.g., the concept of representative government, the importance of civic virtue or concern for the common good.
- 4.1.4** Explain the central ideas of American constitutional government, such as
- popular sovereignty, i.e., the people as the ultimate source of the power to create, alter, or abolish government
 - the necessity for a written constitution to set forth the organization of government and to grant and distribute its powers, e.g., among different branches of the national government, between the national government and the states; and between the people and the government
 - the Constitution as a “higher law” that authorizes and legitimizes and “energetic” and effective government of limited powers
 - the Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals
- 4.1.5** Explain how various provisions of the Constitution and principles of the constitutional system are devices to insure an effective government that will not exceed its limits.
- 4.1.6** Explain how the design of the institutions of government and the federal system channels and limits governmental power in order to serve the purposes of American constitutional democracy.

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of American Government, the student will be able to:

- 4.2.1** Explain that shared political and civic beliefs and values define an American citizen rather than ethnicity, race, religion, class, language, gender, or national origin.
- 4.2.2** Explain the shared ideas and values of American political culture as set forth in
- basic documents such as the Declaration of Independence, the United States Constitution and Bill of Rights
 - other sources such as *The Federalist* and Anti-federalist writings, the Declaration of Sentiments of the Seneca Falls Convention of 1848, Abraham Lincoln’s “Gettysburg Address,” Woodrow Wilson’s “Fourteen Points,” Franklin Roosevelt’s “Four Freedoms,” Martin Luther King’s “Letter from the Birmingham Jail,” and many landmark decisions of the Supreme Court of the United States
- 4.2.3** Describe beliefs common to American political culture, such as the belief in equality of opportunity; mistrust of power, as well as high expectations of what elected officials and government should do; the need to admit to faults or shortcomings in their society; and the belief that they can individually and through collective effort alleviate social, economic, or political problems.

Goal 4.3: Organization and Formation of the American System of Government

Objective(s): By the end of American Government, the student will be able to:

- 4.3.1 Identify the three branches of federal government, their powers, and responsibilities. (504.01.a)
- 4.3.2 Explain the functions, powers, and relationships among federal, state, local, and tribal governments. (504.01.b)
- 4.3.3 Identify the unique powers of tribal governments as they interact with local, state, and federal governments.
- 4.3.4 Analyze and explain the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho.
- 4.3.5 Discuss current sovereignty issues related to American Indians in Idaho, such as water, hunting, fishing, casinos, and tribal schools.
- 4.3.6 Explain how each level of government raises money to pay for its operations and services. (504.01.c)
- 4.3.7 Analyze the role of political parties and other political organizations and their impact on the American system of government. (504.01.e)

Goal 4.4: Citizen Responsibilities and Rights

Objective(s): By the end of American Government, the student will be able to:

- 4.4.1 Explain the balance of personal responsibilities and rights in American life. (506.01.a)
- 4.4.2 Identify the ways in which citizens can participate in the political process at the local, state, and national level. (506.01.b)
- 4.4.3 Explain the electoral process at each level of government. (506.01.c)
- 4.4.4 Explain the concept of citizenship and the ways in which individuals become citizens. (506.01.d)
- 4.4.5 Explain the implications of dual citizenship with regard to American Indians.

Goal 4.5: Dispositions of Democracy

Objective(s): By the end of American Government, the student will be able to:

- 4.5.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty**—telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view

- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community and nation
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in American Government identify the importance of respecting multiple perspectives and global interdependence by evaluating, taking, and defending positions on United States foreign policy and the role of international organizations in the world today. Students examine and evaluate the impact of American ideals in educating for democracy and examine contemporary global issues that impact the United States.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of American Government, the student will be able to:

- 5.1.1** Describe the impact of other nations' ideas on the United States, e.g., classical republicanism and civic virtue, rule of law and limited government, natural rights, social and economic rights in the twentieth century.
- 5.1.2** Describe the impact on other nations of the American Revolution and of the values and principles expressed in the Declaration of Independence and the United States Constitution, including the Bill of Rights.
- 5.1.3** Describe the influence American ideas about rights have had on other nations and the international organizations, e.g., French Revolution; democracy movements in Eastern Europe, People's Republic of China, Latin America, South Africa; United Nations Charter; Universal Declaration of Human Rights.
- 5.1.4** Explain powers the Constitution gives to the president, Congress, and the federal judiciary in foreign affairs and how these powers have been used.
- 5.1.5** Explain the tension between constitutional provisions and the requirements of foreign policy, e.g., the power of Congress to declare war and the need for the president to make expeditious decisions in times of international emergency, the power of the president to make treaties and the need for the Senate to approve them.
- 5.1.6** Describe the process by which United States foreign policy is made, including the roles of federal agencies, domestic interest groups, the public, and the media. (505.01.a)

- 5.1.7** Explain how and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world, e.g. long-standing commitments to certain nations, lobbying efforts of domestic groups, economic needs, homeland security.
- 5.1.8** Describe the various means used to attain the ends of United States foreign policy, such as diplomacy; economic, military and humanitarian aid; treaties; sanctions; military intervention; covert action.
- 5.1.9** Describe the purposes and functions of the major governmental and nongovernmental international organizations, e.g., United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International. [\(505.01.b\)](#)
- 5.1.10** Identify some important bilateral and multilateral agreements to which the United States is or is not signatory, e.g., NAFTA, Helsinki Accord, Antarctic Treaty, Most Favored Nation Agreements, Kyoto Treaty, International Court.
- 5.1.11** Explain the effects of significant political, demographic, and environmental trends in the world.
- 5.1.12** Describe ways in which Americans can influence foreign policy through civic involvement.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
ECONOMICS**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

No objectives in this course.

Standard 2: Geography

No objectives in this course.

Standard 3: Economics

Students in Economics explain basic concepts of the free market economy. Students identify the different influences on economic systems and the impact of governmental policies and decisions on those systems. Students analyze the different types of economic institutions and understand how they differ from one another. Students explain the concept of good personal finance by examining and applying the elements of responsible personal fiscal management.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Economics, the student will be able to do:

- 3.1.1** Define scarcity and explain its implications in decision making. (510.01.a)
- 3.1.2** Identify ways in which the interaction of all buyers and sellers influence prices. (510.01.b)
- 3.1.3** Identify the incentives that determine what is produced and distributed in a competitive market system. (510.01.d)
- 3.1.4** Compare and contrast free market and controlled economies of various nations and eras. (510.01.f)
- 3.1.5** Apply economic concepts to explain the role of imports/exports both nationally and internationally. (510.01.g)

Goal 3.2: Identify the different influences on economic systems.

Objective(s): By the end of Economics, the student will be able to do:

- 3.2.1** Compare and contrast the characteristics of different economic systems.
- 3.2.2** Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals. (512.01.b)

Goal 3.3: Analyze the different types of economic institutions and understand how they differ from one another.

Objective(s): By the end of Economics, the student will be able to do:

- 3.3.1** Explain the characteristics of various types of business structures. (513.01.a)
- 3.3.2** Describe the elements of entrepreneurship. (513.01.b)

- 3.3.3 Identify the role of the financial markets and institutions. (513.01.c)
- 3.3.4 Explain the purposes of labor unions. (513.01.e)
- 3.3.5 Explain the difference between monetary policy and fiscal policy.
- 3.3.6 Analyze the various parts of the business cycle and its effect on the economy.

Goal 3.4: Explain the concept of good personal finance.

Objective(s): By the end of Economics, the student will be able to do:

- 3.4.1 Examine and apply the elements of responsible personal fiscal management such as budgeting, investment, credit, and debt. (514.01.a)
- 3.4.2 Identify and evaluate sources and examples of consumers' responsibilities and rights. (514.01.b)
- 3.4.3 Define the concept of taxation and interest as applied to personal finances. (514.01.c)

Standard 4: Civics & Government

Students in Economics understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: The Role of Government

Objective(s): By the end of Economics, the student will be able to:

- 4.1.1 Explain the basic functions of government in a market economy.
- 4.1.2 Predict possible future effects of the national debt on the individual and the economy.
- 4.1.3 Analyze how changes in the price of certain goods, such as gasoline, impact the lives of people in the community.
- 4.1.4 Recognize that economic institutions, such as labor unions, nonprofit organizations, and cooperatives, evolve in market economies to help individuals accomplish their goals.
- 4.1.5 Identify laws and regulations adopted in the United States to promote competition among firms.
- 4.1.6 Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies, such as utilities.
- 4.1.7 Propose solutions for addressing issues of unemployment in the community.

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of Economics, the student will be able to:

- 4.2.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation

- **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
- **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
- **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
- **honesty** - telling the truth
- **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
- **open mindedness** - willingness to consider other points of view
- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community and nation
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Economics identify the importance of respecting multiple perspectives and global interdependence by evaluating, taking, and defending positions about the effects of significant economic, technological, and cultural developments in the United States and other nations. Students explain the principal effects of developments in other nations on American society and on their own lives.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Economics, the student will be able to:

- 5.1.1** Describe some of the principal economic, technological, and cultural effects the United States has had on the world, e.g., assembly line manufacturing, research and development in computer technology, popular music, fashion, film, television
- 5.1.2** Describe the role of the United States in establishing and maintaining principal international organizations, e.g., UN, UNICEF, GATT, World Bank, NATO, OAS, International Monetary Fund
- 5.1.3** Explain the principal effects of developments in other nations on American society and on their own lives

- economic conditions, e.g., multinational corporations, internationalization of capital, migration of labor, and other effects of an interdependent world economy
- technological developments, e.g., fax machines, electronic communications networks, jet air travel, personal computers, television, motion pictures
- cultural developments, e.g., religious movements, resurgence of ethnic consciousness, mass markets, sports

5.1.4 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.

**IDAHO STANDARDS POLICY STATEMENTS
KINDERGARTEN
SCIENCE**

Standard 1: Nature of Science

Students explore the process of scientific investigation through observations and collection of data over time. Students follow instructions and work with others.

Standard 2: Concepts of Physical Science

Students use their senses to investigate the organizational patterns in the world around them and describe a variety of objects.

Standard 3: Concepts of Biology

Students observe plants and animals and describe their characteristics.

Standard 4: Earth and Space Systems

Students make and describe observations of seasonal changes.

Standard 5: Personal and Social Perspectives; Technology

Students describe local environments.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1
SCIENCE

Standard 1: Nature of Science

Students make observations and collect data by using standard and non-standard units of measurement. Students are able follow multi-step instructions and work with others.

Standard 2: Concepts of Physical Science

Students are able to describe properties of common objects and how movement changes their position.

Standard 3: Concepts of Biology

Students describe how animals adapt and survive in their environment.

Standard 4: Earth and Space Systems

Students are able to describe characteristics for each season and list the seasons in sequential order.

Standard 5: Personal and Social Perspectives; Technology

Students are able to describe characteristics of the local environment.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 2
SCIENCE

Standard 1: Nature of Science

Students generate questions that can be answered through observation and collection of data. Students record data. Students explain that the shape of an item is determined by its function. Students follow multi-step instructions, work cooperatively and use effective communication skills.

Standard 2: Concepts of Physical Science

Students are able to describe objects by their properties and explain the effect motion has on an object.

Standard 3: Concepts of Biology

Students are able to list the basic needs of animals.

Standard 4: Earth and Space Systems

Students describe weather conditions.

Standard 5: Personal and Social Perspectives; Technology

Students compare man-made and natural environments. Students identify scientific tools.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3
SCIENCE

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments. Students read and give multi-step instructions.

Standard 2: Concepts of Physical Science

Students use scientific instruments to describe the properties of the three states of matter.

Standard 3: Concepts of Biology

Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.

Standard 4: Earth and Space Systems

Students explore the interactions between the earth, moon and sun.

Standard 5: Personal and Social Perspectives; Technology

Students identify local environmental issues and their relationship to tools and scientific investigation.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 4
SCIENCE

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments, analyze alternative explanation and communicate results of tests. Students analyze and follow multi-step instructions.

Standard 2: Concepts of Physical Science

Students use scientific instruments to describe and measure the properties of the three states of matter. Students distinguish between potential and kinetic energy.

Standard 3: Concepts of Biology

Students analyze how plants and animals adapt to their environments. Students classify vertebrates.

Standard 4: Earth and Space Systems

Students investigate the basic contents of our solar system.

Standard 5: Personal and Social Perspectives; Technology

Students are able to explain how people have invented tools to meet a need or to do a job.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5
SCIENCE

Standard 1: Nature of Science

Students identify the components of a system and explain their relationship to the whole.
Students read, execute and give technical instructions.

Standard 2: Concepts of Physical Science

Students explain the difference between an element, a mixture and a compound.

Standard 3: Concepts of Biology

Students are able to explain the differences between plant and animal cells. Students understand that plants produce energy. Students know that traits are passed from parents to offspring.

Standard 4: Earth and Space Systems

Students are able to describe the causes of changes on Earth.

Standard 5: Personal and Social Perspectives; Technology

Students use the scientific method to identify environmental issues.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 6
SCIENCE

Standard 1: Nature of Science

Students gather evidence to explain and know the differences between predictions, observations and inferences. Students read, execute and give technical instructions.

Standard 2: Concepts of Physical Science

Students compare and contrasts elements, compounds and mixtures. Students explore the effects of physical properties on objects.

Standard 3: Concepts of Biology

Students understand the building blocks of organisms.

Standard 4: Earth and Space Systems

Students describe and explain simple interactions between the solid earth, oceans, atmosphere, and organisms. Students understand the relationship between systems and the Earth.

Standard 5: Personal and Social Perspectives; Technology

Students identify issues for environmental studies and understand the difference between renewable and nonrenewable resources.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 7
SCIENCE

Standard 1: Nature of Science

Students carry out investigations over time using appropriate tools and equipment. Students are able to make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.

Standard 3: Biology

Students are able to state the levels of cellular organization and list cell parts and their respective functions. Students are able to explain how traits are passed from one generation to another. Students are able to differentiate between plant and animal cells by identifying the characteristic parts of each. Students are able to explain how organisms are adapted to their environment and interact with the biotic and abiotic components of the environment.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impacts both individuals and society.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 8
SCIENCE

Standard 1: Nature of Science

Students carry out investigations over time using appropriate tools and equipment. Students are able to make and test inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Conclusions are supported with data organized using appropriate tables, graphs, etc. Students analyze alternate explanations to support or revise their conclusions by critically considering outside evidence. Students will carry out investigations following written lab procedures. Students will follow safety protocols in carrying out investigations.

Standard 2: Physical Science

Students describe atomic structure and how that structure affects the behavior of matter. Students describe how forces affect motion.

Standard 4: Earth and Space Systems

Students are able to explain the interactions between the solid earth, oceans, atmosphere, and organisms. Students are able to identify the characteristics necessary for life, comparing Earth to the other planets in the solar system. Students can explain events such as day length, phases of the moon, movement of tectonic plates, etc.

Standard 5: Personal and Social Perspectives; Technology

Students will understand that science and technology interact and impacts both individuals and society.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 8/9
PHYSICAL SCIENCE

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Standard 2: Concepts of Physical Science

Students explain the structure and basic properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential, kinetic, or energy contained in a field.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 8/9
EARTH SCIENCE

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Standard 4: Earth and Space Systems

Students are able to describe the current theory explaining the formation of the solar system. Students are able to explain earth processes, events (erosion, uplifting, earthquakes, volcanic eruptions, etc.), and geological time. Students are able to explain Earth's heat sources.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students are able to describe issues related to water quality, air quality, hazardous waste, etc. Students are also able to describe renewable and nonrenewable resources.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 9/10
BIOLOGY

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Standard 3: Concepts of Biology

Students are able to explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students are able to describe the functions of cell structures. Students are able to use the theory of evolution to explain diversity of life.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students are able to describe issues related to water quality, air quality, hazardous waste, etc. Students are also able to describe renewable and nonrenewable resources.

**IDAHO ACHIEVEMENT STANDARDS
KINDERGARTEN
SCIENCE**

Standard 1: Nature of Science

Students explore the process of scientific investigation through observations and collection of data over time. Students follow instructions and work with others.

Goal 1.1: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Kindergarten, the student will be able to:

1.1.1 Make observations. (528.01.a)

1.1.2 Collect data. (528.01.a)

Goal 1.2: Understand Constancy, Change, and Measurement

Objective(s): By the end of Kindergarten, the student will be able to:

1.2.1 Measure in non-standard units. (528.02.b)

Goal 1.3: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of Kindergarten, the student will be able to:

1.3.1 Apply the concepts of yesterday, today, and tomorrow. (528.03.a)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Kindergarten, the student will be able to:

1.4.1 Make observations. (529.01.a)

Goal 1.5: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Kindergarten, the student will be able to:

1.5.1 Use cooperation and interaction skills. (538.01.a)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of Kindergarten, the student will be able to:

1.6.1 Follow instructions. (538.02.a)

Standard 2: Physical Science

Students use their senses to investigate the organizational patterns in the world around them and describe a variety of objects.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Kindergarten, the student will be able to:

2.1.1 Use senses to describe matter. ([530.01.a](#))

Standard 3: Biology

Students observe plants and animals and describe their characteristics.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Kindergarten, the student will be able to:

3.1.1 Observe and describe the characteristics of plants and animals. ([532.01.a](#))

Goal 3.2: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of Kindergarten, the student will be able to:

3.2.1 Describe the difference between living and non-living things. ([533.01.a](#))

Standard 4: Earth and Space Systems

Students make and describe observations of seasonal changes.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Kindergarten, the student will be able to:

4.1.1 Name the four seasons. ([534.01.a](#))

4.1.2 Place the four seasons in order. ([534.01.a](#))

Standard 5: Personal and Social Perspectives; Technology

Students describe local environments

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Kindergarten, the student will be able to:

5.1.1 Describe characteristics of a man made environment. (home, school...) ([536.01.a](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
SCIENCE**

Standard 1: Nature of Science

Students make observations and collect data by using standard and non-standard units of measurement. Students are able follow multi-step instructions and work with others.

Goal 1.1: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of 1st Grade, the student will be able to:

1.1.1 Make observations, collect data and use data. (543.01.a)

Goal 1.2: Understand Constancy, Change, and Measurement

Objective(s): By the end of 1st Grade, the student will be able to:

1.2.1 Measure in both standard and non-standard units. (543.02.b)

Goal 1.3: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of 1st Grade, the student will be able to:

1.3.1 Explain the concepts of past, present, and future. (543.03.a)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of 1st Grade, the student will be able to:

1.4.1 Make and record observations. (544.01.a)

Goal 1.5: Understand that Interpersonal Relationships are Important in Scientific Endeavors

Objective(s): By the end of 1st Grade, the student will be able to:

1.5.1 Demonstrate cooperation and interaction skills. (553.01.a)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of 1st Grade, the student will be able to:

1.6.1 Follow multi-step instructions. (553.02.a)

Standard 2: Physical Science

Students are able to describe properties of common objects and how movement changes their position.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of 1st Grade, the student will be able to:

2.1.1 Describe the multiple properties of objects. (545.01.a)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of 1st Grade, the student will be able to:

2.2.1 Describe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall) (545.02.a)

Standard 3: Biology

Students describe how animals adapt and survive in their environment.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of 1st Grade, the student will be able to:

3.1.1 Describe the life cycle of a plant. (seed, growth, reproduces, death) (547.01.a)

3.1.2 Describe the life cycle of an animal. (birth, development, reproduces, death) (547.01.a)

Goal 3.2: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of 1st Grade, the student will be able to:

3.2.1 State that living things need food to survive. (548.01.a)

Standard 4: Earth and Space Systems

Students are able to describe characteristics for each season and list the seasons in sequential order.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of 1st Grade, the student will be able to:

4.1.1 Identify the four seasons and their characteristics for a local region. (549.01.a)

Standard 5: Personal and Social Perspectives; Technology

Students are able to describe characteristics of the local environment.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of 1st Grade, the student will be able to:

5.1.1 Identify the characteristics of local natural environments. (playground, backyard) (551.01.a)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students generate questions that can be answered through observation and collection of data. Students record data. Students explain that the shape of an item is determined by its function. Students follow multi-step instructions, work cooperatively and use effective communication skills.

Goal 1.1: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.1.1 Make observation, record data and interpret data. (558.01.a)

Goal 1.2: Understand Constancy, Change, and Measurement

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.2.1 Measure in standard and non-standard systems. (558.01.b)

Goal 1.3: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.3.1 Apply the concepts of past, present, and future. (558.03.a)

Goal 1.4: Understand Concepts of Form and Function

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.4.1 Identify shape and use of objects. (558.04.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.5.1 Identify questions to be investigated. (559.01.a)

1.5.2 Make observations. (559.01.b)

1.5.3 Analyze information and evidence. (559.01.d)

1.5.4 Communicate observations. (559.01.f)

Goal 1.6: Understand that Interpersonal Relationships are Important in Scientific Endeavors

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.6.1 Practice cooperation and interaction skills with job assignments. (recorder, time keeper, materials manager) (568.01.a)

Goal 1.7: Understand Technical Communication

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.7.1 Follow multi-step instructions. (568.02.a)

Standard 2: Physical Science

Students are able to describe objects by their properties and explain the effect motion has on an object.

Goal 2.1: Understand the Structure and Functions of Matter and Molecules and Their Interactions

Objective(s): By the end of the 2nd Grade, the student will be able to:

2.1.1 List multiple properties of an object. (560.01.a)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of the 2nd Grade, the student will be able to:

2.2.1 Explain how force effects the position and motion of objects. (560.01.a)

Standard 3: Biology

Students are able to list the basic needs of animals.

Goal 3.1: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of the 2nd Grade, the student will be able to:

3.1.1 Identify four basic needs of all living things. (food, shelter, water, space)
(563.01.a)

3.1.2 Discuss how animals are suited to live in different habitats. (547.01.b)

Standard 4: Earth and Space Systems

Students describe weather conditions.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of the 2nd Grade, the student will be able to:

4.1.1 Describe the characteristics of different weather conditions. (564.01.b)

Standard 5: Personal and Social Perspectives; Technology

Students compare man-made and natural environments. Students identify scientific tools.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of the 2nd Grade, the student will be able to:

5.1.1 Compare and contrast man-made and natural environments. ([566.01.a](#))

Goal 5.2: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 2nd Grade, the student will be able to:

5.2.1 Identify tools people have invented for everyday life and for scientific investigations. ([565.01.b](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments. Students read and give multi-step instructions.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.1.1** Label the parts of a system. (573.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.2.1** Make observation, collect data and evaluate the collected data. (573.02.a)
- 1.2.2** Replicate and/or use models. (573.02.b)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.3.1** Measure changes that occur. (573.03.b)
- 1.3.2** Measure in both the standard and metric systems. (573.03.c)

Goal 1.4: Understand Concepts of Form and Function.

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.4.1** Describe the relationship between shape and use. (573.05.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.5.1** Write questions that can be answered by conducting scientific tests. (574.01.a)
- 1.5.2** Conduct scientific tests (574.01.b)
- 1.5.3** Use appropriate tools and techniques to gather and display data. (574.01.c)
- 1.5.4** Use data to construct a reasonable explanation. (574.01.d)
- 1.5.5** Make simple predictions based on data. (574.01.e)
- 1.5.6** Analyze alternative explanations. (574.01.f)
- 1.5.7** Communicate the results of tests to others. (574.01.g)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.6.1.** Read and give multi-step instructions. (583.02.a)

Standard 2: Physical Science

Students use scientific instruments to describe the properties of the three states of matter.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 2.1.1** Use simple instruments to measure properties. (575.01.a)
- 2.1.2** Describe the physical properties of solids, liquids, and gases. (575.01.b)
- 2.1.3** Explain that heating and cooling can cause changes of state in common materials. (575.01.c)

Standard 3: Biology

Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 3.1.1** Describe diversity of plants and animals and how they adapt in order to survive in their environment. (577.01.a)

Goal 3.2: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 3.2.1** Describe the energy needed for living systems to survive. (578.01.a)
- 3.2.2** Compare and contrast the energy requirements of plants and animals. (593.01.a)
- 3.2.3** Label a food chain that shows how organisms cooperate and compete in an ecosystem. (578.01.b)
- 3.2.4** Diagram the food web and know that organisms both cooperate and compete in ecosystems. (593.01.b)

Standard 4: Earth and Space Systems

Students explore the interactions between the earth, moon and sun.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 4.1.1** Explain the length of a day, the seasons, the year, phases of the moon, and eclipses. (594.01.a)

Standard 5: Personal and Social Perspectives; Technology

Students identify local environmental issues and their relationship to tools and scientific investigation.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of the 3rd Grade, the student will be able to:

5.1.1 Identify local environmental issues. ([581.01.a](#))

Goal 5.2: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of the 3rd Grade, the student will be able to:

5.2.1 Explain the concept of recycling. ([581.03.a](#))

Goal 5.3: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 3rd Grade, the student will be able to:

5.3.1 Describe how technology is the means by which people use knowledge, tools, and systems to make their lives easier and better. ([580.01.a](#))

5.3.2 Discuss the progression of tools invented for everyday life and for scientific investigations. ([580.01.b](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 4
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments, analyze alternative explanation and communicate results of tests. Students analyze and follow multi-step instructions.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of the 4th Grade, the student will be able to:

- 1.1.1** Explain that a system consists of an organized group of related objects that form a whole. (588.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 4th Grade, the student will be able to:

- 1.2.1** Make and record observations, analyze and communicate these observations and related data. (588.02.a)
- 1.2.2** Explain the difference between observations and inferences. (588.02.b)
- 1.2.3** Make, describe and/or use models. (588.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of 4th Grade, the student will be able to:

- 1.3.1** Describe how changes occur and can be measured. (588.03.b)
- 1.3.2** Measure using standard and metric systems. (588.03.c)

Goal 1.4: Understand Concepts of Form and Function

Objective(s): By the end of the 4th Grade, the student will be able to:

- 1.4.1** Explain the relationship between shape and use. (588.05.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 4th Grade, the student will be able to:

- 1.5.1** Write questions that can be answered by conducting scientific tests. (589.01.a)
- 1.5.2** Conduct scientific tests. (589.01.b)
- 1.5.3** Use appropriate tools and techniques to gather and display data. (589.01.c)
- 1.5.4** Use data to construct a reasonable explanation. (589.01.d)
- 1.5.5** Make predictions based on data. (589.01.e)
- 1.5.6** Analyze alternative explanations. (589.01.f)
- 1.5.7** Communicate the results of tests to others in multiple formats. (589.01.g)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of the 4th Grade, the student will be able to:

1.6.1: Analyze and follow multi-step instructions. (598.02.a)

Standard 2: Physical Science

Students use scientific instruments to describe and measure the properties of the three states of matter. Students distinguish between potential and kinetic energy.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and their Interactions

Objective(s): By the end of the 4th Grade, the student will be able to:

2.1.1 Use instruments to measure properties (590.01.a)

2.1.2 Describe the physical properties of solids, liquids, and gases. (590.01.b)

2.1.3 Explain the changes caused by heating and cooling materials. (590.01.c)

Goal 2.2: Understand the total energy in the universe is constant

Objective(s): By the end of the 4th Grade, the student will be able to:

2.2.1 Compare and contrast potential and kinetic energy. (590.03.a)

Standard 3: Biology

Students analyze how plants and animals adapt to their environments. Students classify vertebrates.

Goal 3.1: Understand the theory of biological evolution

Objective(s): By the end of the 4th Grade, the student will be able to:

3.1.1 Analyze and communicate diversity of plants and animals and how they adapt in order to survive in their environment. (592.01.a)

3.1.2 Describe the difference between vertebrate and invertebrates animals. (592.01.c)

3.1.3 Classify the five groups of vertebrates (mammal, reptiles, amphibians, birds and fish) based on characteristics. (592.01.c)

Standard 4: Earth and Space Systems

Students investigate the basic contents of our solar system.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of the 4th Grade, the student will be able to:

4.1.1 Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors). (594.01.b)

4.1.2 Explain the effect of gravity on orbits and objects. (594.01.c)

4.1.3 Explain the effect of moon's gravity on Earth's tides. (594.01.c)

Standard 5: Personal and Social Perspectives; Technology

Students are to explain how people have invented tools to meet a need or to do a job.

Goal 5.1: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 4th Grade, the student will be able to:

- 5.1.1** Identify tools used for space exploration and for scientific investigations.
(595.01.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students identify the components of a system and explain their relationship to the whole.
Students read, execute and give technical instructions.

Goal 1.1: Understand systems, order, and organization

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.1.1** Compare and contrast different systems. (603.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.2.1** Use observations and data as evidence on which to base scientific explanations and predictions. (603.021)
- 1.2.2** Compare the differences between observations and inferences. (603.02.b)
- 1.2.3** Use models to explain or demonstrate a concept. (603.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.3.1** Analyze changes that occur in and among systems. (603.03.b)
- 1.3.2** Measure using standard and metric systems with an emphasis on the metric system. (603.03.c)

Goal 1.4: Understand Concepts of Form and Function

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.4.1** Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.5.1** Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)
- 1.5.2** Conduct scientific investigations using controls and variables when appropriate. (604.01.b)
- 1.5.3** Select and use appropriate tools and techniques to gather and display data. (604.01.c)
- 1.5.4** Analyze data in order to develop descriptions, explanations, predictions, and models using evidence. (604.01.d)

- 1.5.5 State a hypothesis based on observations. (604.01.e)
- 1.5.6 Compare alternative explanations and predictions. (604.01.f)
- 1.5.7 Communicate scientific procedures and explanations. (604.01.g)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.6.1 Read and follow technical instructions. (613.02.a)

Standard 2: Physical Science

Students explain the difference between an element, a mixture and a compound.

Goal 2.1: Understand the structure and function of matter and molecules and their interactions

Objective(s): By the end of the 5th Grade, the student will be able to:

- 2.1.1 Describe the differences between elements, compounds, and mixtures. (605.01.a)
- 2.1.2 Compare the physical differences between solids, liquids, and gases. (605.01.c)
- 2.1.3 Explain the nature of physical change and how it relates to physical properties. (605.01.d)

Standard 3: Biology

Students are able to explain the differences between plant and animal cells. Students understand that plants produce energy. Students know that traits are passed from parents to offspring.

Goal 3.1: Understand the Cell is the Basis of Form and Function for All Living Things and How Living Things Carry Out their Life Functions

Objective(s): By the end of the 5th Grade, the student will be able to:

- 3.1.1 Compare and contrast the structural differences between plant and animal cells. (606.01.b)
- 3.1.2 Explain the concept that traits are passed from parents to offspring. (606.01.c)

Goal 3.2: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of the 5th Grade, the student will be able to:

- 3.2.1 Communicate how the energy for life is primarily derived from the sun through photosynthesis. (608.01.a)

Standard 4: Earth and Space Systems

Students are able to describe the causes of changes on Earth.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of 5th Grade, the student will be able to:

- 4.1.1** Describe the interactions between the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

Objective(s): By the end of the 5th Grade, the student will be able to:

- 4.2.1** Explain the rock cycle and identify the three classifications of rocks. (609.02.a)

Standard 5: Personal and Social Perspectives; Technology

Students use the scientific method to identify environmental issues.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of the 5th Grade, the student will be able to:

- 5.1.1** Identify issues for environmental studies. (611.01.a)

Goal 5.2: Understand the importance of natural resources and the need to manage and conserve them

Objective(s): By the end of the 5th Grade, the student will be able to:

- 5.2.1** Explain the differences between renewable and nonrenewable resources. (611.03.a)

Goal 5.3: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 5th Grade, the student will be able to:

- 5.3.1** Describe how science and technology is part of a student's life. (610.01.a)
5.3.2 List examples of science and technology. (610.01.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 6
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students gather evidence to explain and know the differences between predictions, observations and inferences. Students read, execute and give technical instructions.

Goal 1.1: Understand systems, order, and organization.

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.1.1** Analyze different systems. (618.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.2.1** Explain and use observations and data as evidence on which to base scientific explanations and predictions. (618.02.a)
- 1.2.2** Use observations to make inferences. (618.02.b)
- 1.2.3** Use models to explain or demonstrate a concept. (618.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of 6th Grade, the student will be able to:

- 1.3.1** Analyze changes that occur in and among systems. (618.03.b)
- 1.3.2** Measure using standard and metric systems with an emphasis on the metric system. (618.03.c)

Goal 1.4: Understand Concepts of Form and Function

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.4.1** Analyze how the shape or form of an object or system is frequently related to its use and/or function. (618.05.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.5.1** Write and analyze questions that can be answered by conducting scientific experiments. (619.02.a)
- 1.5.2** Conduct scientific investigations using controls and variable when appropriate. (619.02.b)
- 1.5.3** Select and use appropriate tools and techniques to gather and display data. (619.02.c)
- 1.5.4** Analyze data in order to develop descriptions, explanations, predictions, and models using evidence. (619.2.d)

- 1.5.5 Test a hypothesis based on observations. (619.02.e)
- 1.5.5 Communicate scientific procedures and explanations. (619.02.g)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.6.1 Read, execute and give technical instructions. (628.01a)

Standard 2: Physical Science

Students compare and contrasts elements, compounds and mixtures. Students explore the effects of physical properties on objects.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and their Interactions

Objective(s): By the end of the 6th Grade, the student will be able to:

- 2.1.1 Compare and contrast the differences among elements, compounds and mixtures. (620.01.a)
- 2.1.2 Define the properties of matter. (620.01.b)
- 2.1.3 Compare densities of equal volumes of a solid, liquid, or a gas. (619.01.c)
- 2.1.4 Describe the effect of temperature on density. (620.01.c)
- 2.1.5 Explain the nature of physical change and how it relates to physical properties. (distance between molecules as water transitions from ice, water and steam) (620.01.d)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of the 6th Grade, the student will be able to:

- 2.2.1 Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. (620.03.d)

Standard 3: Biology

Students understand the building blocks of organisms.

Goal 3.1: Understand the Cell is the Basis of Form and Function for All Living Things and How Living Things Carry Out their Life Functions

Objective(s): By the end of the 6th Grade, the student will be able to:

- 3.1.1 Explain the different structural levels of which an organism is comprised. (cells, tissues, organs, organ systems, and organisms) (621.01.a)
- 3.1.2 Analyze the structural differences between plant and animal cells. (621.01.b)
- 3.1.3 Describe how traits are passed from parents to offspring. (621.01.c)

Standard 4: Earth and Space Systems

Students describe and explain simple interactions between the solid earth, oceans, atmosphere, and organisms. Students understand the relationship between systems and the Earth.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of the 6th Grade, the student will be able to:

- 4.1.1** Explain the interactions between the solid earth, oceans, atmosphere, and organisms. (624.01.a)
- 4.1.2** Explain the water cycle and its relationship to weather and climate. (624.01.b)
- 4.1.3** Identify cumulus, cirrus, and stratus clouds and their relationship to weather changes. (624.01.c)

Standard 5: Personal and Social Perspectives; Technology

Students identify issues for environmental studies and understand the difference between renewable and nonrenewable resources.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of the 6th Grade, the student will be able to:

- 5.1.1** Identify issues for environmental studies. (626.01.a)

Goal 5.2: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of the 6th Grade, the student will be able to:

- 5.2.1** Identify the difference between renewable and nonrenewable resources. (626.03.a)

Goal 5.3: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 6th Grade, the student will be able to:

- 5.3.1** Describe how science and technology are part of our society. (625.01.a)
- 5.3.2** Describe how science and technology are interrelated. (625.01.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students carry out investigations over time using appropriate tools and equipment. Students are able to make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.

Goal 1.1: Understand systems, order, and organization

Objective(s): By the end of 7th Grade the student will be able to:

- 1.1.1** Define small systems as a part of a whole system. (633.01.a)
- 1.1.2** Determine how small systems contribute to the function of the whole. (633.01.a)
- 1.1.3** Identify the different structural levels of an organism (cells, tissues, organs, and organ systems). (633.01.b)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.2.1** Describe how observations and data are evidence on which to base scientific explanations and predictions. (633.02.a)
- 1.2.2** Use observations to make defensible inferences. (633.02.b)
- 1.2.3** Use models to explain or demonstrate a concept. (633.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.3.1** Identify concepts of science that have been stable over time. (633.03.a)
- 1.3.2** Recognize changes that occur within systems. (633.03.b)
- 1.3.3** Make metric measurements using appropriate tools. (633.03.c)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.4.1** Identify controls and variables used in scientific investigations. (634.01.b)
- 1.4.2** Use appropriate tools and techniques to gather and display data. (634.01c)
- 1.4.3** Evaluate data in order to form conclusions. (634.01.d)
- 1.4.4** Use evidence and critical thinking to accept or reject a hypothesis. (634.01.e)
- 1.4.5** Evaluate alternative explanations or predictions. (634.01.f)
- 1.4.6** Communicate and defend scientific procedures and explanations. (634.01.g)

Goal 1.5: Understand Technical Communication

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.5.1** Read and evaluate technical instructions. (643.02.a)

Standard 3: Biology

Students are able to state the levels of cellular organization and list cell parts and their respective functions. Students are able to explain how traits are passed from one generation to another. Students are able to differentiate between plant and animal cells by identifying the characteristic parts of each. Students are able to explain how organisms are adapted to their environment and interact with the biotic and abiotic components of the environment.

Goal 3.1: Understand the Cell is the Basis of Form and Function for All Living Things and How Living Things Carry Out their Life Functions

Objective(s): By the end of the 7th Grade, the student will be able to:

- 3.1.1** Identify the relationships among specialized cells, tissues, organs, organ systems, and organisms. (636.01.a)
- 3.1.2** Identify the parts of specialized plant and animal cells. (636.01.b)
- 3.1.3** Identify the functions of cell structures. (636.01.b)
- 3.1.4** Describe cell functions that involve chemical reactions. (630.01.c)
- 3.1.5** Describe how dominant and recessive traits are inherited. (636.01.e)

Goal 3.2: Understand the Theory of Biological Evolution

Objective(s): By the end of the 7th Grade, the student will be able to:

- 3.2.1** Describe how natural selection explains species change over time. (637.01.a)

Goal 3.3: Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment

Objective(s): By the end of the 7th Grade, the student will be able to:

- 3.3.1** Describe how energy stored in food is primarily derived from the sun through photosynthesis. (638.01.a)
- 3.3.2** Describe how the availability of resources (matter and energy) limits the distribution and abundance of organisms. (638.01.b)
- 3.3.3** Illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere. (638.01.c)
- 3.3.4** Identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivore, and decomposers. (638.01.d)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impacts both individuals and society.

Goal 5.1: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of 7th Grade, the student will be able to:

5.1.1 Identify alternative sources of energy. [\(641.03.a\)](#)

Goal 5.2: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of 7th Grade, the student will be able to:

5.2.1 Explain how science and technology are interrelated. [\(640.01.a\)](#)

5.2.2 Explain how science advances technology. [\(640.01.b\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 8/9
PHYSICAL SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Physical Science, the student will be able to:

- 1.1.1** Explain the scientific meaning of system, order, and organization. (648.01a)
- 1.1.2** Apply the concepts of order, and organization to a given system. (648.01a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Physical Science, the student will be able to:

- 1.2.1** Use observations and data as evidence on which to base scientific explanations. (648.02a)
- 1.2.2** Develop models to explain concepts or systems. (648.02b)
- 1.2.3** Develop scientific explanations based on knowledge, logic and analysis. (648.02c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Physical Science, the student will be able to:

- 1.3.1** Measure changes that can occur in and among systems (648.03b)
- 1.3.2** Analyze changes that can occur in and among systems (648.03b)
- 1.3.3** Measure and calculate using the metric system. (648.03c)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Physical Science, the student will be able to:

- 1.4.1** Identify questions and concepts that guide scientific investigations. (649.01a)
- 1.4.2** Utilize the components of scientific problem solving to design and conduct investigations. (649.01b)
- 1.4.3** Use appropriate technology and mathematics to make investigations. (649.01c)
- 1.4.4** Formulate scientific explanations and models using logic and evidence. (649.01d)
- 1.4.5** Analyze alternative explanations and models. (649.01e)
- 1.4.6** Communicate and defend a scientific argument. (649.01f)
- 1.4.7** Explain the differences between observations, hypotheses, and theories. (649.01g)

Goal 1.5: Understand Technical Communication

Objective(s): By the end of Physical Science, the student will be able to:

- 1.5.1** Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 2: Physical Science

Students explain the structure and basic properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential, kinetic, or energy contained in a field.

Goal 2.1: Understand the Structure of Atoms

Objective(s): By the end of Physical Science, the student will be able to:

- 2.1.1** Describe the properties, function, and location of protons, neutrons, and electrons. (650.01a)
- 2.1.2** Explain the processes of fission and fusion. (650.01b)
- 2.1.3** Describe the characteristics of isotopes. (650.01c)
- 2.1.4** State the basic electrical properties of matter. (650.01d)
- 2.1.5** Describe the relationships between magnetism and electricity.

Goal 2.2: Understand Chemical Reactions

Objective(s): By the end of Physical Science, the student will be able to:

- 2.2.1** Explain how chemical reactions may release or consume energy while the quantity of matter remains constant. (650.03a)

Goal 2.3: Understand Concepts of Motion and Forces

Objective(s): By the end of Physical Science, the student will be able to:

- 2.3.1** Explain motion using Newton's Laws of Motion. (650.04b)

Goal 2.4: Understand That the Total Energy in the Universe is Constant

Objective(s): By the end of Physical Science, the student will be able to:

- 2.4.1** Explain that energy can be transformed, but cannot be created or destroyed. (650.05a)
- 2.4.2** Classify energy as potential energy, kinetic energy, or energy contained by a field. (650.05b)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment.

Goal 5.1: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of Physical Science, the student will be able to:

- 5.1.1** Explain how science advances technology. [\(655.01a\)](#)
- 5.1.2** Explain how technology advances science. [\(655.01a\)](#)
- 5.1.3** Explain how science and technology are pursued for different purposes. [\(656.01b\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 8/9
EARTH SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Earth Science, the student will be able to:

- 1.1.1** Explain the scientific meaning of system, order, and organization. (648.01a)
- 1.1.2** Apply the concepts of order, and organization to a given system. (648.01a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Earth Science, the student will be able to:

- 1.2.1** Use observations and data as evidence on which to base scientific explanations. (648.02a)
- 1.2.2** Develop models to explain concepts or systems. (648.02b)
- 1.2.3** Develop scientific explanations based on knowledge, logic and analysis. (648.02c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Earth Science, the student will be able to:

- 1.3.1** Measure changes that can occur in and among systems (648.03b)
- 1.3.2** Analyze changes that can occur in and among systems (648.03b)
- 1.3.3** Measure and calculate using the metric system. (648.03c)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Earth Science, the student will be able to:

- 1.4.1** Identify questions and concepts that guide scientific investigations. (649.01a)
- 1.4.2** Utilize the components of scientific problem solving to design and conduct investigations. (649.01b)
- 1.4.3** Use appropriate technology and mathematics to make investigations. (649.01c)
- 1.4.4** Formulate scientific explanations and models using logic and evidence. (649.01d)
- 1.4.5** Analyze alternative explanations and models. (649.01e)
- 1.4.6** Communicate and defend a scientific argument. (649.01f)
- 1.4.8** Explain the differences between observations, hypotheses, and theories. (649.01g)

Goal 1.5: Understand Technical Communication

Objective(s): By the end of Earth Science, the student will be able to:

- 1.5.1** Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 4: Earth and Space Systems

Students are able to describe the current theory explaining the formation of the solar system. Students are able to explain earth processes, events (erosion, uplifting, earthquakes, volcanic eruptions, etc.), and geological time. Students are able to explain Earth's heat sources.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Earth Science, the student will be able to:

- 4.1.1** Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas. (654.01a)
- 4.1.2** Identify methods used to estimate geologic time (observing rock sequences and using fossils to correlate the sequences at various locations). (654.01b)
- 4.1.3** Show how interactions among the solid earth, oceans, atmosphere, and organisms have changed of the earth system. (Some activities are observable earthquakes and volcanic eruptions but many take place over hundreds of millions of years.) (654.01c)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

Objective(s): By the end of Earth Science, the student will be able to:

- 4.2.1** Explain the internal and external energy sources of the earth (654.02a)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students are able to describe issues related to such as water quality, air quality, hazardous waste, etc. Students are also able to describe renewable and nonrenewable resources.

Goal 5.1: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of Earth Science, the student will be able to:

- 5.1.1** Explain how science advances technology. (655.01a)
- 5.1.2** Explain how technology advances science. (655.01a)
- 5.1.3** Explain how science and technology are pursued for different purposes. (655.01b)

Goal 5.2: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Earth Science, the student will be able to:

- 5.2.1** Analyze environmental issues such as water quality, air quality, hazardous waste, and depletion of natural resources. (656.01a)

Goal 5.3: Understand the importance of natural resources and the need to manage and conserve them.

Objective(s): By the end of Earth Science, the student will be able to:

- 5.3.1** Describe the difference between renewable and nonrenewable resources. (656.03a)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9/10
BIOLOGY**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Biology, the student will be able to:

- 1.1.1** Explain the scientific meaning of system, order, and organization. (648.01a)
- 1.1.2** Apply the concepts of order, and organization to a given system. (648.01a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Biology, the student will be able to:

- 1.2.1** Use observations and data as evidence on which to base scientific explanations. (648.02a)
- 1.2.2** Develop models to explain concepts or systems. (648.02b)
- 1.2.3** Develop scientific explanations based on knowledge, logic and analysis. (648.02c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Biology, the student will be able to:

- 1.3.1** Measure changes that can occur in and among systems (648.03b)
- 1.3.2** Analyze changes that can occur in and among systems (648.03b)
- 1.3.3** Measure and calculate using the metric system. (648.03c)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Biology, the student will be able to:

- 1.4.1** Identify questions and concepts that guide scientific investigations. (649.01a)
- 1.4.2** Utilize the components of scientific problem solving to design and conduct investigations. (649.01b)
- 1.4.3** Use appropriate technology and mathematics to make investigations. (649.01c)
- 1.4.4** Formulate scientific explanations and models using logic and evidence. (649.01d)
- 1.4.5** Analyze alternative explanations and models. (649.01e)
- 1.4.6** Communicate and defend a scientific argument. (649.01f)
- 1.4.9** Explain the differences between observations, hypotheses, and theories. (649.01g)

Goal 1.5: Understand Technical Communication

Objective(s): By the end of Biology, the student will be able to:

- 1.5.1** Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 3: Biology

Students are able to explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students are able to describe the functions of cell structures. Students are able to use the theory of evolution to explain diversity of life.

Goal 3.1: Understand the Cell is the Basis of Form and Function for All Living Things and How Living Things Carry Out Their Life Functions

Objective(s): By the end of Biology, the student will be able to:

- 3.1.1** Identify the particular structures that underlie the cellular functions. (651.01a)
3.1.2 Explain cell functions involving chemical reactions. (651.01b)
3.1.3 Explain how cells use DNA to store and use information for cell functions. (651.01c)
3.1.4 Explain how selective expression of genes can produce specialized cells from a single cell. (651.01e)

Goal 3.2: Understand the Theory of Biological Evolution

Objective(s): By the end of Biology, the student will be able to:

- 3.2.1** Use the theory of evolution to explain how species change over time. (652.01a)
3.2.2 Explain how evolution is the consequence of interactions of:
 - Potential of a species to increase its numbers;
 - Genetic variability;
 - A finite supply of resources;
 - Selection by the environment of those offspring better able
 - To survive and leave offspring. (652.01a)

Goal 3.3: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows through Living Systems and between Living Systems and the Environment

Objective(s): By the end of Biology, the student will be able to:

- 3.3.1** Explain how matter tends toward more disorganized states (entropy). (653.01a)
3.3.2 Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)
3.3.3 Show how the energy for life is primarily derived from the sun through photosynthesis. (653.01c)
3.3.4 Describe cellular respiration and the synthesis of macromolecules. (653.01d)
3.3.5 Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students are able to describe issues related to water quality, air quality, hazardous waste, etc. Students are also able to describe renewable and nonrenewable resources.

Goal 5.1: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of Biology, the student will be able to:

- 5.1.1** Explain how science advances technology. (655.01a)
- 5.1.2** Explain how technology advances science. (655.01a)
- 5.1.3** Explain how science and technology are pursued for different purposes. (656.01b)

Goal 5.2: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Biology, the student will be able to:

- 5.2.1** Analyze environmental issues such as water quality, air quality, hazardous waste, forest health, and agricultural production. (656.01a)

Goal 5.3: Understand the importance of natural resources and the need to manage and conserve them.

Objective(s): By the end of Biology, the student will be able to:

- 5.3.1** Describe the difference between renewable and nonrenewable resources. (656.03a)

IDAHO STANDARDS POLICY STATEMENTS

KINDERGARTEN

LANGUAGE ARTS

Standard 1: Reading Process

Students apply oral language skills to develop reading skills and to recognize that print represents spoken language through exposure to a variety of grade-level-appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop automaticity in letter identification and link the letters to sounds. Students manipulate sounds in spoken words and apply this skill to reading.

Standard 2: Comprehension/Interpretation

Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

Standard 3: Writing Process

Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Standard 4: Writing Applications

Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Standard 5: Writing Components

Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Standard 6: Communication

Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1
LANGUAGE ARTS

Standard 1: Reading Process

Students decode regularly spelled two-syllable words fluently by applying their knowledge of basic phonic concepts. Students blend and segment phonemes and identify the number of syllables in a word. Students use decoding skills to acquire and apply new vocabulary in all grade-level content areas. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Standard 2: Comprehension/Interpretation

Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Standard 3: Writing Process

Students begin to learn the five steps in the writing process. Students engage in generating writing topics, planning writing, and drafting. Students revise and edit before publishing their original piece. Students practice all five steps of the writing process for multiple pieces of writing.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response.

Standard 5: Writing Components

Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

Standard 6: Communication

Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 2
LANGUAGE ARTS

Standard 1: Reading Process

Students decode regular two and three-syllable words and identify and use regular plural words. Students understand and explain common synonyms and antonyms, simple multiple-meaning words and apply the meanings of common prefixes and suffixes to decode and determine the meaning of unknown words. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts, and are able to state the purpose for reading. Students use a variety of comprehension strategies to understand material that may be used to answer specific questions or gather information. Students identify and describe literary elements and author's purpose. Students identify words that the author selects to create a rich auditory and/or visual experience. Students identify differences between fiction and nonfiction.

Standard 3: Writing Process

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students organize information during prewriting. Students write compositions that relate to a central idea and contain supporting details. Students logically sequence information and revise drafts to improve audience understanding.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students begin to write paragraphs with a main idea and related details. Students write personal experiences, narratives, friendly letters, and text summaries. Students write in a variety of modes including expressive, expository, and literary response.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students identify and correctly use nouns and verbs. Students correctly spell words with a common spelling pattern.

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3
LANGUAGE ARTS

Standard 1: Reading Process

Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand text. Students identify and discuss story elements from a variety of genres.

Standard 3: Writing Process

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Standard 4: Writing Applications

Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students identify connections between their personal experience and a text.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 4
LANGUAGE ARTS

Standard 1: Reading Process

Students apply skills to learn common roots and word parts derived from Greek and Latin to decode and analyze the meaning of complex words. Students apply knowledge of syllable types, syllable patterns, and context clues to decode and determine the meaning of unknown words in a passage. Students independently read longer expository and literary text with fluency.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies to draw inference, and conclusions from text. Students use text structure to locate information. Students identify and discuss story elements and determine literary devices in a variety of literature.

Standard 3: Writing Process

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students publish compositions in an appropriate format for a specific purpose and audience.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students speak in a manner that guides the listener to understand important ideas by using proper grammar, phrasing, pitch and modulation. Students use speaking skills to communicate for various purposes and audiences. Students identify and use a variety of visually presented material to gain new information.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5
LANGUAGE ARTS

Standard 1: Reading Process

Students apply skills to comprehend a variety of expository and literary text. Students use less common roots, word parts, and word origins derived from Greek and Latin to decode and analyze the meaning of complex words. Students explain words with multiple meanings as well as use figurative language. Students use a variety of spelling and syllabication rules, and context clues to aid in decoding and determining the meaning of unknown words in passages, across all content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate narrative and expository texts. Students use their knowledge of text structure, organization, and purpose to understand text. Students analyze and discuss story elements and literary devices to comprehend literary text. Students use multiple sources to locate information relevant to research.

Standard 3: Writing Process

Students use all five steps of the writing process to write narrative essays. Students develop their ability to determine the purpose and intended audience of a writing piece. Students expand their revision and editing skills as they use a variety of strategies to revise and edit their own writing and that of their peers.

Standard 4: Writing Applications

Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Standard 6: Communication

Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 6
LANGUAGE ARTS

Standard 1: READING: Reading Process

Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students identify and interpret figurative language. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Standard 2: Comprehension/Interpretation

Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.

Standard 3: Writing Process

Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students recognize the difference between first and third person narration. Students write original creative works.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

Standard 6: Communication

Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 7
LANGUAGE ARTS

Standard 1: Reading Process

Students apply Greek and Latin linguistic roots and affixes to decode and understand specialized vocabulary and to apply the precise meaning of those words across all content areas. Students apply rules of syllabication and spelling as well as context clues to decode new words and to interpret the meaning of those words in a variety of expository and literary text. Students expand reading vocabulary by correctly using idioms and words with literal and figurative meanings. Students are expected to read independently with fluency for different purposes and audiences.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.

Standard 3: Writing Process

Students generate and organize writing ideas. Students use writing strategies appropriate to the format, audience, and purpose of the piece. Students apply elements of style, such as tone. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write developed narrative and expository texts. Students choose an appropriate format for a particular writing task.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader's understanding of a text's intended meaning.

Standard 6: Communication

Students develop listening skills to make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. Students plan and develop clear informative presentations and interpretations of literary material. Students apply knowledge gained from various forms of visually presented material and media.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 8
LANGUAGE ARTS

Standard 1: Reading Process

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words as well as applying the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently with fluency for different purposes and audiences.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose and perspective in text.

Standard 3: Writing Process

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing styles to meet the needs of a particular purpose and audience. Students use standard formats to guide their creation of technical texts.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

Standard 6: Communication

Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication, for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 9
LANGUAGE ARTS

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Standard 2: Reading Comprehension

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 10
LANGUAGE ARTS

Standard 1: Reading Process

Students in apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Standard 2: Reading Comprehension

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 11
LANGUAGE ARTS

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Standard 2: Reading Comprehension

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising for fluency, clarity and voice.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on persuasive writing.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 12
LANGUAGE ARTS

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on research writing.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
COMMUNICATION**

Standard 6: Communication

Students apply their knowledge of communication to determine the intent and effectiveness of a message delivered by a speaker or the media. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished presentations that combine the traditional speech strategies of narration, exposition, and persuasion. Students use gestures, tone, and vocabulary appropriate to their audience and purpose.

**IDAHO ACHIEVEMENT STANDARDS
KINDERGARTEN
LANGUAGE ARTS**

Standard 1: Reading Process

Students apply oral language skills to develop reading skills and to recognize that print represents spoken language through exposure to a variety of grade-level-appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop automaticity in letter identification and link the letters to sounds. Students manipulate sounds in spoken words and apply this skill to reading.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.1.1** Show that print represents spoken language and conveys meaning (e.g., his/her name, *Exit* and *Danger* signs and other environmental print such as school and classroom labels).
- 1.1.2** Hold a book right side up and turn pages in the correct direction.
- 1.1.3** Track or follow print when listening to a familiar text being read.
- 1.1.4** Name the parts of a book, including front cover, back cover, and title. (671.01.h)
- 1.1.5** Follow words from left to right and from top to bottom on the printed page. (671.01.h)
- 1.1.6** Identify the difference between a letter, a word, and a sentence.
- 1.1.7** Show that spoken words are represented in written language by specific sequences of letters.
- 1.1.8** Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words.
- 1.1.9** Show the one-to-one correlation between a spoken word and a printed word.

Goal 1.2: Phonological Awareness

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.2.1** Identify spoken words that rhyme (e.g., run, sun versus run, man). (671.01.b)
- 1.2.2** Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?). (671.01.b)
- 1.2.3** Orally produce groups of words that begin with the same initial sounds.
- 1.2.4** Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).
- 1.2.5** Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/...makes dog) and tell what word is made. (671.01.d)
- 1.2.6** Identify the initial and final sounds (not the letter) of a spoken word. (671.01.g)
- 1.2.7** Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme) (e.g., /c/.../a/.../t/ while the students moves a block or tile for each phoneme.) (671.01.c)
- 1.2.8** Count the number of syllables in a word.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.3.1** Match vowel and consonant sounds to appropriate letters. (671.01.f)
- 1.3.2** Name upper and lowercase letters. (671.01.e)
- 1.3.3** Match the sequence of letters in a written word to the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- 1.3.4** Read at least 25 one-syllable high frequency words.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.4.1** Classify common words into basic categories.
Example: Tell whether the words *blue*, *yellow*, and *red* are colors, shapes, or foods.
- 1.4.2** Identify common signs, symbols, and types of environmental print.
Example: Walk around the school and identify the signs in the school (e.g., Exit, Principal's Office, Restrooms).
- 1.4.3** Read basic color and number words.
- 1.4.4** Explain word meaning from the context in which the word is used (spoken or written).
- 1.4.5** Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.

Standard 2: Comprehension/Interpretation

Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.1.1** Tell the purpose for reading.
- 2.1.3** Connect the information and events in texts to life experiences.
Example: Tell about a trip to a farm after reading or listening to a book about a farm.
- 2.1.4** Use picture clues and context to aid comprehension.

Goal 2.2: Expository Text

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.2.1** Restate facts from listening to expository text.
- 2.2.2** Respond appropriately to questions based on fact in expository text, heard or read.
- 2.2.3** Sequentially follow a two- or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.

Goal 2.3: Literary Text

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.3.1** Participate (e.g., react, join in, read along) when predictably patterned selections of poetry or fiction are read aloud.
- 2.3.2** Make predictions about story content. (671.01.i; 671.01.j)
Example: At different points in the story, tell what might happen next and how the story might end.
- 2.3.3** Explain why a story that is heard or read is real or imaginary.
- 2.3.4** Orally identify characters and setting in a story read aloud.
- 2.3.5** Retell or re-enact a story in correct sequence that has been read aloud, using main characters, setting, and events,. (671.03.a; 671.03.b)

Standard 3: Writing Process (672.01.a)

Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Goal 3.1: Prewrite

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.1.1** Discuss story ideas.
- 3.1.2** Draw a picture about a story idea generated through discussion.

Goal 3.2: Draft

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.2.1** Tell a story that someone else (e.g., teacher, class volunteer) writes.
- 3.2.2** Create a group draft written by the teacher.
- 3.2.3** Write a draft using pictures, marks, letters and/or words.

Goal 3.3: Revise

No objectives at this grade level.

Goal 3.4: Edit

No objectives at this grade level.

Goal 3.5: Publish

No objectives at this grade level.

Standard 4: Writing Applications

Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.1.1** Create narratives by dictating, drawing, or writing. (672.03.a)
- 4.1.2** Participate in creating simple rhymes, poems, or songs.

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.2.1** Create written communications (e.g., message, news) by dictating, drawing, or writing.
- 4.2.2** Participate in creating functional classroom text (e.g., labels, directions).
- 4.2.3** Create expository text (e.g., observations, summaries) by dictating, drawing, or writing.

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.4.1** Respond orally (e.g., identify conflict, describe a character) to a text read aloud.
- 4.4.2** Create a response (e.g., identify favorite character, pose a question) to a narrative or expository text through drawing or writing.

Standard 5: Writing Components (672.02.a)

Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Goal 5.1: Handwriting (672.01.b)

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.1.1** Write uppercase and lowercase letters of the alphabet. (681.01.a)

Goal 5.2: Spelling

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.2.1** Correctly spell first name.
- 5.2.2** Use resources (e.g., environmental print, word walls) to spell simple words correctly.

5.2.3 Use invented spelling to spell independently.

Goal 5.3: Sentence Structure

Objective(s): By the end of Kindergarten, the student will be able to:

5.3.1 Write left to right and top to bottom.

5.3.2 Use spaces between words.

Goal 5.4: Conventions

No objectives at this grade level.

Standard 6: Communication

Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

Goal 6.1: Listening (673.)

Objective(s): By the end of Kindergarten, the student will be able to:

6.1.1 Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker.

6.1.2 Understand and follow one and two-step spoken directions. (673.04.)

Goal 6.2: Speaking (674.)

Objective(s): By the end of Kindergarten, the student will be able to:

6.2.1 Share information and ideas, speaking in complete, coherent sentences.

6.2.2 Name and describe two to three objects that are related to a concept:

- name the object
- name the category in which the object belongs (e.g., animal, color, etc.)
- name the function(s) of the object
- name the attributes
- make comparisons

6.2.3 Recite short poems, rhymes, and songs.

6.2.4 Tell an experience or creative story in a logical sequence.

Goal 6.3: Viewing (675.)

Objective(s): By the end of Kindergarten, the student will be able to:

6.3.1 Demonstrate awareness of different media.

6.3.2 Demonstrate understanding of the main idea of a video, filmstrip, and/or slide/computer presentation.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
LANGUAGE ARTS**

Standard 1: Reading Process

Students decode regularly spelled two-syllable words fluently by applying their knowledge of basic phonic concepts. Students blend and segment phonemes and identify the number of syllables in a word. Students use decoding skills to acquire and apply new vocabulary in all grade-level content areas. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.1.1** Match oral words to printed words (e.g., pointing to print as one reads).
- 1.1.2** Practice reading environmental print with assistance (e.g., signs, symbols). (680.05.b)
- 1.1.3** Locate and identify the title, author, and illustrator of a book or reading selection.
- 1.1.4** Locate and identify organizational features (e.g., title, table of contents, heading, bold print) of expository text. (680.04.a)
- 1.1.5** Read simple graphs, charts, and diagrams.
- 1.1.6** Locate information using alphabetical order to the first letter.

Goal 1.2: Phonological Awareness

Objective(s): By the end of Grade 1, the student will be able to:

- 1.2.1** Identify first, middle and last sound in a word.
- 1.2.2** Add, delete, or change initial sounds to make words. (680.01.j)
Example: Tell what letter you would have to change to make the word *cat* into the word *bat*.
- 1.2.3** Blend two to four phonemes (sounds) into recognizable words. (680.01.i)
- 1.2.4** Identify the number of syllables in a spoken word. (680.01.c)
- 1.2.5** Demonstrate the ability to produce rhyming words.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 1, the student will be able to:

- 1.3.1** Match vowel and consonant sounds to all letters. (671.01.f)
- 1.3.2** Write letters as dictated.
- 1.3.3** Decode regularly spelled one- and two-syllable words including the sounds represented by: (680.01.k)
 - Single letters (consonants and vowels)
 - Consonant blends (e.g., bl, st, tr)
 - Consonant digraphs (e.g., th, sh, ck)
 - Vowel digraphs and diphthongs (e.g., ea, ie, ee)

- 1.3.4 Apply knowledge of common onsets, rimes, and word families to decode and generate new words.
- 1.3.5 Read at least 150 common sight words fluently. (680.01.n)
- 1.3.6 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 1, the student will be able to:

- 1.4.1 Identify base words and common inflectional endings (e.g., s, ed, ing).
- 1.4.2 Explain that a compound word is made from two words (e.g., sailboat, popcorn, football).
- 1.4.3 Identify common antonyms, synonyms, and homonyms.
- 1.4.4 Use personal and picture dictionaries to confirm and determine the meanings of unfamiliar words.
- 1.4.5 Use words and concepts necessary for comprehending math, science, social studies, literature, and other Grade 1 content area text.

Standard 2: Comprehension/Interpretation

Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 1, the student will be able to:

- 2.1.1 State the purpose for reading text.
- 2.1.2 Draw conclusions from information gathered from pictures and print.
- 2.1.3 Orally state the main idea of text.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 1, the student will be able to:

- 2.2.1 Identify the topic of expository text, heard or read.
- 2.2.2 Answer questions (e.g., who, what, when, where, why, how) about expository text, heard or read, by drawing on information and prior knowledge. (680.01.p; 680.03.c, d)
- 2.2.3 Sequence information from text into a logical order to retell facts.
- 2.2.4 Follow one-step written directions.

Goal 2.3: Literary Text

Objective(s): By the end of Grade 1, the student will be able to:

- 2.3.1 Identify the plot and setting of a literary selection, heard or read. (680.02.a)
- 2.3.2 Use text and prior knowledge to make predictions about story content.

- 2.3.3 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. (680.02.a)
- 2.3.4 Sequence and retell a story (beginning, middle, ending), heard or read. (680.03.b)
- 2.3.5 Explain whether a literary selection, heard or read, is fiction or nonfiction. (680.03.a)
- 2.3.6 Describe the role of authors and illustrators.

Standard 3: Writing Process (681.01.c)

Students begin to learn the five steps in the writing process. Students engage in generating writing topics, planning writing, and drafting. Students revise and edit before publishing their original piece of writing. Students practice all five steps of the writing process for multiple pieces of writing.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 1, the student will be able to:

- 3.1.1 Discuss ideas and select a topic for writing. (681.01.b)
- 3.1.2 Plan writing through the use of various strategies. (e.g., sketching, listing)

Goal 3.2: Draft

Objective(s): By the end of Grade 1, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft. (681.01.b)
- 3.2.2 Write a draft that has a central idea.

Goal 3.3: Revise

Objective(s): By the end of Grade 1, the student will be able to:

- 3.3.1 Revise writing by adding, substituting, or retelling text.
- 3.3.2 Add details to enhance audience understanding. (681.02.a)

Goal 3.4: Edit

Objective(s): By the end of Grade 1, the student will be able to:

- 3.4.1 Review the draft for basic errors in capitalization and punctuation (beginning capitalization and ending punctuation). (681.02.e)
- 3.4.2 Review the draft for errors in spelling.

Goal 3.5: Publish

Objective(s): By the end of Grade 1, the student will be able to:

- 3.5.1 Rewrite and illustrate draft with assistance.
- 3.5.2 Share writing with intended audience.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response. [\(681.01.d\)](#)

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 1, the student will be able to:

- 4.1.1** Write narratives based on real events.
- 4.1.2** Write simple rhymes, poems or songs.
- 4.1.3** Write stories about familiar topics.
- 4.1.4** Write or draw a response to text that identifies the main idea.

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 1, the student will be able to:

- 4.2.1** Write to communicate (e.g., thank you notes, invitations).
- 4.2.2** Write functional classroom text (e.g., posters, graphs).
- 4.2.3** Write brief explanations of real objects, persons, places, events or processes.

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of Grade 1, the student will be able to:

- 4.4.1** Write or draw a response to narrative text that identifies the characters, setting and main idea.

Standard 5: Writing Components [\(681.02.c\)](#)

Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

Goal 5.1: Handwriting

Objective(s): By the end of Grade 1, the student will be able to:

- 5.1.1** Print legibly.

Goal 5.2: Spelling [\(681.02.d\)](#)

Objective(s): By the end of Grade 1, the student will be able to:

- 5.2.1** Use resources (e.g., environmental print, grade-level dictionary) to spell correctly.
- 5.2.2** Spell CVC word accurately allowing for invented spelling for more complex words and patterns.

5.2.3 Correctly spell common Grade 1 high frequency words.

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 1, the student will be able to:

5.3.1 Write a complete simple sentence.

Goal 5.4: Conventions

Objective(s): By the end of Grade 1, the student will be able to:

5.4.1 Space letters, words, and sentences appropriately. (681.01.a)

5.4.2 Capitalize the first word in a sentence, names of people, and the pronoun I.

5.4.3 Correctly use end marks (e.g., periods, question marks).

Standard 6: Communication

Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

Goal 6.1: Listening (682.)

Objective(s): By the end of Grade 1, the student will be able to:

6.1.1 Listen attentively.

6.1.2 Listen for specific answers in order to respond to questions.

6.1.3 Follow one and two-step oral directions.

Goal 6.2: Speaking (683.)

Objective(s): By the end of Grade 1, the student will be able to:

6.2.1 Ask questions for clarification and understanding.

6.2.2 Give, restate, and follow simple two-step directions.

6.2.3 Stay on topic when speaking.

6.2.4 Use descriptive words when speaking about people, places, things, and events.

6.2.5 Recite poems, rhymes, songs, and stories.

6.2.6 Retell stories using basic story grammar and relate the sequence of the story events by answering who, what, when, where, why, and how questions.

6.2.7 Relate an important life event or personal experience in a simple sequence using correct grammar.

6.2.8 Provide descriptions with careful attention to sensory detail.

6.2.9 Use visual aids, such as pictures and objects, to present oral information.

6.3.3 Differentiate between fact and fantasy.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students decode regular two and three-syllable words and identify and use regular plural words. Students understand and explain common synonyms and antonyms, simple multiple-meaning words, and apply the meanings of common prefixes and suffixes to decode and determine the meaning of unknown words. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 2, the student will be able to:

- 1.1.1** Use titles, tables of contents, and chapter headings to locate information. (689.01.h; 689.04.a)
- 1.1.2** Locate information using alphabetical order to the second letter.
- 1.1.3** Use information from simple graphs, charts, and diagrams.

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 2, the student will be able to:

- 1.3.1** Use knowledge of letter-sound correspondences to sound out unknown words. (689.01.d)
- 1.3.2** Use known chunks or small words to decode unknown words. (689.01.d)
- 1.3.3** Apply knowledge of basic syllabication rules when decoding two and three syllable written words (e.g., supper, dinosaur, family). (689.01.c)
- 1.3.4** Recognize regular plurals (e.g., hat/hats, mountain/mountains) and irregular plural words (e.g., child/children, mouse/mice).
- 1.3.5** Recognize common abbreviations (e.g., Oct., Mr., Fri.).
- 1.3.6** Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words. (689.01.d)
- 1.3.7** Read at least 300 regular and irregular sight words fluently. (689.01.f)
- 1.3.8** Read aloud Grade 2 text with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 2, the student will be able to:

- 1.4.1** Use simple prefixes (e.g., un-) and suffixes (e.g., -ful) to determine the meaning of unknown words. (689.01.e)

- 1.4.2 Identify simple multiple meaning words. (689.01.i, m.)
- 1.4.3 Infer the meaning of unknown compound words from individual words (lunchtime, lunchroom, daydream, raindrop). (689.01.m)
- 1.4.4 Use a grade-level-appropriate dictionary with assistance, to find and confirm the meaning of unknown words. (689.04.a)
- 1.4.5 Use words and concepts necessary for comprehending math, science, social studies, literature, and other Grade 2 content area text. (689.01.a)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts, and are able to state the purpose for reading. Students use a variety of comprehension strategies to understand material that may be used to answer specific questions or gather information. Students identify and describe literary elements and author's purpose. Students identify words that the author selects to create a rich auditory and/or visual experience. Students identify differences between fiction and nonfiction.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.1.1 State the purpose for reading different kinds of text. (689.02.a; 689.03.f)
- 2.1.2 Identify the purpose of a paragraph. (689.04.a)
- 2.1.3 Recognize cause-and-effect relationships in a text by responding to "why," "how," "what-if," questions. (689.03.d)
- 2.1.4 Describe visual or other sensory images created for the reader from text. (689.01.h)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.2.1 Identify knowledge of the author's purpose(s) to comprehend informational text.
- 2.2.2 Identify the main idea in expository text.
- 2.2.3 Follow two-step written directions.

Goal 2.3: Literary Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.3.1 Describe literary elements of text including characters, plot (specific events, problem and solution), and setting. (689.03.b)
- 2.3.2 Compare plots, setting, and characters presented by different authors. (689.02.a)
- 2.3.3 Retell basic plots of folktales, and fairy tales. (689.02.a)
- 2.3.4 Sequence a series of events in a literary selection including beginning, middle, and end. (689.03.b)
- 2.3.5 Identify differences in fiction and nonfiction. (689.03.f)

Standard 3: Writing Process (690.01.a, d)

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students organize information during prewriting. Students write compositions that relate to a central idea and contain supporting details. Students logically sequence information and revise drafts to improve audience understanding.

Goal 3.1: Prewrite

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.1.1** Generate ideas using prewriting strategies (e.g., sketching, observing, reading). (690.01.a)
- 3.1.2** Organize related ideas. (690.01.a)
- 3.1.3** Organize ideas for writing using diagrams and lists. (690.01.a)
- 3.1.4** Explain the purpose (e.g., to entertain, to inform) of a composition. (690.01.d)
- 3.1.5** Identify the intended audience of a composition. (690.01.d)

Goal 3.2: Draft

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.2.1** Apply ideas generated and organized in prewriting to write a draft. (690.01.a)
- 3.2.2** Write a draft that has a central idea and several details related to the topic. (690.01.a)

Goal 3.3: Revise

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.3.1** Reread and revise draft for clarity of intent. (690.01)
- 3.3.2** Reread and revise draft for effective sequencing. (690.01)
- 3.3.3** Reread and revise draft adding details to enhance audience understanding. (690.01)

Goal 3.4: Edit

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.4.1** Review the draft using an editing checklist. (690.01.a)
- 3.4.2** Use references to improve writing conventions and spelling (e.g., word lists, charts).

Goal 3.5: Publish

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.5.1** Rewrite and illustrate draft. (690.01.a)
- 3.5.2** Share writing with intended audience. (690.03.b)

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students begin to write paragraphs with a main idea and related details. Students write personal experiences, narratives, friendly letters, and text summaries. Students write in a variety of modes including expressive, expository, and literary response.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of the Grade 2, the student will be able to:

- 4.1.1** Write narratives from personal experience that contain a main idea, move through a logical sequence of events, and contain details about characters, setting and events. [\(690.03.a\)](#)
- 4.1.2** Write rhymes, poems, or songs. [\(690.03.b\)](#)
- 4.1.3** Write for familiar tasks such as responding to literature or entertaining. [\(690.01.d\)](#)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of the Grade 2, the student will be able to:

- 4.2.1** Write a friendly letter. [\(690.01.d\)](#)
- 4.2.2** Write a variety of functional text (e.g., lists, logs, and simple directions).
- 4.2.3** Write an expository paragraph that develops a main idea and contains descriptive details. [\(690.02.b\)](#)
- 4.2.4** Write simple summaries from texts or graphics. [\(690.02.b\)](#)

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of the Grade 2, the student will be able to:

- 4.4.1** Write or draw a response to a literature selection that identifies the characters, setting, and main idea. [\(689.03.a\)](#)
- 4.4.2** Write a response to a literature selection that makes a comment about the main idea of the text.

Standard 5: Writing Components [\(690.02.a\)](#)

Students use the conventions of written language appropriate to this grade level. Students identify and correctly use nouns and verbs. Students correctly spell words with a common spelling pattern.

Goal 5.1: Handwriting

Objective(s): By the end of the Grade 2, the student will be able to:

- 5.1.1** Print with functional speed and maintain legibility. [\(690.01.b\)](#)

Goal 5.2: Spelling

Objective(s): By the end of the Grade 2, the student will be able to:

- 5.2.1** Correctly spell Grade 2 high-frequency words. (690.02.a)
- 5.2.2** Correctly spell Grade 2 phonetically regular words. (690.02.a)
- 5.2.3** Correctly spell Grade 2 words with common spelling patterns. (690.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of the Grade 2, the student will be able to:

- 5.3.1** Use subject-verb agreement in simple sentences. (690.02.a)
- 5.3.2** Distinguish between complete and incomplete sentences. (690.02.a)

Goal 5.4: Conventions

Objective(s): By the end of the Grade 2, the student will be able to:

- 5.4.1** Identify and correctly use nouns and verbs. (690.01.e)
- 5.4.2** Use capital letters for proper nouns. (690.02.a)
- 5.4.3** Correctly use end marks, including exclamation points. (690.02.a)
- 5.4.4** Use a colon to punctuate time. (690.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Goal 6.1: Listening

Objective(s): By the end of the Grade 2, the student will be able to:

- 6.1.1** Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). (691.03.a)
- 6.1.2** Listen for answers to specific questions and for specific purposes from information presented orally or visually. (691.02.a, b; 691.03.a)
- 6.1.3** Follow one- to four-step oral directions. (691.04.a)

Goal 6.2: Speaking

Objective(s): By the end of the Grade 2, the student will be able to:

- 6.2.1** Ask for clarification and explanation of stories and ideas. (691.01.c)
- 6.2.2** Paraphrase (restate in own words) information that has been shared orally by others. (691.01.c)
- 6.2.3** Organize oral presentations to maintain a clear focus.
- 6.2.4** Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).
- 6.2.5** Retell stories or experiences, including characters, setting and plot that follow a logical sequence of events.

Goal 6.3: Viewing

Objective(s): By the end of the Grade 2, the student will be able to:

- 6.3.1** Identify grade-level-appropriate traditional and non-print media as sources of information. [\(693.01.a\)](#)
- 6.3.2** Determine main concepts and details from information viewed. [\(693.01.b\)](#)
- 6.3.3** Differentiate between fact and opinion. [\(693.03.a\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 1.1.1** Recognize purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. (698.05.c)
- 1.1.2** Use titles, headings, subheadings, glossary and index to locate information in text.
- 1.1.3** Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text. (698.05.b)
- 1.1.4** Locate information using alphabetical order past the second letter. (698.01.i)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of the Grade 3, the student will be able to:

- 1.3.1** Read and use complex word patterns and/or word families (e.g., -ieve, -eive, -ield) to decode words in isolation and in context. (698.01.a)
- 1.3.2** Decode using syllable types and affixes to decode words with two to four syllables. (698.01.d)
- 1.3.3** Recognize common abbreviations (e.g., Wed., Sept.).
- 1.3.4** Make contractions from two words (e.g., can not = can't, do not = don't). (698.01.h)
- 1.3.5** Use context to accurately read homographs. (698.01.e)
- 1.3.6** Fluently read at least 450 regular and irregular sight words.
- 1.3.7** Read aloud Grade 3 text fluently from at least 120 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).
- 1.3.8** Read longer text and chapter books independently. (698.04.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of the Grade 3, the student will be able to:

- 1.4.1** Determine the meanings of words using knowledge of contractions, synonyms, antonyms, homophones, and homographs. (698.01.h)
- 1.4.2** Apply knowledge of base words, common prefixes (e.g., un-, re-, pre-, bi-, mis-, and dis-) and suffixes (e.g., -er, -est, -ful), to determine meaning of unknown words in isolation and in context. (698.01.i)
- 1.4.3** Use a grade-level-appropriate dictionary to find words and confirm their meaning. (698.05.a)
- 1.4.4** Define and use words and concepts necessary for understanding Grade 3 content area text. (698.01.c)
- 1.4.5** Use context to determine the intended meaning of a word with multiple meanings. (707.01.f)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 2.1.1** Organize facts and details in the text to clarify ideas and respond to questions.
Example: After reading a short account about the first man on the moon, ask and answer *why*, *what if* and *how* questions to understand the lunar landing. (698.03.c)
- 2.1.2** Identify signal words (to begin with, first, second, next, then, finally), and compare/contrast (like, just as, similar, also, too) to understand text. (698.01.f)
- 2.1.3** Draw inferences and conclusions from text. (698.01.n)

Goal 2.2: Expository Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 2.2.1** Determine main idea within an expository text and identify relevant details and facts to arrange in chronological order. (698.01.p)
- 2.2.2** Follow simple multiple-step written instructions.
- 2.2.3** Generate how, why, and what-if questions for interpreting nonfiction texts. (698.04.b)
- 2.2.4** Compare and contrast information about a topic after reading two or more passages or articles about the topic. (698.02.c)

Goal 2.3: Literary Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 2.3.1** Identify different genres of literature (e.g., fables, fairy tales). (698.02.a)

- 2.3.2 Compare and contrast literary elements across genres, including plots, settings, and characters. (698.03.b)
- 2.3.3 Identify author's purpose and describe how language, setting and information support the purpose of a text. (698.03.a)
- 2.3.4 Arrange a series of events in a literary selection in chronological order.

Standard 3: Writing Process (699.01.a)

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Goal 3.1: Prewrite

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies (e.g., conversation, books).
- 3.1.2 Choose an appropriate format for the purpose and audience. (699.01.c)
- 3.1.3 Make a plan for writing using a graphic organizer.

Goal 3.2: Draft

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft.
- 3.2.2 Write a draft that has a central idea and several details related to the topic.

Goal 3.3: Revise

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.3.1 Reread and revise draft for meaning and clarity.
- 3.3.2 Reread and revise draft for effective sequencing and progression of ideas.
- 3.3.3 Reread and revise draft for effective word choices.
- 3.3.4 Participate in peer revision.

Goal 3.4: Edit

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.4.1 Review the draft using a checklist with common editing marks.
- 3.4.2 Peer edit using an editing checklist.
- 3.4.3 Use a rubric to self-evaluate writing.

Goal 3.5: Publish

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.5.1 Rewrite and illustrate draft.
- 3.5.2 Share writing with intended audience. (699.03.b)

Standard 4: Writing Applications

Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of the Grade 3, the student will be able to:

- 4.1.1** Write narratives from personal experiences that contain identifiable plot elements. (699.03.a)
- 4.1.2** Write in a variety of expressive forms, (e.g., poems, skits). (699.01.b)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of the Grade 3, the student will be able to:

- 4.2.1** Write a formal letter. (699.01.b)
- 4.2.2** Address an envelope with appropriate return and recipient addresses. (699.01.b)
- 4.2.3** Write an expository paragraph that contains a topic sentence and supporting details. (699.02.b)
- 4.2.4** Write a paragraph that explains how to do something. (699.01.b)
- 4.2.5** Write a variety of expository texts (logs, articles, map legends). (699.01.b)

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of the Grade 3, the student will be able to:

- 4.4.1** Write or draw a response to a literature selection that identifies the plot elements.
- 4.4.2** Write a response (journal entry, review) to a piece of literature that indicates the student's personal connection to the text.

Standard 5: Writing Components (699.02.a)

Students use the conventions of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Goal 5.1: Handwriting (691.01.b)

Objective(s): By the end of the Grade 3, the student will be able to:

- 5.1.1** Write legibly in cursive. (699.01.b)

Goal 5.2: Spelling

Objective(s): By the end of the Grade 3, the student will be able to:

- 5.2.1** Correctly spell common Grade 3 high-frequency words. (699.02.a)
- 5.2.2** Correctly spell Grade 3 words with common spelling patterns. (699.02.a)
- 5.2.3** Correctly spell r-controlled single-syllable short vowel words (e.g., fur, bird). (699.02.a)
- 5.2.4** Correctly spell words with consonant blends and digraphs. (699.02.a)
- 5.2.5** Correctly spell contractions. (699.02.a)
- 5.2.6** Correctly add suffixes to spell words with consonant doubling (dragging, popping). (699.02.a)
- 5.2.7** Correctly add suffixes to spell with final *e* (e.g., driving, driver, amazed, glasses). (699.02.a)
- 5.2.8** Correctly spell simple homophones in context (e.g., feet, feat; won, one; new, knew). (699.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of the Grade 3, the student will be able to:

- 5.3.1** Correctly write complete declarative, interrogative, and exclamatory sentences.
- 5.3.2** Correctly use past, present and future verb tenses in writing.
- 5.3.3** Identify and correctly use adjectives, personal pronouns, and articles in writing.

Goal 5.4: Conventions

Objective(s): By the end of the Grade 3, the student will be able to:

- 5.4.1** Correctly use commas with items in a series. (699.02.a)
- 5.4.2** Correctly use commas with dates, addresses, letter greetings and closures. (699.02.a)
- 5.4.3** Capitalize correctly geographical names, holidays, and literary titles. (699.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Goal 6.1: Listening

Objective(s): By the end of the Grade 3, the student will be able to:

- 6.1.1** Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). (691.03.a)
- 6.1.2** Listen for answers to specific questions and for specific purposes from information presented orally or visually. (691.02.a, b; 691.03.a)
- 6.1.3** Follow one-to four-step oral directions. (691.04.a)

Goal 6.2: Speaking

Objective(s): By the end of the Grade 3, the student will be able to:

- 6.2.1** Ask for clarification and explanation of stories and ideas. ([691.01.c](#))
- 6.2.2** Paraphrase (restate in own words) information that has been shared orally by others. ([691.01.c](#))
- 6.2.3** Organize oral presentations to maintain a clear focus.
- 6.2.4** Retell stories or experiences, including characters, setting and plot, that follow a logical sequence of events.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 4
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply skills to learn common roots and word parts derived from Greek and Latin to decode and analyze the meaning of complex words. Students apply knowledge of syllable types, syllable patterns, and context clues to decode and determine the meaning of unknown words in a passage. Students are expected to read longer expository and literary text independently with fluency.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 4, the student will be able to:

- 1.1.1** Identify and use text features (e.g., heading, captions) to comprehend various print formats (e.g., newspapers, reference text). (707.01; 707.03; 707.04; 707.05)
- 1.1.2** Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). (707.05.b)
- 1.1.3** Use a grade-level text index and glossary appropriately.
- 1.1.4** Identify and analyze text types and formats of various technical and reference text. (716.05.c)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 4, the student will be able to:

- 1.3.1** Identify common root words and affixes derived from Greek and Latin to decode unknown words. (707.01.e)
- 1.3.2** Use knowledge of syllable types and syllable patterns to decode unknown words. (707.01.b)
- 1.3.3** Use context clues and syntax to decode new words. (707.01.f)
- 1.3.4** Read aloud grade-level-appropriate text with fluency and accuracy from at least 123 correct words per minute (see Hasbrouck & Tindal, 2005).
- 1.3.5** Read longer expository and literary text independently.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 4, the student will be able to:

- 1.4.1** Use knowledge of common root words and affixes derived from Greek and Latin to determine meaning of unknown words. (707.01.e)
- 1.4.2** Use knowledge of synonyms, antonyms, homophones and homographs to develop an understanding of new words in context. (707.01.d)

- 1.4.3 Use a variety of references (e.g., dictionary, thesaurus, glossary) to confirm meaning of unknown words. (707.05.a)
- 1.4.4 Define and use words and concepts necessary for understanding Grade 4 content area text.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies to draw inference, and conclusions from text. Students use text structure to locate information. Students identify and discuss story elements and determine literary devices in a variety of literature.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 4, the student will be able to:

- 2.1.1 Use strategies to comprehend text (e.g., text connections, questioning, prior knowledge, visualizing). (707.01.a)
- 2.1.2 Draw valid inferences and conclusions based on information gathered from text. (707.01.o)
- 2.1.3 Cite evidence from text to support conclusions.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 4, the student will be able to:

- 2.2.1 Determine author's main purpose (e.g., to inform, to describe, to explain) for writing an expository text. (707.03.a)
- 2.2.2 Identify signal words to support comprehension. (707.01.h)
- 2.2.3 Identify and summarize central ideas in informational texts. (707.01.g)
- 2.2.4 Arrange main ideas and facts in logical order. (707.02.f)
- 2.2.5 Locate specific information by using organizational features (e.g., table of contents, heading, captions, glossaries, topic sentences, and concluding sentences) of expository text.
- 2.2.6 Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, Web site) needed for a specific purpose. (707.05.a)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 4, the student will be able to:

- 2.3.1 Identify defining characteristics of literature genres (e.g., poetry, novel, short story, biography, autobiography, drama). (707.02.a)
- 2.3.2 Identify the main problem, conflict, and resolution of a story plot. (707.03.b)
- 2.3.3 Distinguish between major characters and minor characters. (707.03.b)
- 2.3.4 Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). (707.03.b)
- 2.3.5 Identify the moral of literary selections (e.g., fables, folktales, and legends). (707.03.b)
- 2.3.6 Identify all aspects of the setting (e.g., times of day or year, place). (707.03.b)

2.3.7 Paraphrase and summarize a narrative story. (707.01.n)

Standard 3: Writing Process (708.01)

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students edit using a checklist or rubric. Compositions are published in an appropriate format for a specific purpose and audience.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 4, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies (e.g., discussion, printed material, graphic organizers). (708.01.a, b)
- 3.1.2** Plan writing using organizational strategies (e.g., graphic organizer, chart). (708.01.a, b)
- 3.1.3** Choose an appropriate format for the purpose and audience. (708.01.a, b, c)

Goal 3.2: Draft

Objective(s): By the end of Grade 4, the student will be able to:

- 3.2.1** Use ideas generated and organized through prewriting to write a draft with a main idea and supporting details. (708.01, 02.b)
- 3.2.2** Organize writing into a logical sequence. (708.02.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 4, the student will be able to:

- 3.3.1** Reread and revise draft for meaning and clarity. (708.01)
- 3.3.2** Add details that enhance the reader's understanding of the author's purpose. (708.02.b)
- 3.3.3** Reread and revise draft for effective sequencing of ideas. (708.02.b)
- 3.3.4** Rearrange words, sentences, and/or paragraphs to clarify meaning. (708.02.b)
- 3.3.5** Use strategies (peer review, rubrics) to guide the revision process.

Goal 3.4: Edit

Objective(s): By the end of Grade 4, the student will be able to:

- 3.4.1** Review the draft using an editing checklist and/or rubric. (708.01)
- 3.4.2** Peer edit using an editing checklist and/or rubric. (708.01)
- 3.4.3** Use resources (word lists, dictionary) to correct conventions. (708.02.a)

Goal 3.5: Publish

Objective(s): By the end of Grade 4, the student will be able to:

- 3.5.1** Prepare writing in an appropriate format for the purpose and audience. (708.03.b)
- 3.5.2** Share writing with intended audience. (708.03.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Goal 4.1: Expressive (Narrative/Creative) (708.03.a, b)

Objective(s): By the end of Grade 4, the student will be able to:

- 4.1.1** Write narratives that include observations or ideas from personal experience. (708.03.a)
- 4.1.2** Write narratives that show, rather than tell, the events of the story. (708.03.a)
- 4.1.3** Write in a variety of expressive forms that include sensory details and figurative language. (708.03.a)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 4, the student will be able to:

- 4.2.1** Write reports that address a question of importance to the author and include facts and details about the topic. (708.02.b)
- 4.2.2** Write summaries about text selections that identify important information. (708.02.b)

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of Grade 4, the student will be able to:

- 4.4.1** Write responses to literature that demonstrate an understanding of a literary work.
- 4.4.2** Write a book review that includes details about the book's plot, characters, and setting.

Standard 5: Writing Components (708.02.a)

Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Goal 5.1: Handwriting

Objective(s): By the end of Grade 4, the student will be able to:

- 5.1.1** Write smoothly and legibly in cursive. (708.01.b)

Goal 5.2: Spelling

Objective(s): By the end of Grade 4, the student will be able to:

- 5.2.1** Spell correctly common derivatives (words from a common root word) by applying prefixes and suffixes (e.g., beautifully, fearless, disappear, replay). (708.02.a)
- 5.2.2** Spell correctly words with irregular plurals (e.g., cattle, geese, sheep). (708.02.a)
- 5.2.3** Spell correctly words with changing y to i (e.g., cried, babies). (708.02.a)
- 5.2.4** Spell correctly Grade 4 high-frequency words. (708.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 4, the student will be able to:

- 5.3.1** Use simple sentences and compound sentences in writing. (708.02.b)
- 5.3.2** Use words that provide additional details and connections in writing. (708.02.b)
- 5.3.3** Use regular and irregular verbs in writing. (708.02.b)

Goal 5.4: Conventions

Objective(s): By the end of Grade 4, the student will be able to:

- 5.4.1** Use apostrophes to show possession and in contractions. (708.02.a)
- 5.4.2** Correctly punctuate and capitalize titles of documents, texts, and works of art. (708.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students speak in a manner that guides the listener to understand important ideas by using proper grammar, phrasing, pitch and modulation. Students use speaking skills to communicate for various purposes and audiences. Students identify and use a variety of visually presented material to gain new information.

Goal 6.1: Listening

Objective(s): By the end of Grade 4, the student will be able to:

- 6.1.3** Listen critically to distinguish between a speaker's opinion and verifiable facts.
- 6.1.4** Listen for similarities and differences in various oral presentations.

Goal 6.2: Speaking

Objective(s): By the end of Grade 4, the student will be able to:

- 6.2.1** Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration. (710.03.c)
- 6.2.2** Summarize major ideas and supporting evidence presented in oral presentations. (710.03.c)
- 6.2.3** Give precise directions and instructions.

- 6.2.4** Engage the audience with appropriate words, facial expressions, and gestures. [\(710.01.a\)](#)
- 6.2.5** Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience.

Goal 6.3: Viewing

Objective(s): By the end of Grade 4, the student will be able to:

- 6.3.1** Identify similarities and differences in a variety of viewed media. [\(711.01.a\)](#)
- 6.3.2** Analyze the role of media in focusing people's attention on events and in forming their opinion on issues.
- 6.3.3** Evaluate the purpose, organization, content and delivery of verbal communication and non-verbal cues.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply skills to comprehend a variety of expository and literary text. Students use less common roots, word parts, and word origins derived from Greek and Latin to decode and analyze the meaning of complex words. Students explain words with multiple meanings as well as use figurative language. Students use a variety of spelling and syllabication rules, and context clues to aid in decoding and determining the meaning of unknown words in passages, across all content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 5, the student will be able to:

- 1.1.1** Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding. (716.05.b, c)
- 1.1.2** Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs). (716.01.i)
- 1.1.3** Use a grade-level text index and glossary appropriately. (716.01.i)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 5, the student will be able to:

- 1.3.1** Use the pronunciation key of a dictionary to assist in decoding unknown words. (716.05.a)
- 1.3.2** Apply spelling and syllabication rules that aid in decoding and word recognition. (716.01.b)
- 1.3.3** Read grade-level-appropriate text with fluency and accuracy from at least 139 correct words per minute (Hasbrouck & Tindal, 2005). (716.01.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 5, the student will be able to:

- 1.4.1** Use common roots and affixes from Greek and Latin to analyze the meaning of complex words (autograph, autobiography, biography, biology). (716.01.d)
- 1.4.2** Use word origins to determine the meaning of unknown words.
Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean* task.

- 1.4.3 Use homographs correctly. (716.01.d)
- 1.4.4 Use a grade-level appropriate dictionary to define and confirm the meaning of unknown words. (716.05.a)
- 1.4.5 Use a thesaurus to identify alternative word choices and meanings. (716.05.a)
- 1.4.6 Define and use words and concepts necessary for understanding math, science, social studies, literature, and other Grade 5 content area text. (716.01.a)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate narrative and expository texts. Students use their knowledge of text structure, organization, and purpose to understand text. Students analyze and discuss story elements and literary devices to comprehend literary text. Students use multiple sources to locate information relevant to research.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 5, the student will be able to:

- 2.1.1 Interpret and follow multi-step directions.
- 2.1.2 Draw conclusions from information gathered from multiple sources. (716.03.c)
- 2.1.3 Apply cause and effect relationships (stated and implied) to gain meaning. (716.03.e)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 5, the student will be able to:

- 2.2.3 Distinguish between facts and opinions in expository text. (716.03.e)
- 2.2.4 Draw conclusions based on textual information. (716.03.d; 716.04.c)
- 2.2.5 Restate the main idea and supporting details in expository text. (716.01.l)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 5, the student will be able to:

- 2.3.1 Identify various genres of fiction (e.g., historical fiction, fantasy, fable, myth) based on their characteristics. (716.02.a)
- 2.3.2 Identify the main problem or conflict of a plot and explain how it is resolved. (716.03.b)
- 2.3.3 Analyze how a character's traits influence that character's actions. (716.03.b)
- 2.3.4 Identify the literary point of view (e.g., first person, third person) in literary text. (716.03.b)
- 2.3.5 Determine all aspects of the setting (e.g., time of day or year, place) in literary text. (716.03.b)
- 2.3.6 Identify types of poetry (e.g., free verse, haiku, cinquain, limerick).
- 2.3.7 Identify sensory details as used in literary text.
- 2.3.8 Identify the figurative use of words in similes and metaphors (716.01.n)

Standard 3: Writing Process (717.01)

Students use all five steps of the writing process to write narrative essays. Students develop their ability to determine the purpose and intended audience of a writing piece. Students expand their revision and editing skills as they use a variety of strategies to revise and edit their own writing and that of their peers.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 5, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies (e.g., discussion, writer's notebook, and graphic organizers). (717.01.a)
- 3.1.2** Determine the purpose (e.g., to inform, to persuade) of a writing piece. (717.01.a, c)
- 3.1.3** Determine the intended audience of a writing piece. (717.01.a, c)
- 3.1.4** Plan writing using organizational strategies (graphic organizer, chart). (717.01.a)
- 3.1.5** Plan writing to produce a product within a set time period. (717.01.a)

Goal 3.2: Draft

Objective(s): By the end of Grade 5, the student will be able to:

- 3.2.1** Use ideas generated and organized through prewriting to write a draft with a main idea and supporting details. (717.01.a)
- 3.2.2** Organize writing in a format (e.g., narrative essay, persuasive letter, book review) that supports the purpose of the writing. (717.01.a, c)

Goal 3.3: Revise

Objective(s): By the end of Grade 5, the student will be able to:

- 3.3.1** Reread and revise draft by rearranging words or sections of text in order to clarify meaning. (717.02.c)
- 3.3.2** Add details to enhance meaning. (717.02.c)
- 3.3.3** Add transitions and conjunctions to improve cohesiveness within paragraphs and essays. (717.02.c)
- 3.3.4** Use resources to select more precise vocabulary.
- 3.3.5** Use strategies to guide the revision process (peer review, rubrics).

Goal 3.4: Edit

Objective(s): By the end of Grade 5, the student will be able to:

- 3.4.1** Identify spelling, punctuation, and grammar and usage errors in the draft. (717.02.a)
- 3.4.2** Use editing marks to indicate errors in conventions.
- 3.4.3** Use resources (word lists, dictionary) to correct conventions.

Goal 3.5: Publish

Objective(s): By the end of Grade 5, the student will be able to:

- 3.5.1** Prepare writing in an appropriate format for the purpose and audience. (717.01.c)
- 3.5.2** Share writing with intended audience. (717.03.b)

Standard 4: Writing Applications

Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 5, the student will be able to:

- 4.1.1** Write narratives that include a plot. (717.03.a)
- 4.1.2** Write narratives with a logical organizational pattern, including a beginning, middle, and end. (717.03.a)
- 4.1.3** Write narratives that include relevant details and precise vocabulary. (717.03.a)
- 4.1.4** Write narratives that show, rather than tell, the events of the story. (717.03.a)
- 4.1.5** Write original creative works that include descriptive strategies and figurative language. (717.02.b; 717.03.b)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 5, the student will be able to:

- 4.2.1** Write expository essays (explanation and description of a personal experience) that include an introduction, body, and conclusion. (717.02.c)
- 4.2.2** Write research reports that give details about a topic.

Goal 4.3: Persuasive

Objective(s): By the end of Grade 5, the student will be able to:

- 4.3.1** Write a persuasive letter or advertisement that states and supports a position. (717.01.b)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 5, the student will be able to:

- 4.4.1** Write responses to literature that identify why an author uses a particular literary device.
- 4.4.2** Write responses to expository and literary texts that identify the author's purpose.
- 4.4.3** Paraphrase the main idea of a text.

Standard 5: Writing Components (717.02.a)

Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Goal 5.1: Handwriting

Objective(s): By the end of Grade 5, the student will be able to:

- 5.1.1** Write legibly in print or cursive. (717.01.b)

Goal 5.2: Spelling

Objective(s): By the end of Grade 5, the student will be able to:

- 5.2.1** Spell Grade 5 high-frequency words correctly. (717.02.a)
- 5.2.2** Spell correctly words with *ion* (e.g., predict-prediction, discuss-discussion). (717.02.a)
- 5.2.3** Spell correctly less common derivatives (confide-confidence; oppose-opposition). (717.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 5, the student will be able to:

- 5.3.1** Use and identify transitions (however, therefore) and conjunctions (and, but) to connect ideas. (717.02.c; 717.03.a)
- 5.3.2** Correctly use modifiers (words that describe or qualify another word) and pronouns (she/her, they/their) in writing.

Goal 5.4: Conventions

Objective(s): By the end of Grade 5, the student will be able to:

- 5.4.1** Use a colon to introduce a list and after the greeting in business letters. (717.02.a)
- 5.4.2** Use correct capitalization in proper nouns, titles, and sentence beginnings. (717.02.a)

Standard 6: Communication

Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

Goal 6.1: Listening

Objective(s): By the end of Grade 5, the student will be able to:

- 6.1.1** Listen critically to interpret a speaker's verbal messages. (718.01.c; 717.03.a)
- 6.1.2** Listen to clarify and support spoken ideas with evidence and examples. (717.03.a)

Goal 6.2: Speaking

Objective(s): By the end of Grade 5, the student will be able to:

- 6.2.1** Ask questions that seek information not already discussed. (718.01.c; 719.03.c)
- 6.2.2** Deliver informative presentations about an important idea, issue, or event. (719.03.a)
- 6.2.3** Deliver oral responses to literature that summarize important events and details. (719.02.a)
- 6.2.4** Use appropriate verbal and nonverbal techniques to maintain audience interest. (719.01.a, b)

Goal 6.3: Viewing

Objective(s): By the end of Grade 5, the student will be able to:

- 6.3.1** View media as source for information, entertainment, and persuasion. (720.02.a, b)
- 6.3.2** Use a variety of resources to produce visuals that communicate through print and non-print materials. (720.04.a, b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 6
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students identify and interpret figurative language. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 6, the student will be able to:

- 1.1.1** Identify the structural features of popular media (newspapers, magazines, online information) and use multiple sources to obtain information relevant to research questions. (725.05.b)
- 1.1.2** Identify graphic sources of information such as maps, graphs, illustrations, diagrams, timelines, or tables to address research questions. (725.05.c)
- 1.1.3** Use text features (e.g., directions, legend, index and glossary, sequence, bold face print, headings) to explain text. (725.01.a)
- 1.1.4** Use a grade-level-appropriate dictionary and thesaurus independently.

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 6, the student will be able to:

- 1.3.1** Use context clues, syllabication, and affixes to decode unknown words. (725.01.a)
- 1.3.2** Apply spelling and syllabication rules to aid in decoding and word recognition.
- 1.3.3** Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal, 2005). (725.01.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 6, the student will be able to:

- 1.4.1** Infer word meaning from learned roots and affixes.
- 1.4.2** Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (725.05.b)
- 1.4.3** Use a dictionary, thesaurus, index and, glossary to find or confirm word meanings and/or clarify shades of meaning and pronunciation of unknown words.
- 1.4.4** Define words and concepts necessary for comprehension of Grade 6 content area text. (725.01.a)

Standard 2: Comprehension/Interpretation

Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 6, the student will be able to:

- 2.1.1** Use strategies to enhance comprehension (e.g., prediction, making inferences, prior knowledge). (725.01.c, f)
- 2.1.2** Utilize increasingly difficult comprehension strategies to self-monitor understanding (e.g., questioning strategies). (725.01.e)
- 2.1.3** Analyze texts by creating outlines, notes, diagrams, summaries, or reports. (725.04.b; 725.05.b, d)
- 2.1.4** State the purpose for various written text. (725.05.a)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 6, the student will be able to:

- 2.2.1** Interpret details from a variety of functional text for a specific purpose (e.g., manuals, labels). (725.05.a)
- 2.2.2** Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to support comprehension. (725.05.d)
- 2.2.3** Determine the author's stated or implied purpose and techniques (e.g., persuasive, propaganda, different point of view) for writing expository text. (725.05.a)
- 2.2.4** Identify the facts and details that support the author's argument. (725.03.e)
- 2.2.5** Make inferences and form opinions from text. (725.03.d)
- 2.2.6** Restate the main idea (explicit or implicit) and supporting details in expository text. (725.01.h; 725.04.e)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 6, the student will be able to:

- 2.3.1** Describe different genres of fiction and the major characteristics of each form. (725.02.a)
- 2.3.2** Identify the characteristics and structural elements of poetry (e.g., stanza, rhyme scheme, alliteration, figurative language). (725.02.a)
- 2.3.3** Describe the plot of a story and its components (e.g., conflict, rising action, climax, resolution). (725.02.d)
- 2.3.4** Identify and analyze themes conveyed through characters, actions, and images in different types of narrative text. (725.02.d)
- 2.3.5** Analyze the effect of the qualities of the characters on the plot and the resolution of the conflict. (725.02.d)

- 2.3.6 Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution. (725.02.d)
- 2.3.7 Identify the speaker and recognize the difference between first-person and third-person narration.
- 2.3.9 Explain common literary devices (e.g., flashbacks, foreshadowing, personification). (725.01.g)

Standard 3: Writing Process (726)

Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 6, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies (e.g., experience, printed sources). (726.01.a)
- 3.1.2 Determine the purpose (e.g., to entertain, to explain) of a writing piece. (726.01.c)
- 3.1.3 Determine the intended audience of a writing piece. (726.01.c)
- 3.1.4 Plan writing using organizational strategies (Venn diagram, story map). (726.01.a)

Goal 3.2: Draft

Objective(s): By the end of Grade 6, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft with a main idea, supporting details, and a point of view. (726.01.a)
- 3.2.2 Organize writing in a format that supports the purpose of the writing piece. (726.01.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 6, the student will be able to:

- 3.3.1 Reread and revise draft for meaning and clarity. (726.02)
- 3.3.2 Use a variety of sentence structures to improve sentence fluency. (726.02.c)
- 3.3.3 Add details to more effectively accomplish the purpose. (726.02.c)
- 3.3.4 Remove irrelevant and/or redundant information to more effectively accomplish the purpose. (726.02)
- 3.3.5 Rearrange words, sentences, and/or paragraphs to enhance the writing style. (726.02.c)
- 3.3.6 Use transitions to clarify meaning and/or enhance the writing style. (726.02.c)
- 3.3.7 Use resources to select more precise vocabulary. (726.02.b)
- 3.3.8 Use strategies (peer review, rubrics) to guide the revision process.

Goal 3.4: Edit

Objective(s): By the end of Grade 6, the student will be able to:

- 3.4.1** Identify spelling, punctuation, and grammar and usage errors in the draft. (726.02.a)
- 3.4.2** Use editing marks to indicate errors in conventions. (726.02.a)
- 3.4.3** Use strategies (checklists, peer edit) to edit the draft. (726.02)
- 3.4.4** Use resources (word lists, dictionary) to correct conventions. (726.02)

Goal 3.5: Publish

Objective(s): By the end of Grade 6, the student will be able to:

- 3.5.1** Prepare writing in an appropriate format for the purpose and audience. (726.03.b; 726.04.c; 726.07.a)
- 3.5.2** Share writing with intended audience. (726.04.c)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students write narratives that contain identifiable plot elements. Students write original creative works.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 6, the student will be able to:

- 4.1.1** Write narratives that include a plot, setting, and characters.
- 4.1.2** Write narratives that include sensory details and precise word choices.
- 4.1.3** Write original creative works that include descriptive imagery. (726.02.b, 726.04.c)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 6, the student will be able to:

- 4.2.1** Write simple technical text. (726.07)
- 4.2.2** Write expository essays, including an explanatory essay that state a main idea, explains the situation, and offers evidence to support arguments or conclusions. (726.06)
- 4.2.3** Write research reports with facts, details, and examples from multiple sources. (726.06)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 6, the student will be able to:

- 4.3.1** Write a persuasive letter or composition that states and supports a position. (726.05)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 6, the student will be able to:

- 4.4.1** Write a response to literature that identifies a connection between the text and the student, the text and another text, or the text and the world. (726.04)
- 4.4.2** Analyze an author's choice of literary devices for a particular purpose. (726.04)

Standard 5: Writing Components (726.02.a)

Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

Goal 5.1: Handwriting

Objective(s): By the end of Grade 6, the student will be able to:

- 5.1.1** Write legibly in print or cursive.

Goal 5.2: Spelling

Objective(s): By the end of Grade 6, the student will be able to:

- 5.2.1** Spell Grade 6 high frequency words correctly. (726.02.a)
- 5.2.2** Correctly spell words with Latin suffix origins (e.g., comfortable, collectible, joyous, furious.)
- 5.2.3** Correctly spell multisyllabic words used in classroom writing by combining affixes and roots (e.g., transportation, disrespectful, immobile, account) and multiple roots (e.g., autobiography).

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 6, the student will be able to:

- 5.3.1** Identify all parts of speech.
- 5.3.2** Identify and use simple and compound sentences. (726.02.c)
- 5.3.3** Identify and use four types of sentences (exclamatory, declarative, interrogative, and imperative). (726.02.c)
- 5.3.4** Use subject/verb agreement in simple and compound sentences.
- 5.3.5** Identify and use appositives.
- 5.3.6** Use sentences with main and subordinate clauses.

Goal 5.4: Conventions

Objective(s): By the end of Grade 6, the student will be able to:

- 5.4.1** Use and indent paragraphs to indicate an organizational structure in a multiple paragraph text. (726.03.c)
- 5.4.2** Use quotation marks and commas to punctuate dialogue. (726.02.a)
- 5.4.3** Use commas correctly in lists, transitions, introductory phrases, appositives, and compound sentences. (726.02.a)
- 5.4.4** Use correct capitalization in writing. (726.02.a)

5.4.5 Use semi-colons correctly in compound sentences. (726.02.a)

Standard 6: Communication

Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

Goal 6.1: Listening

Objective(s): By the end of Grade 6, the student will be able to:

- 6.1.1** Listen in order to summarize information from a variety of sources. (727.01.a)
- 6.1.2** Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture). (727.01.c)
- 6.1.3** Listen to identify the tone, mood, and emotion conveyed in the oral communication. (727.02.b)

Goal 6.2: Speaking

Objective(s): By the end of Grade 6, the student will be able to:

- 6.2.1** Restate multiple-step oral instructions and directions.
- 6.2.2** Emphasize important points to assist the listener in following an oral presentation. (727.03.a)
- 6.2.3** Deliver narrative presentations that include sensory details, establish a context, plot, and point of view. (727.02.a)
- 6.2.4** Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight. (727.02.a)

Goal 6.3: Viewing

Objective(s): By the end of Grade 6, the student will be able to:

- 6.3.1** View media to analyze as source for information. (729.01.b)
- 6.3.2** Use a variety of resources to produce visuals in order to communicate to an audience. (729.04.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading

Students apply Greek and Latin linguistic roots and affixes to decode and understand specialized vocabulary and to apply the precise meaning of those words across all content areas. Students apply rules of syllabication and spelling as well as context clues to decode new words and to interpret the meaning of those words in a variety of expository and literary text. Students expand reading vocabulary by correctly using idioms and words with literal and figurative meanings. Students are expected to read independently with fluency for different purposes and audiences.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 7, the student will be able to:

- 1.1.1** Analyze the organizational structure of printed material (e.g., chronological, sequential) and electronic sources (e.g., headings and numberings, pull-down menus, and icons) to access information. (734.05.d)
- 1.1.2** Interpret graphic features (e.g., charts, maps, diagrams) to comprehend text. (734.05.c)
- 1.1.3** Explain how specific text features help to understand a selection (e.g., how margin entries or specific symbols provide additional information to assist in comprehension). (734.05.b)
- 1.1.4** Use grade-level-appropriate dictionary and thesaurus independently.

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 7, the student will be able to:

- 1.3.1** Use structural analysis and content analysis to decode new words. (734.01.a)
- 1.3.2** Apply spelling and syllabication rules to decode unknown words. (734.01.a)
- 1.3.3** Read grade-level-appropriate text with fluency and accuracy from 150 correct words per minute (Hasbrouck & Tindal, 2005). (734.01.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 7, the student will be able to:

- 1.4.1** Use origins of root words, prefixes, and suffixes to determine the meaning of unknown words.
- 1.4.2** Clarify word meanings through the use of a word's definition, example, nonexample, or restatement in context. (734.01.c)

- 1.4.3** Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology sources.
- 1.4.4** Identify and understand idioms and comparisons (e.g., analogies, metaphors, and similes).
- 1.4.5** Explain relationships between and among words including connotative and denotative meanings, antonyms and synonyms, and words with multiple meanings.
- 1.4.6** Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. (734.01.b)
- 1.4.7** Define words and concepts necessary for comprehending Grade 7 content area text.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 7, the student will be able to:

- 2.1.1** Use text structure, prior knowledge, and other strategies to enhance comprehension. (734.01.b)
- 2.1.2** Use strategies to self-monitor comprehension. (734.01.e)
- 2.1.3** Clarify an understanding of text by creating outlines, notes, charts, and diagrams. (734.05.c)
- 2.1.4** Interpret and draw conclusions from grade-level-appropriate text features (e.g., maps, charts, tables, and graphs). (734.05.c; 734.01.f)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 7, the student will be able to:

- 2.2.1** Evaluate the purpose and use of various categories of informational materials (e.g., textbooks, newspapers, instructional manuals). (734.05.a)
- 2.2.2** Interpret details from a variety of functional text, (e.g., warranties, technical manuals) for a specific purpose (e.g., to perform procedures, to answer questions). (734.05.a)
- 2.2.3** Apply knowledge of organizational structures of expository text to analyze text and to aid comprehension. (734.04.c; 734.05.d., e)
- 2.2.4** Summarize the main idea (literal or inferred) and critical details of expository text. (734.01.h; 734.04.b; c)
- 2.2.5** Identify and trace the development of an author's argument, point of view, or perspective.

- 2.2.6 Explain how authors use writing techniques (e.g., language choice, organization) to achieve a specific expository purpose or appeal to a specific audience. (734.03.d)
- 2.2.7 Compare and contrast the perspectives of authors writing for different purposes and audiences. (734.03.c)
- 2.2.8 Differentiate between fact and opinion, bias, and propaganda in expository text (e.g., newspapers, electronic text). (734.03.d, e)
- 2.2.9 Differentiate primary and secondary source material.

Goal 2.3: Literary Text

Objective(s): By the end of Grade 7, the student will be able to:

- 2.3.1 Read and respond to literature from a variety of genres. (734.02.b)
- 2.3.2 Determine why certain genres are best suited to convey a specific message or evoke a particular response from the reader. (734.02.a)
- 2.3.3 Analyze the characteristics and structural elements of a variety of poetic forms. (734.02.a)
- 2.3.4 Analyze plot development (e.g., conflict, subplots) to determine how conflicts are solved. (734.02.d)
- 2.3.5 Identify and analyze themes (e.g., bravery, loyalty) which appear in many different works. (734.02.d)
- 2.3.6 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. (734.02.d)
- 2.3.7 Explain the influence of setting on mood, character, and plot. (734.01.g; 734.02.d)
- 2.3.8 Recognize points of view (e.g., first person, third person limited and omniscient). (734.02.d)
- 2.3.9 Recognize literary devices (e.g., simile, metaphor, idioms, humor, and dialogue) and explain how they make a story more interesting and/or convey a message. (734.01.g)

Standard 3: Writing Process

Students generate and organize writing ideas. Students use writing strategies appropriate to the audience and purpose of the piece. Students organize information and make decisions about supporting details and word choices in order to most effectively convey meaning. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 7, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies (e.g., prior knowledge, writer's notebook). (735.01)
- 3.1.2 Select and use an appropriate graphic organizer to plan writing. (735.01.a)
- 3.1.3 Match organization to purpose and audience. (735.01.c)
- 3.1.4 Use an organizer to determine and prioritize relevant information. (735.01.b)

Goal 3.2: Draft

Objective(s): By the end of Grade 7, the student will be able to:

- 3.2.1** Use ideas generated and organized through prewriting to write a draft. (735.02)
- 3.2.2** Use supporting details and facts from multiple sources to develop a draft. (735.02.c)

Goal 3.3: Revise

Objective(s): By the end of Grade 7, the student will be able to:

- 3.3.1** Reread and revise draft for meaning and intent. (735.02)
- 3.3.2** Reread and revise draft for appropriate organization. (735.02)
- 3.3.3** Insert details and transitions to clarify meaning or improve fluency. (735.02)
- 3.3.4** Reread and revise draft for effective word choice. (735.02)
- 3.3.5** Participate in peer revision.

Goal 3.4: Edit

Objective(s): By the end of Grade 7, the student will be able to:

- 3.4.1** Identify spelling, punctuation, and grammar and usage errors. (735.02.a)
- 3.4.2** Use strategies (e.g., peer edit, rubric) to edit the draft. (735.02)
- 3.4.3** Use resources (spelling/grammar checker, dictionary) to correct conventions. (735.02)

Goal 3.5: Publish

Objective(s): By the end of Grade 7, the student will be able to:

- 3.5.1** Rewrite draft. (735.02)
- 3.5.2** Use graphics, if applicable, to further convey meaning. (735.02)
- 3.5.3** Use a computer to create a final draft. (735.02)
- 3.5.4** Share writing with intended audience. (735.03.b; 735.04.c; 735.05.c; 735.06.c; 735.07.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narrative and creative texts with descriptive language as well as responses to literature. Students write expository texts that establish a main idea and persuasive texts that state a position.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 7, the student will be able to:

- 4.1.1** Write narratives that develop a standard plot line. (735.02.c)
- 4.1.2** Write narratives with developed characters and a definite setting.
- 4.1.3** Write original creative works that include descriptive strategies and figurative language. (735.02.b; 735.04.c)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 7, the student will be able to:

- 4.2.1** Write technical text that identifies a sequence of activities or processes. (735.07)
- 4.2.2** Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (735.05.b)
- 4.2.3** Write a short research report that supports main idea with documentation and includes supporting evidence with details compiled through a formal research process. (735.06.b)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 7, the student will be able to:

- 4.3.1** Write persuasive compositions that state a position with evidence and emotional appeals. (735.05.a, b, c)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 7, the student will be able to:

- 4.4.1** Write responses to literature that reflect a connection between the text and the reader, another text, or the world. (735.04.a)
- 4.4.2** Compare and contrast themes in multiple texts. (735.04.a)
- 4.4.3** Analyze an author's choice of literary devices.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader's understanding of a text's intended meaning.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 7, the student will be able to:

- 5.2.1** Spell correctly derivatives by applying affixes. (735.02.a)
- 5.2.2** Spell correctly words used frequently in individual expository and literary writing. (735.02.a)
- 5.2.3** Spell correctly grade-level content area words. (735.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 7, the student will be able to:

- 5.3.1** Identify and use all parts of speech. (735.02.a)
- 5.3.2** Identify and use simple, compound, and complex sentences. (735.02.a)
- 5.3.3** Properly place adjectives in writing. (735.02.a)

5.3.4 Make clear references between pronouns and antecedents in writing.

Goal 5.4: Conventions

Objective(s): By the end of Grade 7, the student will be able to:

- 5.4.1** Correctly use quotation marks in writing. (735.02.a)
- 5.4.2** Correctly use commas with subordinate clauses in writing. (735.02.a)
- 5.4.3** Identify and correctly use parentheses, hyphens, dashes, brackets, and semicolons. (735.02.a)
- 5.4.4** Use commas before the conjunction in compound sentences. (735.02.a)

Standard 6: Communication

Students develop listening skills to make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. Students plan and develop clear informative presentations and interpretations of literary material. Students apply knowledge gained from various forms of visually presented material and media.

Goal 6.1: Listening

Objective(s): By the end of Grade 7, the student will be able to:

- 6.1.1** Develop appropriate interpersonal listening skills (e.g., eye contact, body language). (736.01.c)
- 6.1.2** Listen critically to determine the speaker's attitude toward the subject. (736.03.a)
- 6.1.3** Listen attentively to make informal decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. (736.03.a)
- 6.1.4** Listen to acquire and summarize information from a variety of sources. (736.01.a)

Goal 6.2: Speaking

Objective(s): By the end of Grade 7, the student will be able to:

- 6.2.1** Use speaking techniques-including adjustments to tone, volume, timing, and eye contact for effective presentations. (737.01.a)
- 6.2.2** Deliver informative presentations that: (737.02.a)
 - Organize and deliver relevant information about a focused topic.
 - Appeal to the background and interests of the audience.
 - Use a range of appropriate strategies to make the presentation engaging to the audience.
- 6.2.4** Ask questions to elicit information, including evidence to support a speaker's position. (737.03.b)
- 6.2.6** Deliver oral response to literature that: (746.02.a)
 - Interpret a reading and provide insight.
 - Connect personal responses to the writers' techniques and to specific textual references.

Goal 6.3: Viewing

Objective(s): By the end of Grade 7, the student will be able to:

- 6.3.1** Demonstrate understanding of graphics, pictures, and charts. ([738.01.a, b](#))
- 6.3.2** Apply technical skills to produce visual that communicate to the audience. ([737.04.b](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 8
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words as well as applying the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently with fluency for different purposes and audiences.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 8, the student will be able to:

- 1.1.1** Apply knowledge of organizational structures (e.g., comparison/contrast, cause/effect) to understand information in text. (743.04.b)
- 1.1.2** Use graphic features of text to clarify and extend meaning (e.g., diagrams, science processes). (743.01.a)
- 1.1.3** Explain how specific text features help to understand a selection (e.g., margin entries, footnotes, bibliography). (743.05.b)
- 1.1.4** Use grade-level-appropriate dictionary and thesaurus.

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 8, the student will be able to:

- 1.3.1** Use structural analysis (e.g., roots, affixes, syntax) and content analysis to decode unknown words. (743.01.a)
- 1.3.2** Read grade-level-appropriate text with fluency and accuracy from 151 correct words per minute (Hasbrouck & Tindal, 2005). (743.01.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 8, the student will be able to:

- 1.4.1** Use origins of root words and affixes to determine the meaning of unknown words.
- 1.4.2** Verify the meaning of a word in its context through the use of definition, restatement, example, nonexample, or comparison.
- 1.4.3** Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.
- 1.4.4** Determine the meaning of figurative language used in context. (743.03.a)

- 1.4.5 Explain relationships between and among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.
- 1.4.6 Define words and concepts necessary for comprehending Grade 8 content area text. (743.01.a)

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose and perspective in text.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 8, the student will be able to:

- 2.1.1 Use text structure, prior knowledge, and other strategies to enhance comprehension. (743.01.b, c)
- 2.1.2 Use strategies to self-monitor comprehension. (743.01.d)
- 2.1.3 Clarify an understanding of text by creating summaries and reports. (743.01.c)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 8, the student will be able to:

- 2.2.1 Interpret details and facts from a variety of functional text (e.g., instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems). (743.03.c; 743.05.a)
- 2.2.2 Identify the central purpose and anticipated outcomes of procedures specified in informational text. (743.04.c)
- 2.2.3 Determine the relationships among facts, ideas and events used to support a central purpose. (743.04.b)
- 2.2.4 Understand the purpose of various organizational structures (e.g., cause and effect, chronological order) as applied in various expository texts. (743.03.e)
- 2.2.5 Identify the main idea and the author's purpose in writing a specific expository text. (743.03.a)
- 2.2.6 Compare and contrast the techniques used by authors writing about a similar topic with different purposes and/or audiences. (743.02.d; 743.03.a, c)
- 2.2.7 Identify specific instances of bias, opinion, and propaganda in persuasive text. (743.02.d; 743.03.d; 743.04.c)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 8, the student will be able to:

- 2.3.1 Respond to literature written in a variety of genres. (743.02.a)
- 2.3.2 Evaluate the characteristics and structural elements of a variety of poetic forms. (743.02.a)

- 2.3.3 Evaluate the structural elements of the plot and plot development. (743.01.b; 743.03.b)
- 2.3.4 Evaluate how conflicts are (or are not) addressed and resolved. (743.03.b)
- 2.3.5 Compare and contrast themes across works of prose, poetry, and drama. (743.03.c)
- 2.3.6 Interpret how situations, actions, and other characters influence a character's personality and development. (743.03.b)
- 2.3.7 Analyze the importance of the setting to the mood and meaning of the text. (743.03.b)
- 2.3.8 Explain the author's point of view and interpret how it influences the text. (743.03.a)
- 2.3.9 Identify and analyze recurring themes (e.g., good vs. evil) that appear in traditional and contemporary works. (743.01.c)
- 2.3.10 Analyze significant literary devices that define an author's style and use knowledge of those elements to interpret the work. (743.01.a; 743.02.d)

Standard 3: Writing Process

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing techniques to clarify meaning and improve fluency of their texts. Students use standard formats to guide their creation of technical texts.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 8, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies. (744.01.a, b)
- 3.1.2 Use organizational strategies (outlines, story map) to plan writing. (744.01.a, b)
- 3.1.3 Match format to purpose and audience. (744.01.c)

Goal 3.2: Draft

Objective(s): By the end of Grade 8, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft with a main idea and supporting information. (744.01.a, b; 744.02.c)

Goal 3.3: Revise

Objective(s): By the end of Grade 8, the student will be able to:

- 3.3.1 Reread and revise draft for meaning and clarity. (744.01; 744.02)
- 3.3.2 Reread and revise draft for appropriate organization. (744.02.c)
- 3.3.3 Add transitions to clarify meaning and improve fluency. (744.02.c)
- 3.3.4 Use a variety of sentence structures to improve fluency and enhance style. (744.02.c)
- 3.3.5 Reread and revise draft for effective word choice. (744.02.c)
- 3.3.6 Participate in peer revision. (744.01)

Goal 3.4: Edit

Objective(s): By the end of Grade 8, the student will be able to:

- 3.4.1** Identify spelling, punctuation, and grammar and usage errors. (744.02.a)
- 3.4.2** Use resources (spelling/grammar checker, dictionary) to correct conventions. (744.02.a)

Goal 3.5: Publish

Objective(s): By the end of Grade 8, the student will be able to:

- 3.5.1** Rewrite draft. (744.02)
- 3.5.2** Use text features and graphics, if applicable, to further convey meaning.
- 3.5.3** Use a computer to create a final draft.
- 3.5.4** Share writing with intended audience. (744.04.c)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 8, the student will be able to:

- 4.1.1** Write narratives about specific events or situations using precisely chosen details. (744.04.c)
- 4.1.2** Write a variety of pieces, including short stories, that use narrative and descriptive strategies (e.g., dialogue, specific action) to advance the plot. (744.04.c)
- 4.1.3** Write original creative works that include descriptive strategies and figurative language. (744.04.c)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 8, the student will be able to:

- 4.2.1** Write technical documents that use formatting techniques (e.g., bold type, headings) to aid comprehension. (744.07.b)
- 4.2.2** Use graphic text (e.g., charts, maps) to organize and display information.
- 4.2.3** Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. (744.03.b)
- 4.2.4** Write a short research report that defines a thesis and provides relevant support and documented sources. (744.06.a, b; 744.05.b)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 8, the student will be able to:

- 4.3.1** Write persuasive compositions (e.g., letters to the editor, advertisements) that state a position with evidence and emotional appeal. (744.05.b, c)

Goal 4.4: Literary Response (744.04)

Objective(s): By the end of Grade 8, the student will be able to:

- 4.4.1** Write responses that include a main idea (thesis) and supporting evidence. (744.04.b)
- 4.4.2** Write a response to literature that states and defends a position based on the text's connection to the author, another text, or the world.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 8, the student will be able to:

- 5.2.1** Spell correctly derivatives by applying affixes. (744.02.a)
- 5.2.2** Spell correctly words used frequently in individual expository and literary writing. (744.02.a)
- 5.2.3** Spell correctly grade-level-appropriate content area words. (744.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 8, the student will be able to:

- 5.3.1** Use all parts of speech correctly. (744.02.a)
- 5.3.2** Revise writing to include correct and varied sentence types (simple, compound, complex, and compound-complex). (744.02.c)
- 5.3.3** Use a varied of syntactical structures to achieve sentence fluency. (744.02.c)
- 5.3.4** Identify and correctly use parallelism in writing. (744.02.c)
- 5.3.5** Use subordination and coordination to indicate a relationship between ideas in writing. (744.02.c)
- 5.3.6** Use transitional devices effectively. (744.02.c)

Goal 5.4: Conventions

Objective(s): By the end of Grade 8, the student will be able to:

- 5.4.1** Identify and correct sentence fragments and run-on sentences. (744.02.a)
- 5.4.2** Use correct punctuation and capitalization in writing. (744.02.a)

Standard 6: Communication

Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication for similarities, differences, point of view,

and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

Goal 6.1: Listening

Objective(s): By the end of Grade 8, the student will be able to:

- 6.1.1** Listen to acquire and summarize information from a variety of electronic or live sources. (745.01.a)
- 6.1.2** Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. (745.03.a)

Goal 6.2: Speaking

Objective(s): By the end of Grade 8, the student will be able to:

- 6.2.1** Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- 6.2.2** Deliver oral summaries of articles that: (737.01.b)
 - Include the main ideas and the most significant details.
 - State ideas in own words, except for when quoted directly from sources.
- 6.2.3** Deliver persuasive presentations that: (746.01.a)
 - Include a well-defined position on the topic.
 - Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
- 6.2.4** Use speaking techniques that include effective verbal and non-verbal communication. (746.01.a)

Goal 6.3: Viewing

Objective(s): By the end of Grade 8, the student will be able to:

- 6.3.1** Interpret, critique and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.
- 6.3.2** Use a variety of resources to produce visuals that deliver information. (746.04.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 9, the student will be able to:

- 1.1.1** Analyze the structure and format of various informational documents. (752.05.c)
- 1.1.2** Explain how authors use structure and format to achieve their purposes. (752.01.g; 752.03.b)
- 1.1.3** Identify the text characteristics of different forms of literature. (752.02.a)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

No objectives at this grade level.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 9, the student will be able to:

- 1.4.1** Identify and use the literal and figurative meanings of words and understand the origins of words.
- 1.4.2** Use knowledge of roots and affixes from Greek and Latin to analyze the origin and meaning of unknown words.
- 1.4.3** Demonstrate the ability to use context analysis to determine the meanings of unfamiliar words. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 9, the student will be able to:

- 2.1.1** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (752.05.d, e, f)
- 2.1.2** Explain the intent of a piece of writing. (752.01.d)
- 2.1.3** Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 9, the student will be able to:

- 2.2.1** Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. (752.03.a)
- 2.2.2** Define the purpose of a variety of communication formats (e.g., essays, business letters, instructions, policy statements, lab reports, and Web sites). (752.05.c)
- 2.2.3** Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).

Goal 2.3: Literary Text

Objective(s): By the end of Grade 9, the student will be able to:

- 2.3.1** Analyze interactions between characters in a literary text and explain the way those interactions affect the plot. (752.03.b)
- 2.3.2** Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b; 752.01.d)
- 2.3.3** Identify universal themes in texts.
- 2.3.4** Analyze and trace an author's development of time and sequence, including foreshadowing or flashbacks. (752.03.b)
- 2.3.5** Explain the use of various literary devices including personification, symbolism, and figurative language. (752.01.g)
- 2.3.6** Recognize ambiguities, subtleties, contradictions, and ironies in texts.
- 2.3.7** Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (752.01.g)
- 2.3.8** Describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature. (752.02.a)
- 2.3.9** Analyze the way in which a work of literature is related to the themes and issues of its historical period. (752.02.c)
- 2.3.10** Identify differences in themes, styles, or trends among selected texts. (752.01.g; 752.03.c)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 9, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies. (753.01.b)
- 3.1.2 Use organizational strategies to plan writing. (753.01.a)
- 3.1.3 Match format to purpose and audience. (753.02.b; 753.03.b)
- 3.1.4 Establish a controlling idea appropriate to the type of writing. (753.04.b)
- 3.1.5 Use time management strategies, when appropriate, to produce a writing product within a set time period.

Goal 3.2: Draft

Objective(s): By the end of Grade 9, the student will be able to:

- 3.2.1 Use the ideas generated and organized through prewriting to develop the main idea(s) with supporting details. (753.04.b)
- 3.2.2 Sequence ideas in a cohesive, meaningful order.
- 3.2.3 Prepare a draft that follows a format appropriate for the purpose. (753.02.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 9, the student will be able to:

- 3.3.1 Reread and revise draft for meaning, clarity, and effective organization. (753.01.a)
- 3.3.2 Delete irrelevant and/or redundant information. (753.05.b)
- 3.3.3 Add transitional words and phrases to clarify meaning and enhance style. (753.05.a; 753.01.c)
- 3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 3.3.5 Use literary models to refine writing style. (753.04.a)
- 3.3.6 Use resources and reference materials (e.g., thesaurus, dictionary) to select precise language. (753.01.c)
- 3.3.7 Conference with others to improve writing through the use of suggestions, questions, and statements.

Goal 3.4: Edit

Objective(s): By the end of Grade 9, the student will be able to:

- 3.4.1 Correct punctuation, spelling, grammar, and usage errors. (753.02.a)
- 3.4.2 Apply editing marks to indicate errors in conventions.
- 3.4.3 Apply appropriate strategies to edit the draft. (753.02.a)

Goal 3.5: Publish

Objective(s): By the end of Grade 9, the student will be able to:

- 3.5.1 Rewrite improved draft.
- 3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 9, the student will be able to:

- 4.1.1** Write biographical or autobiographical narratives or short stories that describe a sequence of events and communicate the significance of the events to the audience.
- 4.1.2** Write reflective compositions that explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies. (753.04.a)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 9, the student will be able to:

- 4.2.1** Write expository compositions that gather evidence in support of a thesis, including information on all relevant perspectives. (753.05.b; 753.06.a)
- 4.2.2** Write expository compositions that distinguish between the relative value and significance of specific data, facts, and ideas. (753.03.a; 753.06.a, c)
- 4.2.3** Write expository compositions that anticipate and address readers' potential misunderstandings, biases, and expectations.

Goal 4.3: Persuasive

Objective(s): By the end of Grade 9, the student will be able to:

- 4.3.1** Write persuasive compositions that clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. (753.05.b, c; 753.06.a)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 9, the student will be able to:

- 4.4.1** Write responses to literature that demonstrate an understanding of the significant ideas of literary works. (753.04.a)
- 4.4.2** Write responses to literature that support important ideas and viewpoints through accurate and detailed reference to other works. (753.04.a; 753.06.a)
- 4.4.3** Write responses to literature that demonstrate an awareness of the author's style and an appreciation of the effects created. (752.01.g; 753.05.a)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 9, the student will be able to:

5.2.1 Use accurate spelling. [\(753.02.a\)](#)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 9, the student will be able to:

5.3.1 Edit for agreement, word usage, and fluency. [\(753.02.b\)](#)

Goal 5.4: Conventions

Objective(s): By the end of Grade 9, the student will be able to:

5.4.1 Edit for correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 10
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students in apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 10, the student will be able to:

- 1.1.1** Analyze the structure and format of functional workplace documents. (752.01.g; 752.02.d; 752.05.a-d.)
- 1.1.2** Explain how authors use structure and format to achieve their purposes. (752.01.g; 752.02 d,e; 752.03.b, d, e.)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

No objectives at this grade level.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 10, the student will be able to:

- 1.4.1** Apply technical vocabulary used in context in a variety of content areas. (752.01.f; 752.03.c; 752. 04. a, c, e.)
- 1.4.2** Apply academic vocabulary used across content areas (e.g., infer, evaluate). (752.01.f; 752.02.e; 752.03.c, e; 752.04.a, c; 752.05.e)
- 1.4.3** Apply the literal and figurative meanings of words and use the origins of words to determine meaning. (752.01.c)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 10, the student will be able to:

- 2.1.1** Compare and contrast the presentation of a similar theme or topic by authors from different time periods or cultures to explain how the historical or cultural context shapes the author's presentation of the theme or topic. (752.02.c)
- 2.1.2** Explain the intent of a piece of writing. (752.03.b)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 10, the student will be able to:

- 2.2.1** Critique the logic of instructional documents by examining the sequence of information and procedures. (752.05.a)
- 2.2.2** Demonstrate use of technology by following technical directions. (752.05.e)
- 2.2.3** Evaluate the relationships between generalizations and evidence. (752.03.a)
- 2.2.4** Evaluate the comprehensiveness of evidence. (752.03.a)
- 2.2.5** Evaluate the way in which the author's intent affects the structure and tone of the text. (752.03.b; 752.05.a)
- 2.2.6** Define the purpose of a variety of communication formats (e.g., essays, business letters, user manuals, lab reports, and web sites). (752.02.a; 752.03.b)
- 2.2.7** Identify the thesis, evidence, and argument in informational texts such as newspaper editorials and campaign speeches. ((752.01.h; 752.03.a)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 10, the student will be able to:

- 2.3.1** Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.
- 2.3.2** Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b)
- 2.3.3** Compare works that express a universal theme and provide evidence to support the views expressed in each work. (752.02.a)
- 2.3.4** Evaluate the use of various literary devices, including irony, tone, and figurative language. (752.02.d)
- 2.3.5** Analyze the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text. (752.03.d)
- 2.3.6** Analyze how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (752.02.d; 752.03.b)
- 2.3.7** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme. (752.01.g)
- 2.3.8** Analyze the way in which a work of literature is related to the themes and issues of its historical period or cultural context. (752.02.c)
- 2.3.9** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. (752.02.a)
- 2.3.10** Analyze the way in which authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

- 2.3.11** Analyze themes, styles, or trends of literature representing different cultures or periods. (752.02.c)
- 2.3.12** Present interpretations of texts using a variety of methods (e.g., literature circles, class discussion, and graphic organizers). (752.01.e; 752.04.e)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 10, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies.
- 3.1.2** Use organizational strategies to plan writing. (753.02.b)
- 3.1.3** Match format to purpose and audience. (753.03.b)
- 3.1.4** Establish a controlling idea appropriate to the type of writing. (753.01.c)
- 3.1.5** Use time management strategies, when appropriate, to produce a writing product within a set time period.

Goal 3.2: Draft

Objective(s): By the end of Grade 10, the student will be able to:

- 3.2.1** Use the ideas generated and organized through prewriting to develop the main ideas(s) with supporting details. (753.02.b; 753.04.b)
- 3.2.2** Sequence ideas into a cohesive, meaningful order.
- 3.2.3** Prepare a draft that follows a format appropriate to the purpose. (753.01.a)

Goal 3.3: Revise

Objective(s): By the end of Grade 10, the student will be able to:

- 3.3.1** Reread and revise draft for meaning, clarity, and effective organization. (753.01.a; 753.02.b)
- 3.3.2** Delete irrelevant and/or redundant information. (753.01.a; 753.02.b)
- 3.3.3** Add transitional words and phrases to clarify meaning and enhance style. (753.02.b)
- 3.3.4** Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 3.3.5** Use literary models to refine writing style. (753.04.a)
- 3.3.6** Use resources and reference materials (e.g., thesaurus, dictionary, content experts) to select precise language.
- 3.3.7** Conference with others to improve writing through the use of suggestions, questions, and statements.
- 3.3.8** Use technical language when appropriate for topic and/or audience.

Goal 3.4: Edit

Objective(s): By the end of Grade 10, the student will be able to:

- 3.4.1** Correct punctuation, spelling, grammar, and usage errors in the draft. (753.02.a)
- 3.4.2** Apply editing marks to indicate errors in conventions.
- 3.4.3** Apply appropriate strategies to edit the draft. (753.02.b)

Goal 3.5: Publish

Objective(s): By the end of Grade 10, the student will be able to:

- 3.5.1** Rewrite improved draft.
- 3.5.2** Include such techniques as principles of design (e.g., margins, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. (756.04.a)
- 3.5.3** Share writing with intended audience. (753.04.b; 753.06.B)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 10, the student will be able to:

- 4.1.1** Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 10, the student will be able to:

- 4.2.1** Write expository compositions (e.g., analytical essays, research reports) that communicate information and ideas from primary and secondary sources accurately and coherently. (753.06.c)
- 4.2.2** Write expository compositions that use a variety of reference sources, including word, pictorial, audio, and internet sources to locate information in support of a topic. (753.03.a)
- 4.2.3** Write expository compositions that include visual aids by using technology to organize and record information on charts, maps, and graphs. (756.04.a; 753.03.b)
- 4.2.4** Write expository compositions that use technical terms and notations correctly.

Goal 4.3: Persuasive

Objective(s): By the end of Grade 10, the student will be able to:

- 4.3.1** Write persuasive compositions that organize ideas and appeals in a sustained and effective fashion. (753.05.b.c)

- 4.3.2** Write persuasive compositions that use specific rhetorical devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy. (753.05.c)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 10, the student will be able to:

- 4.4.1** Write responses to literature that identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 4.4.2** Write responses that express the author's personal criteria for evaluating a text.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 10, the student will be able to:

- 5.2.1** Use accurate spelling. (753.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 10, the student will be able to:

- 5.3.1** Edit for agreement, word usage, parallel structure, and fluency. (753.01; 02)

Goal 5.4: Conventions

Objective(s): By the end of Grade 10, the student will be able to:

- 5.4.1** Identify and apply use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 11
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 11, the student will be able to:

- 1.1.1** Identify the features and the rhetorical devices of a variety of literature and text including public documents (e.g., policy statements, debates). (752.01.b)
- 1.1.2** Analyze how authors use structure and format to achieve their purposes. (752.01.b)
- 1.1.3** Analyze characteristics of subgenres, (e.g., satire, parody, allegory, pastoral) that are used in poetry, fiction, and nonfiction. (752.02.a)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

No objectives at this grade level.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 11, the student will be able to:

- 1.4.1** Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a)
- 1.4.2** Recognize analogies encountered in text. (752.01.g)
- 1.4.3** Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Strategies and Skills for Comprehending Text

No objectives at this grade level.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 11, the student will be able to:

- 2.2.1** Extend—through original analysis, evaluation and elaboration—ideas presented in primary or secondary sources. (752.03.e)
- 2.2.2** Define the purpose of a variety of communication formats such as, essays, business letters, memos, instructions, user manuals, lab reports, Web sites. (752.05.a, c)
- 2.2.3** Analyze the relationships among thesis and arguments in informational texts (e.g., newspaper editorials, promotional literature). (752.03.c)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 11, the student will be able to:

- 2.3.1** Evaluate the significance of various literary devices, including irony, tone and figurative language. (752.01.g)
- 2.3.2** Analyze the ways in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (752.02)
- 2.3.3** Analyze ways in which writers use imagery, personification, figures of speech, and sounds to evoke readers' emotions. (752.01.g; 752.02.d)
- 2.3.4** Analyze recognized works of literature representing a variety of genres and traditions that: (752.02.c)
 - Trace the development of the major periods of American literature.
 - Contrast the major themes, styles, and trends in different periods.
 - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period for a given text that shaped the characters, plot and setting.
- 2.3.5** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic. (752.03.d, e)
- 2.3.6** Explain the intent of a piece of writing. (752.01.h; 752.05.c)
- 2.3.7** Compare and contrast authors' styles on the basis of such elements as word choice and syntax. (752.02.d)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising for fluency, clarity and voice.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 11, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies. (753.01.b)
- 3.1.2** Use organizational strategies to plan writing. (753.02.b)

- 3.1.3 Match format to purpose and audience. (753.01.c)
- 3.1.4 Establish a controlling idea appropriate to the type of writing. (753.02.b)
- 3.1.5 Use time management strategies, when appropriate, to produce a writing product in a set time period.

Goal 3.2: Draft

Objective(s): By the end of Grade 11, the student will be able to:

- 3.2.1 Use the ideas generated and organized through prewriting to develop the main ideas(s) with supporting details. (753.02.b)
- 3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.e)
- 3.2.3 Prepare a draft that follows a format appropriate for the purpose. (753.03.b; 753.05.b; 764.02.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 11, the student will be able to:

- 3.3.1 Reread draft for meaning and clarity.
- 3.3.2 Delete irrelevant and/or redundant information.
- 3.3.3 Reread draft for effective organization.
- 3.3.4 Add transitional words and phrases to clarify meaning and enhance style. (753.01.c)
- 3.3.5 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 3.3.6 Use resources and reference materials (e.g., thesaurus, dictionary) to select precise language. (753.01.c)
- 3.3.7 Conference with others to improve writing through the use of suggestions, questions, and statements.
- 3.3.8 Use technical language when appropriate for topic and/or audience. (753.01.c)

Goal 3.4: Edit

Objective(s): By the end of Grade 11, the student will be able to:

- 3.4.1 Correct punctuation, spelling, and grammar and usage errors in the draft. (753.02.a)
- 3.4.2 Apply editing marks to indicate errors in conventions.
- 3.4.3 Apply appropriate tools or strategies to edit the draft.

Goal 3.5: Publish

Objective(s): By the end of Grade 11, the student will be able to:

- 3.5.1 Rewrite an improved draft.
- 3.5.2 Include such techniques as principles of design (e.g., margins, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.
- 3.5.3 Share writing with intended audience. (753.06.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on persuasive writing.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 11, the student will be able to:

- 4.1.1** Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.
- 4.1.2** Write reflective compositions that explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 11, the student will be able to:

- 4.2.1** Write job applications and resumes that provide clear and purposeful information and address the intended audience appropriately while following the conventional style for that type of document (e.g., resume, cover letter of application). (753.06.c)
- 4.2.2** Deliver multimedia presentations incorporating text, images, and sounds that include information from many sources. Presentations should demonstrate selection of an appropriate medium for each element of the presentation and skillful use of selected media. (753.03.b)
- 4.2.3** Use precise technical or scientific language when appropriate for topic and audience. (753.01.c)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 11, the student will be able to:

- 4.3.1** Write a persuasive composition that states a position or claim, structures ideas, acknowledges and refutes opposing arguments, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and attributes sources of information when appropriate. (753.05.b, c)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 11, the student will be able to:

- 4.4.1** Write responses to literature that demonstrate a comprehensive understanding of the significant ideas in works or passages and analyze the use of imagery, language, universal themes, and unique aspects of the text. (753.04.a, b)
- 4.4.2** Support important ideas and viewpoints through accurate and detailed references to the text and to other works, demonstrate an understanding of the author's style and an appreciation of the effects created, and identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. (753.04.a, b)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 11, the student will be able to:

5.2.1 Use accurate spelling. ([753.02.a](#))

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 11, the student will be able to:

5.3.1 Edit for agreement, word usage, parallel structure, and fluency. ([753.02.a, b](#))

Goal 5.4: Conventions

Objective(s): By the end of Grade 11, the student will be able to:

5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. ([753.02.a, b](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 12
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 12, the student will be able to:

- 1.1.1** Identify the features and the rhetorical devices of a variety of literature and text including public documents (e.g., policy statements, debates). (752.01.b)
- 1.1.2** Evaluate how authors use structure and format to achieve their purposes. (752.01.b)
- 1.1.3** Evaluate characteristics of subgenres, such as satire, parody, allegory and pastoral, used in poetry, fiction, and nonfiction. (752.02.a)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

No objectives at this grade level.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 12, the student will be able to:

- 1.4.1** Explain unfamiliar words that refer to characters or themes in literature or historical events. (752.01.a)
- 1.4.2** Analyze the meaning of analogies encountered, analyzing specific comparisons for relationships and inferences. (752.01.a)
- 1.4.3** Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Strategies and Skills for Comprehending Text

No objectives at this grade level.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 12, the student will be able to:

- 2.2.1** Extend – through original analysis, evaluation and elaboration – ideas presented in primary and secondary sources. (752.03.a)
- 2.2.2** Define the purpose of a variety of communication formats (e.g., essays, editorials, policy statements, lab reports, and Web sites). (752.05.a, c)
- 2.2.3** Analyze the relationships among thesis and argument to evaluate claims made in informational texts (e.g., policy documents, campaign speeches). (752.03.c)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 12, the student will be able to:

- 2.3.1** Explain the intent in a piece of writing. (752.01.h; 752.05.c)
- 2.3.2** Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (752.02)
- 2.3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. (752.02)
- 2.3.4** Evaluate ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions. (752.01.g; 752.02.d)
- 2.3.5** Analyze recognized works of world literature, including British, that represent a variety of genres and traditions: (752.02.c)
 - Relate literary works and authors to the major themes and issues of their literary period.
 - Contrast the major themes, styles, and trends in each period.
 - Evaluate the influences (i.e. philosophical, political, religious, ethical, and social) of the historical period for a given text that shaped the characters, plot, and setting.
- 2.3.6** Evaluate the philosophical arguments presented in literary works. (752.02)
- 2.3.7** Compare and contrast authors’ styles on the basis of such elements as word choice and syntax. (752.02.d)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 12, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies. (753.01.b)
- 3.1.2** Use organizational strategies to plan writing. (753.01)
- 3.1.3** Match format to purpose and audience. (753.01.c)

- 3.1.4 Establish a controlling idea appropriate to the type of writing. (753.02.b)
- 3.1.5 Use time management strategies, when appropriate, to produce a written product within a set time period.

Goal 3.2: Draft

Objective(s): By the end of Grade 12, the student will be able to:

- 3.2.1 Use the ideas generated and organized through prewriting to develop the main ideas(s) with supporting details. (753.02.b)
- 3.2.2 Sequence ideas into a cohesive, meaningful order. (753)
- 3.2.3 Prepare a draft that follows a format appropriate for the purpose. (753.03.b; 753.05.b; 753.02.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 12, the student will be able to:

- 3.3.1 Reread draft for meaning, clarity and effective organization.
- 3.3.2 Delete irrelevant and/or redundant information.
- 3.3.3 Add transitional words and phrases to clarify meaning and enhance style. (753.01.c)
- 3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 3.3.5 Use resources and reference materials (e.g., thesaurus, dictionary) to select precise language. (753.01.c)
- 3.3.6 Conference with others to improve writing through the use of suggestions, questions, and statements.
- 3.3.7 Use technical language when appropriate for the topic and/or audience. (753.01.c)

Goal 3.4: Edit

Objective(s): By the end of Grade 12, the student will be able to:

- 3.4.1 Correct punctuation, spelling, grammar and usage errors in the draft. (753.02.a, b)
- 3.4.2 Apply proofreading marks to indicate errors in conventions.
- 3.4.3 Apply appropriate tools or strategies to edit the draft.

Goal 3.5: Publish

Objective(s): By the end of Grade 12, the student will be able to:

- 3.5.1 Rewrite an improved draft.
- 3.5.2 Include such techniques as principles of design (e.g., margins, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. (753.03.b)
- 3.5.3 Share writing with intended audience. (753.06.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis will be on research writing.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 12, the student will be able to:

- 4.1.1** Write fictional, autobiographical, or biographical narratives that pace the presentation of actions to accommodate changes in time and mood. (753.04.c)
- 4.1.2** Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. (753.04.a)

Goal 4.2: Expository (including Informational and Research)

Objective(s): By the end of Grade 12, the student will be able to:

- 4.2.1** Write a research paper/project that states a thesis, uses internal citations, and includes a works cited, bibliography, or reference page. (753.06.a)
- 4.2.2** Write a research paper/project that makes distinctions between the relative value and significance of specific data, facts, and ideas. (753.06.a)
- 4.2.3** Write a research paper/project that includes visual aids to organize and record information on charts, data tables, maps, and graphs. (753.06.c)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 12, the student will be able to:

- 4.3.1** Write persuasive compositions that use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument, examine critical relationships between ideas, and take into consideration the validity and reliability of sources. (753.05.a, b, c)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 12, the student will be able to:

- 4.4.1** Write responses to literature that demonstrate a comprehensive understanding of the significant ideas in works or passages. (753.04.a)
- 4.4.2** Write responses to literature that support important ideas and viewpoints through accurate and detailed reference to the text and to other works. (753.04.a, b)
- 4.4.3** Write responses to literature that demonstrate an understanding of the author's style and an appreciation of the effects created. (753.04.a)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 12, the student will be able to:

5.2.1 Use accurate spelling. ([753.02.a](#))

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 12, the student will be able to:

5.3.1 Edit for agreement, word usage, parallel structure, and fluency. ([753.02.a, b](#))

Goal 5.4: Conventions

Objective(s): By the end of Grade 12, the student will be able to:

5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. ([753.02.a, b](#))

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
COMMUNICATION (SPEECH)**

Students are expected to know content and apply skills from previous grades.

Standard 6: Communication

Students apply their knowledge of communication to determine the intent and effectiveness of a message delivered by a speaker or the media. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished presentations that combine the traditional speech strategies of narration, exposition, and persuasion. Students use gestures, tone, and vocabulary appropriate to their audience and purpose.

Goal 6.1: Listening

Objective(s): By the end of High School, the student will be able to:

- 6.1.1** Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.
- 6.1.2** Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- 6.1.3** Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 6.1.4** Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 6.1.5** Analyze the types of arguments used by a speaker, including argument by causation, analogy, authority, emotion, and logic.

Goal 6.2: Speaking

Objective(s): By the end of High School, the student will be able to:

- 6.2.1** Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.
- 6.2.2** Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 6.2.3** Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 6.2.4** Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.
- 6.2.5** Use effective and interesting language, including formal expressions for effect, Standard English for clarity, and technical language for specificity.

- 6.2.6** Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.
- 6.2.7** Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.
- 6.2.8** Deliver expository presentations that provide evidence in support of a thesis and related claims and include information on all relevant perspectives.
- 6.2.9** Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of works or passages and support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- 6.2.10** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that structure ideas and arguments in coherent, logical fashion.
- 6.2.11** Deliver multimedia presentations that incorporate information from a wide range of media.

Goal 6.3: Viewing

Objective(s): By the end of High School, the student will be able to:

- 6.3.1** Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; stereotyping; visual representations, special effects, and language).
- 6.3.2** Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 6.3.3** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.
- 6.3.4** Compare and contrast the ways in which media genres (including televised news, news magazines and documentaries, and online information) cover the same event.
- 6.3.5** Identify the artistic effects of a media presentation and evaluate the techniques used to create them.

**IDAHO STANDARDS POLICY STATEMENTS
KINDERGARTEN
HEALTH**

Standard 1: Healthy Lifestyles

Students learn the importance of safety skills that lead to a healthy life.

Standard 2: Risk Taking Behavior

Students learn about healthy and unhealthy behaviors.

Standard 3: Communication Skills for Healthy Relationships

Students learn effective ways to communicate.

Standard 4: Consumer Health

Students learn about safe and unsafe products.

Standard 5: Mental and Emotional Wellness

Students learn to identify feelings and moods.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1
HEALTH

Standard 1: Healthy Lifestyles

Students learn the elements of developing a healthy lifestyle.

Standard 2: Risk Taking Behavior

Students learn how to make responsible choices that lead to acceptable behavior.

Standard 3: Communication Skills for Healthy Relationships

Students learn refusal and decision-making skills.

Standard 4: Consumer Health

Students learn about health products.

Standard 5: Mental and Emotional Wellness

Students learn how each person is unique.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 2
HEALTH

Standard 1: Healthy Lifestyles

Students gain skills to lead a healthy life.

Standard 2: Risk Taking Behavior

Students identify risk-taking behaviors.

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate positive ways to communicate.

Standard 4: Consumer Health

Students identify components of different health products.

Standard 5: Mental and Emotional Wellness

Students learn the importance of mental, physical and emotional health.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3
HEALTH

Standard 1: Healthy Lifestyles

Students continue to identify and build on skills necessary to lead a healthy life.

Standard 2: Risk Taking Behavior

Students identify the consequences of risk taking.

Standard 3: Communication Skills for Healthy Relationships

Students increase awareness of how behaviors affect others.

Standard 4: Consumer Health

Students learn about types of health services and careers.

Standard 5: Mental and Emotional Health

Students learn to cope with mental and emotional health issues.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 4
HEALTH

Standard 1: Healthy Lifestyles

Students learn the many factors involved in creating a healthy life.

Standard 2: Risk Taking Behavior

Students continue to develop the knowledge and skills to avoid risk-taking behaviors.

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate conflict resolution skills.

Standard 4: Consumer Health

Students learn about the various health services available in the community.

Standard 5: Mental and Emotional Health

Students learn to recognize and identify activities and ways to maintain positive mental and emotional health.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5
HEALTH

Standard 1: Healthy Lifestyles

Students learn the characteristics and strategies contributing to a healthy life.

Standard 2: Risk Taking Behavior

Students evaluate behaviors that lead to risk-taking.

Standard 3: Communication Skills for Healthy Relationships

Students continue to develop interpersonal communication skills.

Standard 4: Consumer Health

Students develop the ability to evaluate the validity of health information, products and services.

Standard 5: Mental and Emotional Health

Students develop strategies to effectively deal with mental and emotional health issues.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 6
HEALTH

Standard 1: Healthy Lifestyles

Students demonstrate knowledge in the development of a healthy life.

Standard 2: Risk Taking Behavior

Students examine and evaluate risk-taking behaviors that impact person and family health.

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate skills in communication that are needed for a positive relationship.

Standard 4: Consumer Health

Students analyze the role and influences the media has on one's life.

Standard 5: Mental and Emotional Health

Students analyze factors that contribute to mental and emotional health.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 7-8
HEALTH

Standard 1: Healthy Lifestyles

Students identify, demonstrate and analyze the many components that make up a healthy life.

Standard 2: Risk Taking Behavior

Students evaluate risk-taking behaviors on personal health.

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate communication skills that enhance both intra-personal and inter-personal relationships.

Standard 4: Consumer Health

Students analyze health resources in the community.

Standard 5: Mental and Emotional Health

Students analyze stress causing factors that effect mental and emotional health.

**IDAHO STANDARDS POLICY STATEMENTS
GRADE 9-12
HEALTH**

Standard 1: Healthy Lifestyles

Students assess and evaluate all health related components that lead to a healthy life.

Standard 2: Risk Taking Behavior

Students assess and evaluate consequences resulting from risking-taking behaviors.

Standard 3: Communication Skills for Healthy Relationships

Students analyze and evaluate the importance of developing strong communication skills.

Standard 4: Consumer Health

Students analyze all of the components that make up consumer health.

Standard 5: Mental and Emotional Health

Students analyze and assess strategies that address mental and emotional health.

**IDAHO ACHIEVEMENT STANDARDS
KINDERGARTEN
HEALTH**

Standard 1: Healthy Lifestyles

Students learn the importance of safety skills that lead to a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of Kindergarten, students will be able to:

- 1.1.1** Describe exercise. (769.01.a)
- 1.1.2** Recognize the role of germs in spreading disease. (769.01.b)
- 1.1.3** Recognize safety signs and procedures at home, school, and around the neighborhood. (769.01.c)
- 1.1.4** Describe how each person experiences a variety of feelings and moods. (769.01.d)
- 1.1.5** Differentiate between helpful and harmful drugs. (769.01.e-1)
- 1.1.6** Identify medicines/drugs, their safe use, and safe places. (769.01.e-1)
- 1.1.7** Differentiate between healthy and unhealthy foods. (769.01.f)
- 1.1.8** Identify body parts. (769.01.g)
- 1.1.9** Describe the family. (769.01.h)
- 1.1.10** Identify health products commonly used. (769.01.i)
- 1.1.11** Identify healthy environment. (769.01.j)

Standard 2: Risk Taking Behavior

Students learn about healthy and unhealthy behaviors.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of Kindergarten, students will be able to:

- 2.1.1** Explain that germs are everywhere and are invisible. (770.01.a)
- 2.1.2** Identify acceptable and unacceptable behavior. (770.01.b)
- 2.1.3** Discuss how to make a wise responsible choice. (770.01.c)
- 2.1.4** Recognize risky behaviors. (770.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students learn effective ways to communicate.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of Kindergarten, students will be able to:

- 3.1.1** Identify the ways a person expresses feelings and moods. (771.01.a)
- 3.1.2** Demonstrate appropriate ways to say no. (771.01.b)
- 3.1.3** Identify “verbal” and “nonverbal” communication skills. (771.01.c)

Standard 4: Consumer Health

Students learn about safe and unsafe products.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of Kindergarten, students will be able to:

- 4.1.1** Identify health products (soap, shampoo, toothpaste). ([772.01.a](#))
- 4.1.2** Identify poison symbols (Mr. Yuck, skull, crossbones). ([772.01.b](#))
- 4.1.3** Identify health workers. ([772.01.c](#))

Standard 5: Mental and Emotional Wellness

Students learn to identify feelings and moods.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of Kindergarten, students will be able to:

- 5.1.1** Identify feelings. ([773.01.a](#))
- 5.1.2** Identify that each person experiences different feelings and moods. ([773.01.b](#))
- 5.1.3** Explore the benefits of play. ([773.01.c](#))
- 5.1.4** Recognize trusted adults who can provide assistance. ([773.01.d](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
HEALTH**

Standard 1: Healthy Lifestyles

Students learn the elements of developing a healthy lifestyle.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 1st grade, students will be able to:

- 1.1.1** Identify the difference between exercise and stretching. (778.01.a)
- 1.1.2** Tell how germs are spread and describe how the body fights diseases. (778.01.b)
- 1.1.3** Identify safety procedures. (778.01.c)
- 1.1.4** Explain a variety of emotions and understand that they can be managed successfully. (778.01.d)
- 1.1.5** Differentiate between over-the-counter and prescription drugs. (778.01.e)
- 1.1.6** Explain how the use of known and unknown substances can be hazardous. (778.01.f)
- 1.1.7** Recognize a nutritional diet is necessary to maintain a healthy body. (778.01.g)
- 1.1.8** Describe how a person can take care of different body parts. (778.01.h)
- 1.1.9** Describe each person's contribution to the family. (778.01.i)
- 1.1.10** Identify the use of health products. (778.01.j)
- 1.1.11** Describe pollution. (778.01.k)

Standard 2: Risk Taking Behavior

Students learn how to make responsible choices that lead to acceptable behavior.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 1st grade, students will be able to:

- 2.1.1** Recognize that germs cause disease. (779.01.a)
- 2.1.2** Explain the necessity for rules for acceptable and unacceptable behavior. (779.01.b)
- 2.1.3** Determine how to make a responsible choice. (779.01.c)
- 2.1.4** Discuss risky behaviors. (779.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students learn refusal and decision-making skills.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 1st grade, students will be able to:

- 3.1.1** Share positive ways to express feelings. (780.01.a)

- 3.1.2 Identify refusal and decision-making skills. (780.01.b)
- 3.1.3 Demonstrate communication skills. (780.01.c)

Standard 4: Consumer Health

Students learn about health products.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 1st grade, students will be able to:

- 4.1.1 Identify examples of health products. (781.01.a)
- 4.1.2 Identify labels on health products. (781.01.b)
- 4.1.3 Recognize roles of health workers in the school and community. (781.01.c)

Standard 5: Mental and Emotional Wellness

Students learn how each person is unique.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 1st grade, students will be able to:

- 5.1.1 Demonstrate feelings. (782.01.a)
- 5.1.2 Identify how each person is unique and worthwhile, both physically and emotionally. (782.01.b)
- 5.1.3 Describe physical activities one enjoys. (782.01.c)
- 5.1.4 Recognize trusted adults who can provide assistance. (782.01.d)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
HEALTH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students gain skills to lead a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 2nd grade, students will be able to:

- 1.1.1** Describe the concepts of fitness and wellness. (787.01.a)
- 1.1.2** Recognize body signals that indicate sickness or wellness. (787.01.b)
- 1.1.3** Identify the rules and procedures for safe living. (787.01.c)
- 1.1.4** Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices. (787.01.d)
- 1.1.5** Identify tobacco, alcohol, medicines, and other drugs. (787.01.e)
- 1.1.6** Explain the reasons for wise food selection. (787.01.f)
- 1.1.7** Identify physical characteristics of growth and development. (787.01.g)
- 1.1.8** Explain ways family membership changes. (787.01.h)
- 1.1.9** Identify how to choose a health product. (787.01.i)
- 1.1.10** Describe the characteristics of a healthful environment. (787.01.j)

Standard 2: Risk Taking Behavior

Students identify risk-taking behaviors.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 2nd grade, students will be able to:

- 2.1.1** Recognize ways illness is spread. (788.01.a)
- 2.1.2** Identify consequences for one's own behavior. (788.01.b)
- 2.1.3** Identify temptations, curiosity, peer influence, and harmful risk-taking. (788.01.c)
- 2.1.4** Identify behaviors that put a person at risk. (788.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate positive ways to communicate.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 2nd grade, students will be able to:

- 3.1.1** Identify ways to show respect for self and others. (789.01.a)
- 3.1.2** Describe refusal and decision-making skills. (789.01.b)

- 3.1.3** Demonstrate how to communicate with friends. (789.01.c)

Standard 4: Consumer Health

Students identify components of different health products.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 2nd grade, students will be able to:

- 4.1.1** Identify age-appropriate health care items. (790.01.a)
- 4.1.2** Identify the different components of a health product label. (790.01.b)
- 4.1.3** Identify community health workers and their roles. (790.01.c)

Standard 5: Mental and Emotional Wellness

Students learn the importance of mental, physical and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 2nd grade, students will be able to:

- 5.1.1** Identify actions that relate to emotions. (791.01.a)
- 5.1.2** Recognize that people are unique and worthwhile, both physically and emotionally. (791.01.b)
- 5.1.3** Discuss benefits of exercise and how it can enhance mental and emotional health. (791.01.c)
- 5.1.4** Identify safe environments. (791.01.d)

IDAHO ACHIEVEMENT STANDARDS
GRADE 3
HEALTH

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students continue to identify and build on skills necessary to lead a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 3rd grade, students will be able to:

- 1.1.1** Recognize the importance of fitness for overall wellness. (796.01.a)
- 1.1.2** Describe diseases and disorders. (796.01.b)
- 1.1.3** Identify and practice rules and procedures for safe living. (796.01.c)
- 1.1.4** View each person as a unique and special human being whose behavior can enhance or detract from a group, family, or community. (796.01.d)
- 1.1.5** Identify reasons why drugs and medicines are misused and abused. (796.01.e)
- 1.1.6** Identify the relationship between nutrition and well-being. (796.01.f)
- 1.1.7** Explore how the body changes as one grows. (796.01.g)
- 1.1.8** Adjust to family changes in healthful ways. (796.01.h)
- 1.1.9** Identify how health information, products, and services are made available. (796.01.i)
- 1.1.10** Identify the effects of pollution on the environment. (796.01.j)

Standard 2: Risk Taking Behavior

Students identify the consequences of risk taking.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 3rd grade, students will be able to:

- 2.1.1** Recognize ways of limiting the spread of illness. (797.01.a)
- 2.1.2** Identify how behavior affects physical, mental, and emotional health. (797.01.b)
- 2.1.3** Demonstrate methods of dealing with temptations, curiosity, peer influence, and harmful risk-taking. (797.01.c)
- 2.1.4** Identify risky behaviors present within family, friendships, and the community. (797.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students increase awareness of how behaviors affect others.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 3rd grade, students will be able to:

- 3.1.1** Describe how behaviors are affected by others' feelings. (798.01.a)
- 3.1.2** Demonstrate refusal and decision-making skills. (798.01.b)
- 3.1.3** Explain effective ways families, friends, and communities communicate. (798.01.c)

Standard 4: Consumer Health

Students learn about types of health services and careers.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 3rd grade, students will be able to:

- 4.1.1** Identify different types of health services. (799.01.a)
- 4.1.2** Describe the need to follow directions on product labels. (799.01.b)
- 4.1.3** Explore various health care careers. (799.01.c)

Standard 5: Mental and Emotional Health

Students learn to cope with mental and emotional health issues.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 3rd grade, students will be able to:

- 5.1.1** Describe appropriate actions in response to one's own emotions. (800.01.a)
- 5.1.2** Identify ways that people are unique and worthwhile, both physically and emotionally. (800.01.b)
- 5.1.3** Recognize the benefits of exercise and how it enhances mental and emotional health. (800.01.c)
- 5.1.4** Describe ways of keeping one's self safe. (800.01.d)
- 5.1.5** Recognize the impact of drug use. (800.01.e)

IDAHO ACHIEVEMENT STANDARDS
GRADE 4
HEALTH

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students learn the many factors involved in creating a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 4th grade, students will be able to:

- 1.1.1** Describe the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being. (805.01.a)
- 1.1.2** Identify characteristics and causes of diseases and disorders. (805.01.b)
- 1.1.3** Recognize a safe environment and demonstrate readiness skills that deal with emergency situations. (805.01.c)
- 1.1.4** Identify the range of emotions experienced and the connection between our minds and bodies. (805.01.d)
- 1.1.5** Identify substances, their use, and abuse. (805.01.e)
- 1.1.6** Identify the nutritional benefits of different foods. (805.01.f)
- 1.1.7** Recognize growth and development as a life-long process. (805.01.g)
- 1.1.8** Describe the role of families and friends have in affecting our health. (805.01.h)
- 1.1.9** Determine factors involved in selecting and using health information, products, and services. (805.01.i)
- 1.1.10** Determine factors that influence the health of our environment. (805.01.j)

Standard 2: Risk Taking Behavior

Students continue to develop the knowledge and skills to avoid risk-taking behaviors.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 4th grade, students will be able to:

- 2.1.1** Describe the healthy living habits that can reduce the risk of illness and injury. (806.01.a)
- 2.1.2** Recognize how the actions of one person can affect the behavior of another. (806.01.b)
- 2.1.3** Identify high-risk situations and behaviors that pose a risk to one's self and others. (806.01.c)
- 2.1.4** Identify the impact of risky behaviors on personal and family health. (806.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate conflict resolution skills.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 4th grade, students will be able to:

- 3.1.1** Identify the causes and effects of conflict in schools and families. (807.01.a)
- 3.1.2** Demonstrate refusal and decision-making skills as they relate to substance use and abuse. (807.01.b)
- 3.1.3** Identify interpersonal communication skills that can be used to build interactions between family, friends, and community. (807.01.c)

Standard 4: Consumer Health

Students learn about the various health services available in the community.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 4th grade, students will be able to:

- 4.1.1** Identify reliable sources of personal health information, products, and services. (808.01.a)
- 4.1.2** Recognize how the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse. (808.01.b)
- 4.1.3** Identify the different community agencies that promote the health and well-being of personal environment. (808.01.c)

Standard 5: Mental and Emotional Health

Students learn to recognize and identify activities and ways to maintain positive mental and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 4th grade, students will be able to:

- 5.1.1** Recognize healthy ways to express personal emotions and feelings. (809.01.a)
- 5.1.2** Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities. (809.01.b)
- 5.1.3** Identify physical activities that promote fitness and the relief of mental and emotional tensions. (809.01.c)
- 5.1.4** Take responsibility for the safety of one's self and others. (809.01.d)
- 5.1.5** Identify ways to avoid negative social influences and pressures to use alcohol, tobacco, and other drugs. (809.01.e)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
HEALTH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students learn the characteristics and strategies contributing to a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 5th grade, students will be able to:

- 1.1.1** Explain the importance of an active lifestyle leading to life-long health. (814.01.a)
- 1.1.2** Describe characteristics and causes of diseases and disorders. (814.01.b)
- 1.1.3** Describe basic first aid and safety rules. (814.01.c)
- 1.1.4** Identify emotions that accompany physical growth and development. (814.01.d)
- 1.1.5** Identify the effects of substances and their use and abuse. (814.01.e)
- 1.1.6** Identify the strategies for developing healthy eating habits. (814.01.f)
- 1.1.7** Recognize factors that affect growth and development. (814.01.g)
- 1.1.8** Identify environmental health issues and their relationship to a healthy lifestyle. (814.01.h)

Standard 2: Risk Taking Behavior

Students evaluate behaviors that lead to risk-taking.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 5th grade, students will be able to:

- 2.1.1** Evaluate healthy living habits that can reduce the risk of illness and injury. (815.01.a)
- 2.1.2** Describe behaviors/consequences of drug use. (815.01.b)
- 2.1.3** Identify strategies for resisting substance abuse. (815.01.c)
- 2.1.4** Explain the impact of risky behaviors on personal and family health. (815.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students continue to develop interpersonal communication skills.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 5th grade, students will be able to:

- 3.1.1** Explain the causes and effects of conflict in schools and families. (816.01.a)

- 3.1.2** Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse. (816.01.b)
- 3.1.3** Describe how interpersonal communication skills can be used to build interactions between family, friends, and community. (816.01.c)

Standard 4: Consumer Health

Students develop the ability to evaluate the validity of health information, products and services.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 5th grade, students will be able to:

- 4.1.1** Explain the validity of health information, products, and services. (817.01.a)
- 4.1.2** List ways the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse. (817.01.b)
- 4.1.3** Describe community factors that promote wellness, safety, and disease prevention. (817.01.c)

Standard 5: Mental and Emotional Health

Students develop strategies to effectively deal with mental and emotional health issues.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 5th grade, students will be able to:

- 5.1.1** Identify skills that positively control and express personal emotions and feelings. (818.01.a)
- 5.1.2** Identify and practice effective strategies for stress management. (818.01.b)
- 5.1.3** Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions. (818.01.c)
- 5.1.4** Define emotional safety. (818.01.d)
- 5.1.5** Identify behaviors that influence the use of alcohol, tobacco, and other drugs. (818.01.e)

IDAHO ACHIEVEMENT STANDARDS
GRADE 6
HEALTH

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students demonstrate knowledge in the development of a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 6th grade, students will be able to:

- 1.1.1** Identify the influence exercise has in developing a healthy system. (823.01.a)
- 1.1.2** Identify prevention, causes, and treatment of diseases and disorders. (823.01.b)
- 1.1.3** Demonstrate and be able to apply basic first aid and safety rules. (823.01.c)
- 1.1.4** Describe emotions that affect personal health. (823.01.d)
- 1.1.5** Identify the choices and consequences related to abuse of alcohol, tobacco, and other drugs. (823.01.e)
- 1.1.6** Apply strategies for developing healthy eating habits. (823.01.f)
- 1.1.7** Identify the functions and characteristics of the major body systems. (823.01.g)
- 1.1.8** Discuss and evaluate the importance of healthy relationships. (823.01.h)
- 1.1.9** Examine factors involved in selecting and using health information, products, and services. (823.01.i)
- 1.1.10** Describe environmental health issues and their relationships to a healthy lifestyle. (823.01.j)

Standard 2: Risk Taking Behavior

Students examine and evaluate risk-taking behaviors that impact person and family health.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 6th grade, students will be able to:

- 2.1.1** Identify risk factors for illness and injuries. (824.01.a)
- 2.1.2** Examine and evaluate how the actions of one person affect the behaviors of others. (824.01.b)
- 2.1.3** Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others. (824.01.c)
- 2.1.4** Describe the impact of risky behaviors on personal and family health. (824.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate skills in communication that are needed for a positive relationship.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 5th grade, students will be able to:

- 3.1.1** Describe the causes and effects of conflict in schools and families. (825.01.a)
- 3.1.2** Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse. (825.01.b)
- 3.1.3** Explain interpersonal communication skills that can be used to build interactions between family, friends, and community. (825.01.c)

Standard 4: Consumer Health

Students analyze the role and influences the media has on one's life.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 6th grade, students will be able to:

- 4.1.1** Evaluate the validity of health information, products, and services. (826.01.a)
- 4.1.2** Analyze how the media influences information about tobacco, alcohol, and drugs. (826.01.b)
- 4.1.3** Determine health resources available in personal community and state. (826.01.c)

Standard 5: Mental and Emotional Health

Students analyze factors that contribute to mental and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 6th grade, students will be able to:

- 5.1.1** Analyze skills that positively express personal emotions and feelings. (827.01.a)
- 5.1.2** Analyze the influence exercise has on relieving mental and emotional tension. (827.01.b)
- 5.1.3** Identify skills necessary for stress management, decision-making, and managing conflicts. (827.01.c)
- 5.1.4** Explore aspects of emotional safety. (827.01.d)
- 5.1.5** Explore factors that influence the use of alcohol, tobacco, and drugs. (827.01.e)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7-8
HEALTH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students identify, demonstrate and analyze the many components that make up a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 8th grade, students will be able to:

- 1.1.1** Identify the components of physical fitness. (832.01.a)
- 1.1.2** Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. (832.01.b)
- 1.1.3** Demonstrate knowledge of basic first aid and injury prevention. (832.01.c)
- 1.1.4** Explain the relationship among mental/emotional, physical, and social health as a basis for wellness. (832.01.d)
- 1.1.5** Recognize the impact of substance abuse on personal health. (832.01.e)
- 1.1.6** Identify how food choices affect health. (832.01.f)
- 1.1.7** Label the major components of each body system and identify the relationship to overall health. (832.01.g)
- 1.1.8** Analyze the importance of healthy relationships. (832.01.h)
- 1.1.9** Examine environmental health and recognize how it relates to a healthy lifestyle. (832.01.i)

Standard 2: Risk Taking Behavior

Students evaluate risk-taking behaviors on personal health.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 8th grade, students will be able to:

- 2.1.1** Identify risk factors that lead to STDs and pregnancy. (833.01.a)
- 2.1.2** Evaluate the impact of risky behavior on personal health. (833.01.b)
- 2.1.3** Identify the short-term effects and long-term consequences of substance abuse. (833.01.c)

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate communication skills that enhance both intra-personal and inter-personal relationships.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 8th grade, students will be able to:

- 3.1.1 Describe and explain the causes and effects of conflict in schools and families. (834.01.a)
- 3.1.2 Demonstrate communication skills that enhance personal relationships. (834.01.b)

Standard 4: Consumer Health

Students analyze health resources in the community.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 8th grade, students will be able to:

- 4.1.1 Analyze the validity of health information, products, and services. (835.01.a)
- 4.1.2 Identify the available resources that provide health care services and information. (835.01.b)

Standard 5: Mental and Emotional Health

Students analyze stress causing factors that effect mental and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 8th grade, students will be able to:

- 5.1.1 Identify mental and emotional disorders. (836.01.a)
- 5.1.2 Recognize the personal aspects of mental and emotional health. (836.01.b)
- 5.1.3 Identify stressors and techniques for stress management. (836.01.c)
- 5.1.4 Demonstrate aspects of emotional safety. (836.01.d)
- 5.1.5 Analyze factors that influence the use of alcohol, tobacco, and drugs. (836.01.e)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
HEALTH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students assess and evaluate all health related components that lead to a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 12th grade, students will be able to:

- 1.1.1** Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle. (841.01.a)
- 1.1.2** Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury). (841.01.b)
- 1.1.3** Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle. (841.01.c)
- 1.1.4** Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures. (841.01.d)
- 1.1.5** Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. (841.01.e)
- 1.1.6** Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research). (841.01.f)

Standard 2: Risk Taking Behavior

Students assess and evaluate consequences resulting from risking-taking behaviors.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 12th grade, students will be able to:

- 2.1.1** Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress). (842.01.a)
- 2.1.2** Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency). (842.01.b)
- 2.1.3** Evaluate the impact of risky behaviors on personal and community health. (842.01.c)

Standard 3: Communication Skills for Healthy Relationships

Students analyze and evaluate the importance of developing strong communication skills.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 12th grade, students will be able to:

- 3.1.1** Analyze the causes and effects of conflict in schools, families, workplaces, and communities. (843.01.a)
- 3.1.2** Demonstrate and evaluate communication skills that enhance intra-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution). (843.01.b)
- 3.1.3** Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society. (843.01.c)

Standard 4: Consumer Health

Students analyze all of the components that make up consumer health.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 12th grade, students will be able to:

- 4.1.1** Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research). (844.01.a)
- 4.1.2** Evaluate resources from home, school, library, and the community that provide valid health care information. (844.01.b)
- 4.1.3** Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use). (844.01.c)
- 4.1.4** Analyze the cost and accessibility of health care services. (844.01.d)

Standard 5: Mental and Emotional Health

Students analyze and assess strategies that address mental and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 12th grade, students will be able to:

- 5.1.1** Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout). (845.01.a)
- 5.1.2** Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide). (845.01.b)

IDAHO STANDARDS POLICY STATEMENTS
GRADES K - 3
HUMANITIES: DANCE

Standard 1: DANCE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 demonstrate dance movements as associated with places, historical events, and themes across various cultures and disciplines.

Standard 2: DANCE: Critical Thinking

Analyze and converse about dance. Students in grades K - 3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

Standard 3: DANCE: Performance

Communicate through dance articulately and expressively. Students in grades K - 3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempo. Students create and perform movement phrases individually and collectively.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 - 5
HUMANITIES: DANCE**

Standard 1: DANCE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 research and perform various existing dances and create their own original work based on other art disciplines.

Standard 2: DANCE: Critical Thinking

Analyze and converse about dance. Students in grades 4 - 5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

Standard 3: DANCE: Performance

Communicate through dance articulately and expressively. Students in grades 4 - 5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 - 8
HUMANITIES: DANCE**

Standard 1: DANCE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 investigate and perform a historical dance. Students compare traditional and modern art forms.

Standard 2: DANCE: Critical Thinking

Analyze and converse about dance. Students in grades 6 - 8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Standard 3: DANCE: Performance

Communicate through dance articulately and expressively. Students in grades 6 - 8 increase strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: DANCE**

Standard 1: DANCE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Standard 2: DANCE: Critical Thinking

Analyze and converse about dance. Students in grades 9 - 12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Standard 3: DANCE: Performance

Communicate through dance articulately and expressively. Students in grades 9 - 12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

**IDAHO ACHIEVEMENT STANDARDS
GRADES K - 3
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 demonstrate dance movements as associated with places, historical events, and themes across various cultures and disciplines.

Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.1.1** Identify and perform dances associated with particular places and events. [\(868.01.d1\)](#)
- 1.1.2** Identify historical events that have influenced dance. [\(868.01.d2\)](#)
- 1.1.3** Discuss common subjects, ideas, and themes in dances from different cultures. [\(868.01.d3\)](#)
- 1.1.4** Describe the role dance plays in today's society. [\(868.01.d4\)](#)

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.2.1** Compare dance and other art forms associated with various cultures in various time periods. [\(868.02.d1\)](#)
- 1.2.2** Identify common themes or ideas found in other art forms and explore them through movement (e.g. students identify the theme of sadness found in a painting and improvise the idea through movement using “sad” music). [\(868.02.d2\)](#)

Standard 2: Critical Thinking

Analyze and converse about dance. Students in grades K - 3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

Goal 2.1: Conduct analyses in dance.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.1.1** Talk about dance as a means of communicating meaning. [\(870.01.d1\)](#)
- 2.1.2** Show through movement how the human body is used to express or communicate action, idea, or experience. [\(870.01.d2\)](#)

Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.2.1 Create movement based on a theme (e.g. improvise on the topic of family). [\(870.02.d2\)](#)
- 2.2.2 Show how dance elicits various interpretations. [\(870.02.d3\)](#)
- 2.2.3 Develop and apply arts vocabulary when discussing dance forms. [\(870.03.d1\)](#)
- 2.2.4 Suggest ways the artists get ideas. [\(870.03.d3\)](#)
- 2.2.5 Voice personal preferences about dances within a classroom or other setting. [\(870.03.d4\)](#)
- 2.2.6 Observe a dance performance, discuss its meaning, and voice a personal response to it.

Standard 3: Performance

Communicate through dance articulately and expressively. Students in grades K - 3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempos. Students create and perform movement phrases individually and collectively.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.1.1 Identify and practice different movement qualities (e.g. glide, slide, wiggle, swing).
- 3.1.2 Demonstrate how the body can change create shapes, change levels, and move through pathways and in space at various speeds. [\(872.02.d1\)](#)
- 3.1.3 Improvise movement based on various stimuli (e.g. music, verbal clues, sound). [\(872.01.d4\)](#)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.2.1 Repeat demonstrated body movements and rhythm patterns. [\(872.02.d2\)](#)
- 3.2.2 Move as an individual and as part of a group without talking. [\(872.02.d3\)](#)
- 3.2.3 Move at various tempos.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.3.1 Use movement vocabulary to compose a dance phrase. [\(872.03.d1\)](#)
- 3.3.2 Create a movement phrase with a beginning, middle, and end. [\(872.03.d2\)](#)
- 3.3.3 Use original ideas and/or concepts from other sources to create movement. [\(872.03.d3\)](#)
- 3.3.4 Express ideas, moods, and feelings through dance. [\(872.03.d4\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 - 5
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 research and perform various existing dances and create their own original work based on other art disciplines.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.1.1** Research and perform dance forms that have evolved during specific periods of history (e.g. social, cultural, professional). [\(902.01.d1\)](#)
- 1.1.2** Explain how a dance from a culture or time period reflects values of its society. [\(902.01.d2\)](#)
- 1.1.3** Identify ways in which dance has been transmitted from one generation to another.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.2.1** Create a dance based on another art form (e.g. students create a movement phrase based on a poem, a piece of music, or from a costume). [\(902.02.d1\)](#)

Standard 2: Critical Thinking

Analyze and converse about dance. Students in grades 4 - 5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

Goal 2.1: Conduct analyses in dance.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.1.1** Discuss and show how dance creates and communicates meaning. [\(904.01.d1\)](#)
- 2.1.2** Speculate and experiment with how different artistic choices can change the meaning of a dance. [\(904.01.d2\)](#)

Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.2.1** Discuss how dance reveals themes and ideas. [\(904.02.d1\)](#)
- 2.2.2** Identify ways in which other disciplines relate to movement and dance (e.g. repetition in painting, music). [\(904.02.d2\)](#)

- 2.2.3 Discuss the process and effort involved in developing an idea into a dance work.
- 2.2.4 Observe a dance performance and explain how the dance conveyed feelings or ideas.

Standard 3: Performance

Communicate through dance articulately and expressively. Students in grades 4 - 5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.1.1 Identify and practice weight shifts, lateral movement, elevation, and jumps. (906.01.d1)
- 3.1.2 Memorize set patterns of movement. (906.01.d2)
- 3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies. (906.01.d4)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.2.1 Perform dances from at least two different genres (jazz, ballet, modern, tap).
- 3.2.2 Demonstrate a rhythmic pattern through movement. (906.02.d2)

Goal 3.3: Communicate in dance through creative expression.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways and in space at various speeds.
- 3.3.2 Create a variety of solutions to a movement problem (e.g. move to the floor from standing without using your hands, move like a caterpillar) with a partner or a group. (906.03.d4)

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 - 8
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 investigate and perform a historical dance. Students compare traditional and modern art forms.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.1.1** Investigate one dance tradition of the United States and perform it (e.g. square dance, Native American dance). ([936.01.d1](#))
- 1.1.2** Examine the influence of historical events on the development of the dance form they have performed. ([936.01.d2](#))
- 1.1.3** Examine the role of dance in holidays and traditional celebrations.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.2.1** Compare traditional and modern dance and find a counterpart with another art form sharing traditional and modern forms. ([936.02.d2](#))
- 1.2.2** Create a set, costumes, or props for a dance.

Standard 2: Critical Thinking

Analyze and converse about dance. Students in grades 6 - 8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Goal 2.1: Conduct analyses in dance.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.1.1** Identify criteria for evaluating dance. ([938.03.d2](#))
- 2.1.2** Use appropriate vocabulary when analyzing a dance performance. ([938.03.d1](#))

Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.2.1** Compare how various dance forms express different ideas. ([938.02.d2](#))
- 2.2.2** Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance. ([938.01.d3](#))
- 2.2.3** Discuss various responses and interpretations of a dance performance. ([938.01.d2](#))

Standard 3: Performance

Communicate through dance articulately and expressively. Students in grades 6 - 8 practice correct increasing strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.1.1** Practice correct strengthening and stretching sequences. (940.01.d1)
- 3.1.2** Practice maintaining both stationary and moving alignment, balance, and control. (940.01.d5)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.2.1** Identify and execute on- and off-balance movement phrases. (940.02.d1)
- 3.2.2** Identify and execute movements in the three planes (vertical, horizontal, and sagittal). (940.02.d2)
- 3.2.3** Create and follow a floor pattern. (940.02.d3)
- 3.2.4** Select and/or make costumes that support the intent of a dance. (940.02.d4)

Goal 3.3: Communicate in dance through creative expression.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.3.1** Choreograph and perform two contrasting dance styles within a single genre. (940.03.d1)
- 3.3.2** Choreograph a duet. (940.03.d4)
- 3.3.3** Create a round or canon for a group of dancers to perform. (940.03.d5)
- 3.3.4** Memorize, practice, refine, and perform a dance created by someone else. (940.03.d6)

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): Upon completion of grade 12, the student will be able to:

- 1.1.1** Discuss how dance has a history, purpose, and function in cultures. (970.01.d2)
- 1.1.2** Choreograph a dance that illustrates a significant historical event, discovery, or concept. (970.01.d1)

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of grade 12, the student will be able to:

- 1.2.1** Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance. (970.02.d1)
- 1.2.2** Create an original dance that originates from visual arts, music, theatre, or literary works.

Standard 2: Critical Thinking

Analyze and converse about dance. Students in grades 9 - 12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Goal 2.1: Conduct analyses in dance.

Objective(s): Upon completion of grade 12, the student will be able to:

- 2.1.1** Develop and use dance vocabulary to discuss a variety of dance forms and styles. (973.01.d1)-
- 2.1.2** Write a critique of a dance performance, examining how dance creates and communicates meaning. (973.01.d2)
- 2.1.3** Discuss the aesthetics of dance.

Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.

Objective(s): Upon completion of grade 12, the student will be able to:

- 2.2.1 Discuss how dance can reveal or portray political and/or cultural issues. (973.02.d1)
- 2.2.2 Critique a dance performance on the merit of how well it communicates its meaning.
- 2.2.3 Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions.
- 2.2.4 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, and other aspects of a dance presentation.
- 2.2.5 Examine how a dance may elicit interpretations different from those intended by the choreographer and/or dancer. (973.03.d3)

Standard 3: Performance

Communicate through dance articulately and expressively. Students in grades 9 - 12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): Upon completion of grade 12, the student will be able to:

- 3.1.1 Practice lengthy and complex movement combinations in at least two different genres. (975.01.d1)
- 3.1.2 Perform contrasting movement qualities within a dance phrase (e.g. rise and fall, tension and release, glide and dart).

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 12, the student will be able to:

- 3.2.1 Study a piece of choreography and interpret it.
- 3.2.2 Identify the characteristics of a particular dance style.
- 3.2.3 Create a dance incorporating characteristics of a particular dance style.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): Upon completion of grade 12, the student will be able to:

- 3.3.1 Create a movement phrase, using contrast in energy and tempo.
- 3.3.2 Choreograph a dance based on a theme. (975.03.d1)
- 3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g. spoken word, sound effects). (975.03.d5)

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
HUMANITIES: INTERDISCIPLINARY**

Standard 1: INTERDISCIPLINARY HUMANITIES: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines. Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Standard 2: INTERDISCIPLINARY HUMANITIES: Critical Thinking

Conduct analyses, engage in discussions, and demonstrate informed judgment about philosophical, aesthetic, or ethical humanities issues across two or more humanities disciplines (e.g. visual art, music, theatre, dance, language, history, literature). Interdisciplinary Humanities students research and analyze important societal issues as they relate to the arts and humanities disciplines. Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

Standard 3: INTERDISCIPLINARY HUMANITIES: Performance

Communicate in the humanities disciplines articulately and with creative expression. Interdisciplinary Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a historical period, culture, or universal theme.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: INTERDISCIPLINARY**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines. Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.1.1** Identify, in context, events and people influential in the development of historical and living cultures. (962.01.a)
- 1.1.2** Demonstrate the ways in which the arts and humanities reflect events. (962.01.b)
- 1.1.3** Illustrate how an artifact symbolizes and reflects a particular culture and/or time period. (962.01.c)

Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.2.1** Acquire a working vocabulary of two or more arts and humanities disciplines. (962.02.a)
- 1.2.2** Compare and contrast the products and processes of two arts and humanities disciplines. (962.02.b)
- 1.2.3** Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other. (962.02.c)
- 1.2.4** Create an original work that shows the relationship between two or more arts and humanities disciplines.

Goal 1.3: Understand the interrelationships between cultures.

Objective(s): Upon completion of high school, the student will be able to:

- 1.3.1** Identify the ways the structure of an art or discipline mirrors the structure and values of society. (962.03.a)
- 1.3.2** Define the ways that the humanities disciplines affect human relationships. (962.03.b)

Standard 2: Critical Thinking

Conduct analyses, engage in discussions, and demonstrate informed judgment about philosophical, aesthetic, or ethical humanities issues across two or more humanities disciplines (e.g. visual art, music, theatre, dance, language, history, literature). Interdisciplinary Humanities students research and analyze important societal issues as they relate to the arts and humanities

disciplines. Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

Goal 2.1: Conduct analyses in the arts and humanities disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 2.1.1** Relate arts and humanities disciplines to ethical and/or human issues. (964.01.a)
- 2.1.2** Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. (964.01.b)
- 2.1.3** Research and present findings about the role of artworks in a society.

Goal 2.2: Engage in discussions about arts and humanities issues.

Objective(s): Upon completion of high school, the student will be able to:

- 2.2.1** Analyze an artifact or idea and debate its meaning in the context of its societal values. (964.02.a)
- 2.2.2** Describe the influence of world religion on government, culture, artistic creation, technological development, and/or social conduct. (964.02.b)
- 2.2.3** Discuss ways in which the arts and humanities break through and create class barriers. (964.02.c)
- 2.2.4** Discuss the significance of artworks in a society.

Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.

Objective(s): Upon completion of high school, the student will be able to:

- 2.3.1** Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others. (964.03.a)
- 2.3.2** Explain how artworks are affected or altered by historical events and/or movements. (964.03.b)
- 2.3.3** Create an original work that offers a response to a human problem.

Standard 3: Performance

Communicate in the humanities disciplines articulately and with creative expression. Interdisciplinary Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a historical period, culture, or universal theme.

Goal 3.1: Understand concepts essential to interdisciplinary study.

Objective(s): Upon completion of high school, the student will be able to:

- 3.1.1** Discuss the role of diverse cultures within the arts and humanities. (966.01.a)
- 3.1.2** Identify universal themes in the arts and humanities disciplines. (966.01.b)
- 3.1.3** Select and exhibit works that communicate a common meaning.

Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.

Objective(s): Upon completion of high school, the student will be able to:

- 3.2.1** Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview. [\(966.02.a\)](#)
- 3.2.2** Interpret how a literary/artistic work relates to the history and/or culture from which it originated. [\(966.02.b\)](#)
- 3.2.3** Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.

Goal 3.3: Communicate in the humanities disciplines through creative expression.

Objective(s): Upon completion of high school, the student will be able to:

- 3.3.1** Express, through means other than expository writing, an understanding and appreciation of the arts and humanities. [\(966.03.a\)](#)
- 3.3.2** Illustrate a connection between two humanities disciplines, showing how they compliment one another. [\(966.03.b\)](#)
- 3.3.3** Create an artistic work that expresses the uniqueness of a historical period or cultural influence. [\(966.03.c\)](#)
- 3.3.4** Create a literary work that targets a universal theme.

IDAHO STANDARDS POLICY STATEMENTS
GRADES K - 3
HUMANITIES: MUSIC

Standard 1: MUSIC: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and compare a musical selection with another art form.

Standard 2: MUSIC: Critical Thinking

Analyze and converse about music. Students in grades K - 3 identify simple musical forms and instrument families and voices. Students discuss likes and dislikes of live or recorded musical performances. Students explain the role of music in their lives.

Standard 3: MUSIC: Performance

Communicate through music articulately and expressively. Students in grades K - 3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students sing expressively with appropriate dynamics and phrasing. Students create melodic or rhythmic responses using instructor guidelines.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 4 - 5
HUMANITIES: MUSIC

Standard 1: MUSIC: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

Standard 2: MUSIC: Critical Thinking

Analyze and converse about music. Students in grades 4 - 5 identify specific elements of music and sounds of various instruments and voices. Students discuss the roles of music and musicians in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

Standard 3: MUSIC: Performance

Communicate through music articulately and expressively. Students in grades 4 - 5 use standard music symbols and terms to read, notate, and perform music. Students sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students perform in groups blending vocal/instrumental sounds and matching dynamics, breath control, phrasing, and interpretation in response to the conductor. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 6 - 8
HUMANITIES: MUSIC

Standard 1: MUSIC: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Standard 2: MUSIC: Critical Thinking

Analyze and converse about music. Students in grades 6 - 8 describe and analyze aural examples of music, using correct musical terminology. Students develop criteria for high musical quality.

Standard 3: MUSIC: Performance

Communicate through music articulately and expressively. Students in grades 6 - 8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor. Students perform or compose music using a variety of sound sources.

IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
HUMANITIES: MUSIC

Standard 1: MUSIC: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines.

Standard 2: MUSIC: Critical Thinking

Analyze and converse about music. Students in grades 9 - 12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss and report on controversial musical issues. Students develop tools necessary to evaluate musical performances constructively.

Standard 3: MUSIC: Performance

Communicate through music articulately and expressively. Students in grades 9 - 12 perform an individual instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

**IDAHO ACHIEVEMENT STANDARDS
GRADES K – 3
HUMANITIES: MUSIC**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and compare a musical selection with another art form.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.1.1** Name the historical or cultural background of musical selections learned. (868.01.a1)
- 1.1.2** Identify the country or region of musical selections learned. (868.01.a2)
- 1.1.3** Discuss suitable music for various occasions and traditions.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.2.1** Identify ideas and emotions that are expressed through music and other disciplines. (868.02.a1)
- 1.2.2** Compare a musical selection with another art form that uses a similar style. (868.02.a2)

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades K - 3 identify simple musical forms and instrument families and voices. Students discuss likes and dislikes of live or recorded musical performances. Students explain the role of music in their lives.

Goal 2.1: Conduct analyses in music.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.1.1** Examine music as a form of communication. (870.01.a2)
- 2.1.2** Use arts vocabulary to discuss specific works of music. (870.01.a3)
- 2.1.3** Relate the significance of music to one's own life. (870.01.a4)
- 2.1.4** Identify simple musical forms when they are heard.
- 2.1.5** Identify sounds of different instrument families and voices.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.2.1** Discuss the importance of music in one's own life. (870.02.a1)
- 2.2.2** Draw conclusions about the meaning of the term "classical music." (870.02.a2)
- 2.2.3** Recognize and verbalize emotions that are associated with music. (870.03.a1)

- 2.2.4** Discuss likes and dislikes of musical examples using familiar musical terms. [\(870.03.a2\)](#)

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades K - 3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students sing expressively with appropriate dynamics and phrasing. Students create melodic or rhythmic responses using instructor guidelines.

Goal 3.1: Utilize concepts essential to music.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.1.1** Read music notation in simple meters or groupings using a system of symbols, numbers, or letters. [\(872.01.a1\)](#)
- 3.1.2** Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.
- 3.1.3** Sing independently with a clear tone and on pitch.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.2.1** Identify and perform simple songs from different cultures and genres. [\(872.02.a1\)](#)
- 3.2.2** Illustrate group singing and instrumental skills in response to conductor cues. [\(872.02.a2\)](#)
- 3.2.3** Echo rhythmic or melodic patterns accurately.

Goal 3.3: Communicate through music with creative expression.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.3.1** Create a melody when given specific guidelines. [\(872.03.a1\)](#)
- 3.3.2** Move to the beat of music in both organized and free style. [\(872.03.a2\)](#)
- 3.3.3** Improvise "answers" to given rhythmic and/or melodic phrases. [\(872.03.a3\)](#)
- 3.3.4** Improvise movement that is stylistically appropriate to music. [\(872.03.a4\)](#)
- 3.3.5** Sing expressively with appropriate dynamics and phrasing.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 – 5
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.1.1** Describe how musical elements are used in music of our own culture as well as other cultures.
- 1.1.2** Identify characteristics of music from two different historical periods. (902.01.a2)
- 1.1.3** Identify specific compositions as belonging to a particular era in music history. (902.01.a3)
- 1.1.4** Recognize the uses of music in everyday life and the roles of musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.2.1** Identify similarities and differences in the meanings of terms common to other arts disciplines. (902.02.a2)
- 1.2.2** Describe ways that music is related to other subject areas.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 4 - 5 identify specific elements of music and sounds of various instruments and voices. Students discuss the roles of music and musicians in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

Goal 2.1: Conduct analyses in music.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.1.1** Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). (904.01.a1)
- 2.1.2** Describe music as a form of communication. (904.01.a2)
- 2.1.3** Use music vocabulary to discuss specific compositions of various styles and cultures. (904.01.a3)
- 2.1.4** Identify the sounds of various instruments and voices.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.2.1 Discuss the importance of music in our society. (904.02.a1)
- 2.2.2 Discuss the differences between professional and amateur musicians. (904.02.a2)
- 2.2.3 Express personal preferences for a specific work using appropriate arts vocabulary. (904.03.a1)
- 2.2.4 Identify and discuss copyright issues in music. (904.03.a2)
- 2.2.5 Discuss the importance of proper concert behavior and demonstrate it. (904.03.a4)

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 4 - 5 use standard music symbols and terms to read, notate, and perform music. Students sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students perform in groups blending vocal/instrumental sounds and matching dynamics, breath control, phrasing, and interpretation in response to the conductor. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies.

Goal 3.1: Utilize concepts essential to music.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.1.1 Improvise simple rhythmic and/or melodic accompaniments. (906.01.a1)
- 3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. (906.01.a2)
- 3.1.3 Identify symbols, traditional terms, and notation in music. (906.01.a3)
- 3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4)

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons. (906.02.a1)
- 3.2.2 Use a variety of sound sources to compose/arrange. (906.02.a2)
- 3.2.3 Perform independent instrumental parts while other students sing or play contrasting parts. (906.02.a3)
- 3.2.4 Sing accurately with appropriate dynamics, breath control, phrasing, and interpretation.
- 3.2.5 Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor. (906.03.a1)

Goal 3.3: Communicate through music with creative expression.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.3.1 Sing expressively, either alone or in a musical group.
- 3.3.2 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation). (906.03.a3)
- 3.3.3 Play rhythmic, melodic and harmonic classroom instruments expressively.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 – 8
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.1.1** Analyze the relationship of a country's traditions and its music. (936.01.a1)
- 1.1.2** Identify the historical period during which musical works being studied were composed. (936.01.a2)
- 1.1.3** Discuss the relationship of music to the historical period in which it was composed. (936.01.a2)

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.2.1** Compare a musical style with another art form sharing a similar style or movement. (936.02.a2)
- 1.2.2** Discuss similarities among other subject areas and the arts.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 6 - 8 describe and analyze aural examples of music, using correct musical terminology. Students develop criteria for high musical quality.

Goal 2.1: Conduct analyses in music.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.1.1** Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 2.1.2** Identify the sounds of voices and musical instruments.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.2.1** Describe the significance of music in contemporary society. (938.02.a3)
- 2.2.2** Debate copyright issues in music. (938.03.a3)
- 2.2.3** Develop criteria for high musical quality. (938.03.a2)

- 2.2.4 Explain personal preferences for musical styles and pieces, using proper terminology. (938.02.a1)
- 2.2.5 Evaluate constructively the quality of one's performance and the performances of others. (938.03.a2)
- 2.2.6 Discuss the importance of proper concert behavior and demonstrate it. (940.03.a4)

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 6 - 8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor. Students perform or compose music using a variety of sound sources.

Goal 3.1: Utilize concepts essential to music.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.1.1 Improvise simple melodic phrases. (940.01.a1)
- 3.1.2 Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). (940.01.a2)
- 3.1.3 Read and notate pitches in treble and bass clef.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.2.1 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (940.01.a3)
- 3.2.2 Sing/play accurately and expressively with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor. (940.02.a1)

Goal 3.3: Communicate through music with creative expression.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.3.1 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music. (940.03.a1)
- 3.3.2 Perform a work of music considering the intent of its creator. (940.03.a)

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): Upon completion of high school, the student will be able to:

- 1.1.1** Identify representative musical works from a variety of cultures and historical periods. [\(971.01.a1\)](#)
- 1.1.2** Outline the purpose and function of a particular form of music through history. [\(971.01.a2\)](#)
- 1.1.3** Compare and contrast aesthetical aspects of music from different cultural perspectives. [\(971.01.a3\)](#)

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.2.1** Discuss connections between the history of one art form or style and another related art form or style. [\(971.02.a2\)](#)
- 1.2.2** Describe similarities among different disciplines and the arts. [\(971.02.a1\)](#)
- 1.2.3** Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 9 - 12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss and report on controversial musical issues. Students develop tools necessary to evaluate musical performances constructively.

Goal 2.1: Conduct analyses in music.

Objective(s): Upon completion of high school, the student will be able to:

- 2.1.1** Develop and use music vocabulary to discuss musical forms. [\(973.01.a1\)](#)
- 2.1.2** Compare two contrasting musical works. [\(973.01.a2\)](#)
- 2.1.3** Discuss the similarities and differences of artistic styles. [\(973.01.a3\)](#)
- 2.1.4** Recognize common themes appearing in music throughout history. [\(973.01.a4\)](#)
- 2.1.5** Research and report on controversial issues in musical circles. [\(973.03.a2\)](#)
- 2.1.6** Offer an alternative for copyright infringement both for the consumer and the artist. [\(973.03.a3\)](#)

- 2.1.7 Offer an informed opinion regarding current arts issues in one's community. (973.02.a2)

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): Upon completion of high school, the student will be able to:

- 2.2.1 Express personal preference for music using appropriate musical terminology. (973.03.a1)
- 2.2.2 Develop criteria for high musical quality and apply it to a live musical performance. (973.02.a1)
- 2.2.3 Evaluate constructively the quality of one's performance and the performances of others. (973.03.a4)
- 2.2.4 Discuss the importance of proper concert behavior and demonstrate it.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 9 - 12 perform an individual instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Goal 3.1: Utilize concepts essential to music.

Objective(s): Upon completion of high school, the student will be able to:

- 3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony. (975.01.a1)
- 3.1.2 Articulate a method of consistent and efficient musical practice. (975.01.a2)
- 3.1.3 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.
- 3.1.4 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of high school, the student will be able to:

- 3.2.1 Perform in an ensemble or as a soloist using appropriate musical technique. (975.02.a1)
- 3.2.2 Interpret/perform a musical selection, respecting the intent of its creator. (975.02.a2)

Goal 3.3: Communicate through music with creative expression.

Objective(s): Upon completion of high school, the student will be able to:

- 3.3.1 Demonstrate advanced solo and ensemble skills. (975.03.a1)
- 3.3.2 Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements. (975.03.a2)

- 3.3.3** Perform varied musical works at a moderate level of difficulty with expression and technical accuracy. [\(975.03.a3\)](#)
- 3.3.4** Improvise rhythmic and melodic variations on given melodies. [\(975.03.a4\)](#)

IDAHO STANDARDS POLICY STATEMENTS
GRADES K - 3
HUMANITIES: THEATRE

Standard 1: THEATRE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Standard 2: THEATRE: Critical Thinking

Analyze and converse about theatre. Students in grades K - 3 identify and discuss the elements and meaning of a dramatic performance, using arts vocabulary. Students explain personal preference about a dramatic performance.

Standard 3: THEATRE: Performance

Communicate through theatre articulately and expressively. Students in grades K - 3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 4 - 5
HUMANITIES: THEATRE

Standard 1: THEATRE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

Standard 2: THEATRE: Critical Thinking

Analyze and converse about theatre. Students in grades 4 - 5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Standard 3: THEATRE: Performance

Communicate through theatre articulately and expressively. Students in grades 4 - 5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 6 - 8
HUMANITIES: THEATRE

Standard 1: THEATRE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

Standard 2: THEATRE: Critical Thinking

Analyze and converse about theatre. Students in grades 6 - 8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

Standard 3: THEATRE: Performance

Communicate through theatre articulately and expressively. Students in grades 6 - 8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
HUMANITIES: THEATRE

Standard 1: THEATRE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare universal characters from various cultures. Students create and analyze the use of other art forms in dramatic performances.

Standard 2: THEATRE: Critical Thinking

Analyze and converse about theatre. Students in grades 9 - 12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

Standard 3: THEATRE: Performance

Communicate through theatre articulately and expressively. Students in grades 9 - 12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

**IDAHO ACHIEVEMENT STANDARDS
GRADES K – 3
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Goal 1.1: Explain the historical and cultural contexts of theatre.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.1.1** Identify a dramatic presentation as belonging to the past, present, or future.
- 1.1.2** Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story).
(868.01.c1)
- 1.1.3** Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.2.1** Discuss how theatre is enhanced by dance, visual art, and music. (868.02.c1)
- 1.2.2** Compare a written (visual or oral) story with a dramatic performance of that same story. (868.02.c2)

Standard 2: Critical Thinking

Analyze and converse about theatre. Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using arts vocabulary. Students explain personal preference about a dramatic performance.

Goal 2.1: Conduct analyses in theatre.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.1.1** Discuss drama as a form of communication. (870.01.c2)
- 2.1.2** Use arts vocabulary to discuss a dramatic performance. (870.01.c3)
- 2.1.3** Identify and describe the character, plot, and setting in stories.
- 2.1.4** Speculate on the meaning of a performance.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.2.1** Verbalize personal preferences for types of drama. (870.01.c1)
- 2.2.2** Identify the beginning, middle, and ending of dramatic performances.
(870.01.c2)

- 2.2.3** Explain preferences for different parts of a dramatic performance. (870.01.c3)

Standard 3: Performance

Communicate through theatre articulately and expressively. Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

Goal 3.1: Identify concepts essential to theatre.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.1.1** Create characters, environments, and situations for dramatization. (872.01.c1)
- 3.1.2** Vary movement, vocal pitch, tempo, and tone for different characters. (872.01.c2)

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.2.1** Use dialogue to tell stories. (872.02.c1)
- 3.2.2** Interact in imaginary situations. (872.02.c2)
- 3.2.3** Choose scenery, props, costumes, and makeup for a production. (872.02.c3)

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.3.1** Create spontaneous dialogue to express or create characters within a scene. (872.03.c1)
- 3.3.2** Create and present original or historical/fictional stories.
- 3.3.3** Assume roles based on personal experiences, imagination, and reading. (872.03.c2)
- 3.3.4** Show respect for personal work and works of others.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 – 5
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

Goal 1.1: Explain the historical and cultural contexts of theatre.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.1.1** Translate a specific historical event into a dramatic presentation. (902.01.c1)
- 1.1.2** Create stage props and scenery that convey historical accuracy in a dramatic reenactment. (902.01.c2)
- 1.1.3** Improvise dialogue involving historical figures. (902.01.c3)
- 1.1.4** Discuss the value of theatre as a means of reflecting history and culture.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.2.1** Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance. (902.02.c1)

Standard 2: Critical Thinking

Analyze and converse about theatre. Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Goal 2.1: Conduct analyses in theatre.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.1.1** Develop and use theatre vocabulary. (904.01.c1)
- 2.1.2** Use selected criteria to critique a dramatic performance.
- 2.1.3** Compare and contrast film, television, and theatre as different genres.
- 2.1.4** Discuss theatre as effective or ineffective ways to communicate meaning.
- 2.1.5** Justify reasons for personal preference concerning a dramatic performance.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.2.1** Identify how theatre reveals universal themes. (904.02.c1)

- 2.2.2 Analyze how facial expression and body language reveal meaning. [\(904.02.c2\)](#)
- 2.2.3 Evaluate one's own performance of a scene and the performances of others. [\(904.03.c4\)](#)
- 2.2.4 Discuss how lighting, sets, and costumes can create meaning in a dramatic performance. [\(904.03.c2\)](#)
- 2.2.5 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Standard 3: Performance

Communicate through theatre articulately and expressively. Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

Goal 3.1: Identify concepts essential to theatre.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.1.1 Improvise dialogue to tell stories and convey information.
- 3.1.2 Create characters, environments, and situations for dramatization.
- 3.1.3 Vary movements, vocal pitch, tempo, and tone for different characters.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.2.1 Select materials to create scenery, properties, lighting, sound, costumes, and makeup. [\(906.02.c1\)](#)
- 3.2.2 Use theatrical elements to convey mood and environment. [\(906.02.c2\)](#)

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.3.1 Create characters and plots from a variety of sources.
- 3.3.2 Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance. [\(906.03.c3\)](#)
- 3.3.3 Create a short dramatic scene from narrative literature.
- 3.3.4 Improvise scenes collaboratively, based on relationships and social situations. [\(906.03.c1\)](#)
- 3.3.5 Show respect for personal work and works of others.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 – 8
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

Goal 1.1: Explain the historical and cultural contexts of theatre.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.1.1** Identify theatre's Greek roots. [\(936.01.c1\)](#)
- 1.1.2** Identify the ways in which many cultures have used theatre to communicate ideas.
- 1.1.3** Discuss various historical changes and developments in the theatre and stage. [\(936.01.c2\)](#)
- 1.1.4** Delineate the differences between melodramatic and realistic acting styles.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.2.1** Utilize multiple art forms to communicate ideas effectively.
- 1.2.2** Analyze a dramatic performance's use of multiple art forms.

Standard 2: Critical Thinking

Analyze and converse about theatre. Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

Goal 2.1: Conduct analyses in theatre.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.1.1** Investigate and evaluate theatre as a way to create and communicate meaning. [\(938.01.c1\)](#)
- 2.1.2** Compare and contrast the theatre of different cultures. [\(938.01.c2\)](#)
- 2.1.3** Discuss one's interpretation of a dramatic scene with interpretations of others. [\(938.01.c3\)](#)
- 2.1.4** Identify and discuss dramatic elements that contribute to the meaning of a dramatic work. [\(938.01.c4\)](#)

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.
- 2.2.2 Discuss the elements of conflict, climax, and theme as they relate to texts.
- 2.2.3 Analyze a character's actions and the consequences they create.
- 2.2.4 Defend one's personal preferences for parts of a dramatic work. (938.03.c1)
- 2.2.5 Discuss drama as a study of human character and personality. (938.03.c2)
- 2.2.6 Use theatrical vocabulary to assess a dramatic performance. (938.03.c3)

Standard 3: Performance

Communicate through theatre articulately and expressively. Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

Goal 3.1: Identify concepts essential to theatre.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.1.1 Improvise dialogue to tell stories and convey information at a personal level. (940.01.c1)
- 3.1.2 Create characters, environments and situations to convey a specific idea or mood. (940.01.c2)
- 3.1.3 Vary movements and vocal qualities to convey an interpretation of a character. (940.01.c3)

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.2.1 Identify and describe how theatrical elements (e.g. characterization, scenery, lighting, costumes) communicate the meaning and intent of a dramatic presentation. (940.02.c1)
- 3.2.2 Use technical elements of theatre to communicate meaning.
- 3.2.3 Use pantomime theatre to communicate an idea or tell a story.
- 3.2.4 Demonstrate basic stage movement.
- 3.2.5 Demonstrate the physical tools for acting (voice, movement, facial expression, gestures).

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.3.1 Perform or create an original work. (940.03.c1)
- 3.3.2 Create a dramatic work that expresses personal understanding, opinions, and beliefs. (940.03.c2)
- 3.3.3 Plan and direct scripted scenes. (940.03.c3)
- 3.3.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events. (940.03.c4)
- 3.3.5 Show respect for personal work and works of others. (940.03.c5)

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare universal characters from various cultures. Students create and analyze the use of other art forms in dramatic performances.

Goal 1.1: Explain the historical and cultural contexts of theatre.

Objective(s): Upon completion of high school, the student will be able to:

- 1.1.1** Identify representative dramatic works from a variety of cultures and historical periods. (971.01.c3)
- 1.1.2** Illustrate an understanding of cultural and historical perspectives required by a specific text. (971.01.c1)
- 1.1.3** Identify historical periods and their theatrical styles. (971.01.c3)
- 1.1.4** Describe and compare universal characters and situations in dramas from various cultures and periods.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.2.1** Create works that integrate processes and concepts of other art forms.
- 1.2.2** Analyze how other art forms contribute to a dramatic performance. (971.02.c2)

Standard 2: Critical Thinking

Analyze and converse about theatre. Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

Goal 2.1: Conduct analyses in theatre.

Objective(s): Upon completion of high school, the student will be able to:

- 2.1.1** Develop and use theatre vocabulary to critique dramatic performances or written plays. (972.01.c1)
- 2.1.2** Compare and contrast the relationship between traditional theatre and contemporary trends in entertainment. (972.01.c3)
- 2.1.3** Analyze the central action of the play and discuss its cause and effect.
- 2.1.4** Evaluate how well the text or production met its intended objectives.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.

Objective(s): Upon completion of high school, the student will be able to:

- 2.2.1** Describe and defend one's critique of a dramatic performance. ([971.03.c1](#))
- 2.2.2** Analyze production and performance appropriateness of a theatrical work within a given community. ([972.03.c2](#))
- 2.2.3** Compare and contrast modern drama with the theatre of earlier periods.

Standard 3: Performance

Communicate through theatre articulately and expressively. Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

Goal 3.1: Identify concepts essential to theatre.

Objective(s): Upon completion of high school, the student will be able to:

- 3.1.1** Interpret and perform scripts to convey story and meaning to an audience. ([975.01.c1](#))
- 3.1.2** Research and apply physical, emotional, and social dimensions in creating character. ([975.01.c2](#))
- 3.1.3** Analyze theatrical elements of a dramatic performance. ([975.01.c3](#))
- 3.1.4** Utilize theatrical terminology in appropriate settings.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of high school, the student will be able to:

- 3.2.1** Show how artistic choices can affect performances and formal productions. ([975.02.c1](#))
- 3.2.2** Construct imaginative scripts that convey story and meaning to an audience. ([975.02.c2](#))
- 3.2.3** Interpret/perform a work respecting the intent of its creator. ([975.02.c3](#))

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): Upon completion of high school, the student will be able to:

- 3.3.1** Develop and sustain a character that communicates with the audience. ([975.03.c1](#))
- 3.3.2** Organize and conduct rehearsals for production. ([975.03.c2](#))
- 3.3.3** Plan and develop original set designs that support a dramatic text. ([975.03.c3](#))
- 3.3.4** Create a dramatic work that expresses personal understanding, opinions, and beliefs. ([975.03.c4](#))
- 3.3.5** Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 3.3.6** Build characters and portray situations through improvisation.

IDAHO STANDARDS POLICY STATEMENTS
GRADES K - 3
HUMANITIES: VISUAL ARTS

Standard 1: VISUAL ARTS: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. Students name ways in which visual arts compare to other art forms.

Standard 2: VISUAL ARTS: Critical Thinking

Analyze and communicate about the visual arts. Students in grades K - 3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully.

Standard 3: VISUAL ARTS: Performance

Communicate and respond through the visual arts articulately and expressively. Students in grades K - 3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 4 – 5
HUMANITIES: VISUAL ARTS

Standard 1: VISUAL ARTS: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 – 5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. Students describe the interrelationships of the elements of various arts disciplines.

Standard 2: VISUAL ARTS: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 4 - 5 use appropriate arts vocabulary to discuss works of art. Students analyze the visual arts as a form of communication, using the elements, materials, techniques and processes of art. Students construct meaning about the artwork based on personal experience. Students use predetermined criteria to make informed judgments about their work and the work of others.

Standard 3: VISUAL ARTS: Performance

Communicate through the visual arts articulately and expressively. Students in grades 4 - 5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 6 - 8
HUMANITIES: VISUAL ARTS

Standard 1: VISUAL ARTS: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. Students compare art forms that share common characteristics. Students create an interdisciplinary product or performance.

Standard 2: VISUAL ARTS: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 6 - 8 analyze and interpret works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibiting of art.

Standard 3: VISUAL ARTS: Performance

Communicate through the visual arts articulately and expressively. Students in grades 6 - 8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent in written form.

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
HUMANITIES: VISUAL ARTS**

Standard 1: VISUAL ARTS: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students identify major periods and movements of art. Students compare the relationships between visual arts and other performing arts. Students create a product or performance that integrates art forms.

Standard 2: VISUAL ARTS: Critical Thinking

Analyze and converse about the visual arts. Students in grades 9 - 12 critique works of art using well-articulated rationale. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.

Standard 3: VISUAL ARTS: Performance

Communicate through visual arts articulately and expressively. Students in grades 9 - 12 apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and accompanying artist's statements. Students critique their own artwork with the purpose of improving it.

**IDAHO ACHIEVEMENT STANDARDS
GRADES K - 3
HUMANITIES: VISUAL ARTS**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. Students name ways in which visual arts compare to other art forms.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.1.1** Discuss key differences and similarities in art works from different time periods or cultures. (868.01.b1)
- 1.1.2** Identify the purpose or function of a work of art that was created in the past. (868.01.b2)
- 1.1.3** Explain how art is a visual record of human ideas and a reflection of the culture of its origin.

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.2.1** Name ways in which a work of visual art is similar to another art form. (868.02.b1)
- 1.2.2** Identify ideas and emotions that are expressed through visual arts and other disciplines. (868.02.b2)

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades K - 3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.1.1** Identify and respond to characteristics and content of various visual art forms. (870.01.b1)
- 2.1.2** Examine the visual arts as a form of communication. (870.01.b2)
- 2.1.3** Use arts vocabulary to discuss specific works of art. (870.01.b3)
- 2.1.4** Discuss the meaning of a work of art based on personal experience.
- 2.1.5** Discuss how symbols, subject, and themes create meaning in art. (870.02.b2)

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.2.1** Discuss the importance of visual art in one's own life. (870.02.b1)
- 2.2.2** Discuss characteristics of one's own work and the work of others. (870.03.b1)
- 2.2.3** Compare one's own response to a work of art and to another student's response. (870.03.b2)
- 2.2.4** Show how expression in art causes different responses from viewers. (870.03.b3)
- 2.2.5** Express personal preferences for specific works and styles. (872.02.b3)
- 2.2.6** Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- 2.2.7** Show respect for personal work and works of others. (872.03.b1)

Standard 3: Performance

Communicate and respond through the visual arts articulately and expressively. Students in grades K - 3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.1.1** Acquire and use skills necessary for applying arts techniques, media, and processes. (872.01.b1)
- 3.1.2** Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 3.1.3** Apply the elements of color, shape, and line in artwork.
- 3.1.4** Demonstrate skills of observation in the production of artwork.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.2.1** Name and use different art materials. (872.02.b1)
- 3.2.2** Replicate or imitate an existing work, respecting the intent of its original creator. (872.02.b2)
- 3.2.3** Apply artistic concepts, knowledge, and skills to original artwork.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.3.1** Show respect for personal work and works of others. (872.03.b1)
- 3.3.2** Create artwork about self, family, and personal experiences. (872.03.b2)
- 3.3.3** Experiment with different materials, techniques, and processes in the visual arts.
- 3.3.4** Dictate or write an artist's statement (tell what the work is about).

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 - 5
HUMANITIES: VISUAL ARTS**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 – 5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. Students describe the interrelationships of the elements of various arts disciplines.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.1.1** Compare and contrast specific works of art from different time periods. [\(902.01.b1\)](#)
- 1.1.2** Identify the purpose or function of a work of art and make connections to a culture.
- 1.1.3** Explain how a specific work of art reflects events in history. [\(902.01.b2\)](#)
- 1.1.4** Compare and contrast works of art that represent different cultures that existed during the same period of history. [\(902.01.b3\)](#)
- 1.1.5** Identify specific works as belonging to a particular era in art history. [\(902.01.b4\)](#)

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.2.1** Classify the ways in which ideas and subject matter of arts disciplines are related. [\(902.02.b1\)](#)
- 1.2.2** Describe how elements of various arts depict ideas and emotions. [\(902.02.b2\)](#)
- 1.2.3** Observe and describe the presence of the visual arts in today's society. [\(902.02.b3\)](#)

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 4 - 5 use appropriate arts vocabulary to discuss works of art. Students analyze the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students construct meaning about the artwork based on personal experience. Students use predetermined criteria to make informed judgments about their work and the work of others.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.1.1** Identify differences between art materials, techniques, and processes. [\(904.01.b1\)](#)
- 2.1.2** Analyze the visual arts as a form of communication.

- 2.1.3 Use appropriate arts vocabulary to discuss a variety of art works. (904.01.b2)
- 2.1.4 Discuss how people's experiences can influence and develop specific art works. (904.01.b3)
- 2.1.5 Construct meaning based on elements found in a work of art.
- 2.1.6 Determine criteria used in making informed judgments about art.
- 2.1.7 Identify the symbols and themes used in works of art.

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.2.1 Discuss how art works can elicit different responses. (904.03.b2)
- 2.2.2 Identify and evaluate characteristics of one's own work and works of others. (904.03.b1)
- 2.2.3 Explain how elements of design cause different responses.
- 2.2.4 Describe how different media (e.g., paint, clay, pencil) communicate meaning in the visual arts. (904.03.b3)
- 2.2.5 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- 2.2.6 Show respect for personal work and works of others. (906.03.b4)
- 2.2.7 Write an artist's statement (what the picture depicts and why and how the work was created).

Standard 3: Performance

Communicate through the visual arts articulately and expressively. Students in grades 4 - 5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.1.1 Acquire skills necessary for using arts techniques, media, and processes. (906.01.b1)
- 3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 3.1.3 Apply the elements of color, shape, line, value, form, texture and space in artwork.
- 3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas. (906.01.b1)

- 3.2.2** Replicate or imitate an existing work, respecting the intent of its original creator.
- 3.2.3** Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning. [\(906.02.b1\)](#)
- 3.2.4** Choose purposefully between visual characteristics of a variety of media and use these in artwork.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.3.1** Interpret a work respecting the intent of its creator. [\(906.03.b1\)](#)
- 3.3.2** Create a work of art based on personal experience, and/or emotional response. [\(906.03.b2\)](#)
- 3.3.3** Create a work of art using content from other curricular disciplines.
- 3.3.4** Use the creative process (brainstorm, draft, final) to create a work of art.
- 3.3.5** Experiment with different materials, techniques, and processes in the visual arts.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 - 8
HUMANITIES: VISUAL ARTS**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. Students apply, identify, and analyze the use of the elements and principles of design. Students create an interdisciplinary product or performance.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.1.1** Identify distinguishing characteristics of style in the work of individual artists and art movements.
- 1.1.2** Analyze the influence of history, geography, and technology of the culture upon a work of art. [\(936.01.b2\)](#)
- 1.1.3** Identify and compare works of art and artifacts from major periods on a chronological timeline.
- 1.1.4** Analyze the visual arts of different cultures and time periods and compare to one's own culture.

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.2.1** Compare art forms that share common characteristics (e.g. form, line, space). [\(936.02.b2\)](#)
- 1.2.2** Create an integrated art product or performance using two or more art forms to communicate meaning.

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 6 - 8 analyze and interpret works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibiting of art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.1.1** Identify and respond to characteristics and content of various art forms. [\(938.01.b1\)](#)
- 2.1.2** Evaluate the visual arts as a way to create and communicate meaning. [\(938.01.b2\)](#)

- 2.1.3 Interpret a variety of art works using appropriate arts vocabulary.
- 2.1.4 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 2.1.5 Construct meaning and support well-developed interpretations of works of art with evidence. (938.01.b4)

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.2.1 Assess the characteristics of personal work and the work of others. (938.02.b1)
- 2.2.2 Investigate the various purposes art plays in society today. (938.02.b2)
- 2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art. (938.03.b1)
- 2.2.4 Make informed judgments based on personal response and properties (e.g. sensory, formal, technical, and expressive) found in artwork.
- 2.2.5 Describe the purpose and visual presentation of an artistic work. (938.03.b2)
- 2.2.6 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" and other person's original work. (938.03.b3)
- 2.2.7 Demonstrate appropriate behavior while attending and/ or participating in arts events. (940.03.b3)
- 2.2.8 Show respect for personal work and works of others. (940.03.b4)
- 2.2.9 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.
- 2.2.10 Write an artist's statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).

Standard 3: Performance

Communicate through the visual arts articulately and expressively. Students in grades 6 - 8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent in written form.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.1.1 Identify attributes that make a specific art media, technique or process effective in communicating an idea. (940.01.b1)

- 3.1.2** Use different media, techniques, and processes to communicate an idea or to tell a story. (940.01.b2)
- 3.1.3** Produce art that demonstrates refined observation skills from life.
- 3.1.4** Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.
- 3.1.5** Demonstrate the ability to generate an idea, select and refine an idea, and execute the idea successfully.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.2.1** Illustrate how visual structures and functions of art improve communication of one's ideas. (940.02.b1)
- 3.2.2** Use visual, spatial, and temporal concepts to communicate meaning in a work of art. (940.02.b2)
- 3.2.3** Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.
- 3.2.4** Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 3.2.5** Create an original artwork that illustrates the influence of a specific artist or artistic style.
- 3.2.6** Experiment with ideas, techniques, and styles in an artist's sketchbook.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.3.1** Critique a work considering the intent of its creator. (940.03.b1)
- 3.3.2** Create a work of art that expresses personal experience, opinions, and/or beliefs. (940.03.b2)
- 3.3.3** Create a work of art that reflects a concept from another curricular content area.
- 3.3.4** Experiment with different media, techniques, and processes in the visual arts.
- 3.3.5** Use the creative process (brainstorm, thumbnail, draft, final) to create a work of art.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: VISUAL ARTS**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students identify major periods and movements of art. Students compare the relationships between visual arts and other performing arts.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): Upon completion of high school, the student will be able to:

- 1.1.1** Compare and contrast the historical, social, and environmental contexts that influence artistic expression. (971.01.b3)
- 1.1.2** Identify representative visual works of art from a variety of cultures and historical periods. (971.01.b2)
- 1.1.3** Compare and contrast aesthetics from different cultural perspectives. (971.01.b3)
- 1.1.4** Outline the history and function of a particular visual art form. (971.01.b4)
- 1.1.5** Identify iconography in an artist's work or a body of work and analyze the meaning.

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.2.1** Identify the role of visual arts in theatre, dance, and musical productions. (971.02.b1)
- 1.2.2** Relate the trends and movements in visual art to other disciplines in the arts and humanities. (971.02.b3)
- 1.2.3** Create a visual art product or art performance integrating media, processes, and/or concepts from other performing arts disciplines.

Standard 2: Critical Thinking

Analyze and converse about the visual arts. Students in grades 9 - 12 critique works of art using well-articulated rationale. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): Upon completion of high school, the student will be able to:

- 2.1.1** Critique works of art employing appropriate arts vocabulary. (971.01.b1)
- 2.1.2** Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives. (973.01.b2)

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): Upon completion of high school, the student will be able to:

- 2.2.1** Identify the role of the arts in today's society, including career and avocation opportunities. (973.02.b1)
- 2.2.2** Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. (973.03.b2)
- 2.2.3** Engage in philosophical inquiry into the nature of art or aesthetic issues alone or with others.
- 2.2.4** Articulate criteria for determining excellence in artwork.
- 2.2.5** Demonstrate appropriate behavior while attending or participating in arts events. (975.02.b2)
- 2.2.6** Show respect for personal work and work of others. (975.02.b3)
- 2.2.7** Write an artist's statement that describes a series of works (background information on the artist, artists and movements that were influential on the work, significance of the body of work).

Standard 3: Performance

Communicate through visual arts articulately and expressively. Students in grades 9 - 12 apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and accompanying artist's statements. Students critique their own artwork and the work of others with the purpose of improving it.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): Upon completion of high school, the student will be able to:

- 3.1.1** Apply artistic techniques and processes effectively. (975.01.b1)
- 3.1.2** Use media, techniques, and processes with artistic intention. (975.01.b2)
- 3.1.3** Demonstrate how elements and principles can be used to solve specific visual arts problems. (975.01.b4)
- 3.1.4** Demonstrate observational skills to present convincing or accurately rendered subjects.
- 3.1.5** Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of high school, the student will be able to:

- 3.2.1** Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements. (975.03.b2)
- 3.2.2** Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

- 3.2.3** Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.
- 3.2.4** Create a body of work that develops a specific theme or idea.
- 3.2.5** Brainstorm and reflect upon projected works of art through the use of a sketchbook.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): Upon completion of high school, the student will be able to:

- 3.3.1** Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity. [\(975.03.b1\)](#)
- 3.3.2** Apply various symbols, subjects, and ideas in one's artwork. [\(975.03.b2\)](#)
- 3.3.3** Determine and execute appropriate visual presentation of an original artwork.
- 3.3.4** Critique one's own work with the intent of revision and refinement.
- 3.3.5** Use the creative process to create and critique a work of art.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD LANGUAGES: LEVEL 1**

Standard 1: WORLD LANGUAGES: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Standard 2: WORLD LANGUAGES: Critical Thinking

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Standard 3: WORLD LANGUAGES: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD LANGUAGES: LEVEL 2**

Students are expected to know content and apply skills from Level 1.

Standard 1: WORLD LANGUAGES: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Standard 2: WORLD LANGUAGES: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (present, past, future, etc) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Standard 3: WORLD LANGUAGES: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD LANGUAGES: LEVELS 3 - 4**

Students are expected to know content and apply skilled from Levels 1 and 2.

Standard 1: WORLD LANGUAGES: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Standard 2: WORLD LANGUAGES: Critical Thinking

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Standard 3: WORLD LANGUAGES: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
HUMANITIES: WORLD LANGUAGES - LEVEL 1**

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Goal 1.1: Listening

Objective(s): Upon completion of Level 1, the student will be able to:

- 1.1.1** Comprehend basic vocabulary in isolation and in context.
- 1.1.2** Capture essential information from everyday conversations and short passages (e.g. cognates, context clues).
- 1.1.3** Recognize basic sentence types (e.g. questions, sentences, commands, negative and positive).
- 1.1.4** Comprehend question words (e.g. who, what, when, where, how).
- 1.1.5** Recognize number and gender signals.
- 1.1.6** Distinguish between formal and informal address.

Goal 1.2: Speaking

Objective(s): Upon completion of Level 1, the student will be able to:

- 1.2.1** Use basic vocabulary to respond to familiar prompts.
- 1.2.2** Express preferences, desires, opinions, and feelings.
- 1.2.3** Use appropriate level of politeness in simulated social exchanges.

Goal 1.3: Reading

Objective(s): Upon completion of Level 1, the student will be able to:

- 1.3.1** Decode written text, diacritical marks and symbolic systems.
- 1.3.2** Recognize written forms of basic vocabulary.
- 1.3.3** Associate the written text with spoken forms.
- 1.3.4** Recognize cognates.

Goal 1.4: Writing

Objective(s): Upon completion of Level 1, the student will be able to:

- 1.4.1** Write basic vocabulary and short sentences (e.g. from dictation, picture cues, cloze activities, word banks).
- 1.4.2** Write a logical response to a familiar question or comment.
- 1.4.3** Rewrite sentences, using substitutions.

1.4.4 Construct simple sentences using familiar vocabulary and phrases.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 2.1.1** Manipulate components of simple statements, questions, and commands (e.g. parts of speech, punctuation, and word order).
- 2.1.2** Derive meaning from word order.
- 2.1.3** Recognize appropriate verb endings in the present tense.
- 2.1.4** Compare linguistic elements among languages.
- 2.1.5** Recognize systematic changes in word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 2.2.1** Use systematic changes within word families to expand vocabulary.
- 2.2.2** Use appropriate verb endings in the present tense to convey meaning.
- 2.2.3** Modify sentences to express positive and negative aspects.
- 2.2.4** Organize components of statements, questions, and commands to convey meaning.

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 3.1.1** Recognize major historical figures and events from the target culture.
- 3.1.2** Identify historical connections between English and the target language (e.g. cognates, language origins).

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 3.2.1** Locate the areas in the world where the target language is spoken.
- 3.2.2** Describe the geographical features of major areas where the target language is spoken.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 3.3.1** Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 3.3.2** Recognize nonverbal cues and body language typically used in the target language.
- 3.3.3** Use appropriate cultural responses in diverse exchanges (e.g. forms of address, levels of familiarity).

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
HUMANITIES: WORLD LANGUAGES – LEVEL 2**

The student is expected to know content and apply skills from Level I.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Goal 1.1: Listening

Objective(s): Upon completion of Level 2, the student will be able to:

- 1.1.1** Comprehend expanding vocabulary in isolation and in context.
- 1.1.2** Follow general classroom instruction in the target language.
- 1.1.3** Distinguish if an action described is taking place in the past, present, or future.
- 1.1.4** Comprehend speech in a variety of forms (e.g. regional accents, teacher talking in varying rates of delivery).

Goal 1.2: Speaking

Objective(s): Upon completion of Level 2, the student will be able to:

- 1.2.1** Engage in an extended conversation about rehearsed topics.
- 1.2.2** Retell stories and present information (e.g. from texts, visual clues, Internet sources).
- 1.2.3** Read texts aloud.
- 1.2.4** Respond to familiar, unrehearsed questions and situations using appropriate target language.

Goal 1.3: Reading

Objective(s): Upon completion of Level 2, the student will be able to:

- 1.3.1** Read and comprehend short passages consisting of familiar vocabulary.
- 1.3.2** Read and comprehend short passages that contain some unfamiliar vocabulary.
- 1.3.3** Scan authentic sources to gain specific information through visual clues and cognates.
- 1.3.4** Read more complex, annotated passages with supplied vocabulary.

Goal 1.4: Writing

Objective(s): Upon completion of Level 2, the student will be able to:

- 1.4.1** Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures.
- 1.4.2** Create paragraph-length writings about familiar topics.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 2.1.1** Recognize appropriate verb endings in all tenses learned.
- 2.1.2** Recognize and derive meaning from correctly used language elements (e.g. nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 2.1.3** Predict meaning of unfamiliar words based on context and word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 2.2.1** Manipulate language structures to demonstrate comparative and superlative relationships.
- 2.2.2** Use language structures to express degrees of preference or differences (e.g. “I like hamburgers,” “I prefer hamburgers to hotdogs”).
- 2.2.3** Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g. subject, possessive, object).

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 3.1.1** Analyze the impact of selected historical figures and events on the target culture.

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 3.2.1** Examine geopolitical regions selected from the target culture (e.g. focus on a city, geographical entity).

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 3.3.1** Identify unique cultural aspects of regions in the target culture (e.g. food, holidays, customs, celebrations).

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
HUMANITIES: WORLD LANGUAGES – LEVELS 3-4**

The student is expected to know content and apply skills from Levels 1–2.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Goal 1.1: Listening

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 1.1.1** Comprehend vocabulary related to class themes and literature.
- 1.1.2** Comprehend extended passages and peer conversations in the target language.
- 1.1.3** Gather key information from longer passages.
- 1.1.4** Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 1.1.5** Comprehend authentic speech.

Goal 1.2: Speaking

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 1.2.1** Engage in an extended conversation about unrehearsed topics.
- 1.2.2** Use alternatives to express meaning (e.g. circumlocution, synonyms, antonyms).
- 1.2.3** Engage in a planned conversation on a thematic topic (e.g. role playing, panel discussion, discussion of a literary work).

Goal 1.3: Reading

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 1.3.1** Acquire new vocabulary through reading.
- 1.3.2** Identify the key elements or main idea of authentic information texts.
- 1.3.3** Summarize content of passages (e.g. poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).
- 1.3.4** Read and comprehend extended narratives.

Goal 1.4: Writing

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 1.4.1** Write in a variety of forms about thematic subjects.
- 1.4.2** Incorporate all acquired tenses, structures, and vocabulary in original works.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 2.1.1** Infer meaning of an unfamiliar word based on its grammatical position and origins.
- 2.1.2** Recognize appropriate verb endings in all tenses and voices learned.
- 2.1.3** Compare idiomatic and figurative expressions among languages.
- 2.1.4** Predict the meaning of a word based on its origin and usage in the sentence.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 2.2.1** Predict outcomes of and infer meaning from authentic written and oral sources (e.g. poetry, lyrics, literature, and Internet).
- 2.2.2** Use language to achieve complex social objectives (e.g. persuasion, apology, complaints, regrets).

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 3.1.1** Examine selected historical figures and events in depth.
- 3.1.2** Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

Goal 3.2: Geographical Context

- 3.2.1** Discuss geography in context of class themes.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 3.3.1** React to current events in the target language.
- 3.3.2** Use Internet resources in the target language to explore a variety of topics.

**IDAHO STANDARDS POLICY STATEMENTS
KINDERGARTEN
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Students demonstrate continuous progress and develop the ability to control the use of motor patterns in most fundamental patterns (e.g. running, skipping, galloping, chasing, fleeing, dodging, throwing, kicking, striking and basic movement skills including body awareness, space, effort, relationships with objects and others, and rhythmic patterns).

Standard 2: Movement Knowledge

Students identify basic cognitive concepts, and use them to guide performance in physical activities (e.g. games, body management and dance).

Standard 3: Physically Active Lifestyle

Students develop positive attitudes toward participation in physical activity, and create awareness of how physical activity improves health and brings a challenge of experiencing new movements and learning new skills.

Standard 4: Personal Fitness

Students sustain physical activity for short periods of time for enjoyment. Students recognize physiological characteristics associated with vigorous physical activity.

Standard 5: Personal and Social Responsibility

Students learn and utilize acceptable behaviors, and safe practices while cooperating with others (e.g. taking turns, sharing equipment and space).

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1-2
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students demonstrate mature patterns in skipping, hopping, galloping and sliding; mature motor patterns in simple combinations (e.g., running while dribbling, throwing and catching to self or a moving target); adapt to the movements of a partner (e.g., tossing a ball to a moving partner); demonstrate body management in balance and rhythmic activities.

Standard 2: Movement Knowledge

Students identify critical elements of fundamental skills and make use of them in performance. Students identify and perform movement concepts (e.g. space, effort and relationships that vary the quality of movement).

Standard 3: Physically Active Lifestyle

Students continue to develop and express positive attitudes toward regular daily physical activity and its effects on health. Students begin to identify activities with components of health related fitness, and explore new activities.

Standard 4: Personal Fitness

Students are expected to sustain moderate to vigorous physical activity for longer periods of time. Students are introduced to the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition), and the physiological signs associated with physical activity.

Standard 5: Personal and Social Responsibility

Students know safe practices, class rules and procedures, and apply them with reminders. Students voluntarily cooperate with a partner and in small groups regardless of differences (e.g., gender, ethnicity, ability) and begin to resolve conflicts using teacher-directed strategies.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3-4
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students demonstrate refined fundamental patterns in throwing, catching and striking. They demonstrate a combination of movement patterns in increasingly dynamic and complex environments (e.g., performing a gymnastic or dance sequence with partner); and demonstrate specialized skills with a partner and/or object (e.g., soccer passing, fielding a softball, orienteering with map and compass).

Standard 2: Movement Knowledge

Students use critical elements to refine motor performance in increasingly complex movement situations. Students identify and apply concepts that impact the quality of movement.

Standard 3: Physically Active Lifestyle

Students make a conscious effort to participate regularly in daily physical activity in and out of class for the purpose of improving skill and health. Students identify the benefits and personal pleasure that come from these activities.

Standard 4: Personal Fitness

Students sustain moderate to vigorous physical activity for the improvement of each health related fitness component. Students begin to interpret results, set and achieve goals for individual improvement.

Standard 5: Personal and Social Responsibility

Students recognize safe practices, class rules and procedures, and apply them with little or no reminders. Students cooperate (with few reminders) with a partner or in small groups, regardless of individual differences (e.g., gender, ethnicity, ability) and begin to appreciate and recognize the value of the differences that others bring to physical activity settings. Students resolve conflicts using teacher-directed strategies.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5-6
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students demonstrate the use of skills in more complex performance situations (e.g., modified versions of team and individual sports, dance and gymnastic sequences). Students use specialized skills in selected sport, outdoor recreation, dance and gymnastic activities (e.g., ultimate frisbee, three-on-three basketball, in-line skating).

Standard 2: Movement Knowledge

Students use and apply movement concepts and principles to improve performance. Students transfer information between skills, and recognize and use basic offensive and defensive strategies.

Standard 3: Physically Active Lifestyle

Students participate in and out of class to improve and maintain an active lifestyle utilizing choices that are based on personal interests and capabilities.

Standard 4: Personal Fitness

Students participate in moderate to vigorous activity in a variety of settings for longer periods of time. Students use health related fitness component information to assess and improve their overall fitness performance.

Standard 5: Personal and Social Responsibility

Students follow rules, procedures, safe practices, and utilize their time appropriately. Students demonstrate cooperative skills in competitive and non-competitive activities. Students show respect and seek to know more about the similarities and differences amongst others (e.g., cultural, gender, ability, sexual orientation, ethnicity).

IDAHO STANDARDS POLICY STATEMENTS
GRADE 7-8
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students demonstrate an increased competency in basic activity skills and be able to participate successfully in dance activities, outdoor pursuits and modified versions of team and individual sports.

Standard 2: Movement Knowledge

Students exhibit more advanced knowledge and understanding exemplified through the application of movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance.

Standard 3: Physically Active Lifestyle

Students develop avenues of self-expression, self-confidence and self-esteem enhanced through challenge and social interaction as students discover renewed enjoyment through participation in a variety of physical activities.

Standard 4: Personal Fitness

Students meet and sustain acceptable levels of health-related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance), through participating in a variety of physical activities.

Standard 5: Personal and Social Responsibility

Students voluntarily and cooperatively participate in physical activities with persons of diverse characteristics and backgrounds (culture, ethnicity, sexual orientation, motor performance, disabilities, physical characteristics, gender, age, race and socio-economic status) while demonstrating ethical behavior in sport, and adhering to rules and procedures.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 9-12
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students develop the movement/physical skills needed to participate in physical activities at a competent or advanced level. Students, as competent movers, have the ability to independently and safely participate in an activity and maintain a level of continuity that makes participation enjoyable. Students have the ability to apply complex skills and strategies to consistent performance of a physical activity in a regulation form, rather than modified forms of the activity.

Standard 2: Movement Knowledge

Students have developed sufficient knowledge and ability to independently acquire new skills while continuing to refine existing ones. Students independently and routinely use a wide variety of increasing complex concepts. Students include application of concepts from disciplines such as motor learning and behavior, sport psychology and sociology, biomechanics, and exercise physiology.

Standard 3: Physically Active Lifestyle

Students transfer what they have learned in physical education to the development and maintenance of a healthy lifestyle outside of class that includes daily participation in physical activity. Students choose between those activities that are and are not personally meaningful and accessible, based on personal interests and capabilities.

Standard 4: Personal Fitness

Students independently achieve, assess and maintain personal health-related fitness goals and are motivated to do so. Students utilize basic principles of training to design personal fitness and physical activity programs that encompass all components of health-related fitness. Components include cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.

Standard 5: Personal and Social Responsibility

Students demonstrate the ability to initiate responsible behavior, function independently and positively influence the behavior of others in physical activity settings. Students demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures and etiquette in all physical activity settings. They exhibit respect for individual similarities and differences through positive interaction among participants in physical activity. Students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

**IDAHO ACHIEVEMENT STANDARDS
KINDERGARTEN
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Students demonstrate continuous progress and develop the ability to control the use of motor patterns in most fundamental patterns (e.g. running, skipping, galloping, chasing, fleeing, dodging, throwing, kicking, striking and basic movement skills including body awareness, space, effort, relationships with objects and others, and rhythmic patterns).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of Kindergarten, students will be able to:

- 1.1.1** Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative patterns.
- 1.1.2** Identify movements using concepts of body and space awareness, effort, relationships, (directionality, kinesthetic and temporal awareness).

Standard 2: Movement Knowledge

Students identify basic cognitive concepts, and use them to guide performance in physical activities (e.g. games, body management and dance).

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of Kindergarten, students will be able to:

- 2.1.1** Identify vocabulary of basic movement concepts.
- 2.1.2** Identify fundamental movement patterns.
- 2.1.3** Identify simple biomechanical principles.

Standard 3: Physically Active Lifestyle

Students develop positive attitudes toward participation in physical activity, and create awareness of how physical activity improves health and brings a challenge of experiencing new movements and learning new skills.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of Kindergarten, students will be able to:

- 3.1.1** Participate daily in moderate to vigorous physical activity. (Recommended by NASPE: At least 60 minutes and up to 2 hrs per day with several bouts of physical activity lasting 15 min.)
- 3.1.2** Explore and participate in health enhancing physical activities.
- 3.1.3** Express feelings about participation in physical activity.

Standard 4: Personal Fitness

Students sustain physical activity for short periods of time for enjoyment. They recognize physiological characteristics associated with vigorous physical activity.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of Kindergarten, students will be able to:

- 4.1.1** Participate and sustain a moderate or vigorous level of activity.
- 4.1.2** Identify the physiological signs associated with physical activity.
- 4.1.3** Identify other activities that increase heart rate.

Standard 5: Personal and Social Responsibility

Students learn and utilize acceptable behaviors, and safe practices while cooperating with others (e.g. taking turns, sharing equipment and space).

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of Kindergarten, students will be able to:

- 5.1.1** Apply teachers' rules, procedures and safe practices with teacher reinforcement.
- 5.1.2** Share space and equipment with others.
- 5.1.3** Cooperate with others.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1-2
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate mature patterns in skipping, hopping, galloping and sliding; mature motor patterns in simple combinations (e.g., running while dribbling, throwing and catching to self or a moving target); adapt to the movements of a partner (e.g., tossing a ball to a moving partner); demonstrate body management in balance and rhythmic activities.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 2nd grade, students will be able to:

- 1.1.1** Demonstrate and identify mature forms of a variety of locomotor, non-locomotor and manipulative patterns with control.
- 1.1.2** Demonstrate movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).
- 1.1.3** Demonstrates a combination of movements.

Standard 2: Movement Knowledge

Students identify critical elements of fundamental skills and make use of them in performance. Students identify and perform movement concepts (e.g. space, effort and relationships that vary the quality of movement).

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 2nd grade, students will be able to:

- 2.1.1** Identify basic movement concepts that vary the performance of movement.
- 2.1.2** Improve performance by varying quality of movement.

Standard 3: Physically Active Lifestyle

Students continue to develop and express positive attitudes toward regular daily physical activity and its effects on health. Students begin to identify activities with components of health related fitness, and explore new activities.

Goal 3.1: Participate in daily physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 2nd grade, students will be able to:

- 3.1.1** Participate daily in moderate to vigorous physical activity during and outside of class. (Recommended by NASPE: At least 60 minutes and up to 2 hrs per day with several bouts of physical activity lasting 15 min.)
- 3.1.2** Explore and participate in health enhancing physical activities.
- 3.1.3** Express feelings about participation during physical activity.
- 3.1.4** Define one activity associated with each component of health-related fitness.

Standard 4: Personal Fitness

Students are expected to sustain moderate to vigorous physical activity for longer periods of time. Students are introduced to the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition), and the physiological signs associated with physical activity.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 2nd grade, students will be able to:

- 4.1.1** Participate and sustain moderate or vigorous activity.
- 4.1.2** Identify the physiological signs associated with physical activity.
- 4.1.3** Know the components of health-related fitness.

Standard 5: Personal and Social Responsibility

Students know safe practices, class rules and procedures, and apply them with reminders. Students voluntarily cooperate with a partner and in small groups regardless of differences (e.g., gender, ethnicity, ability) and begin to resolve conflicts using teacher-directed strategies.

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 2nd grade, students will be able to:

- 5.1.1** Apply teacher rules, procedures and safe practices with little or no reinforcement.
- 5.1.2** Work cooperatively with a partner to complete tasks.
- 5.1.3** Exhibit self-control in movement.
- 5.1.4** Recognize and supports differences.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3-4
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate refined fundamental patterns in throwing, catching and striking. Students demonstrate a combination of movement patterns in increasingly dynamic and complex environments (e.g., performing a gymnastic or dance sequence with partner); and demonstrate specialized skills with a partner and/or object (e.g., soccer passing, fielding a softball, orienteering with map and compass).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 4th grade, students will be able to:

- 1.1.1** Demonstrate refined fundamental patterns.
- 1.1.2** Demonstrates and identifies movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).
- 1.1.3** Demonstrate skillful combinations of movements in complex environments.
- 1.1.4** Demonstrate some specialized skills.

Standard 2: Movement Knowledge

Students use critical elements to refine motor performance in increasingly complex movement situations. Students identify and apply concepts that impact the quality of movement.

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 4th grade, students will be able to:

- 2.1.1** Apply critical elements to improve performance of movement in single and complex movement situations.
- 2.1.2** Use critical elements to improve others' performance of movement.
- 2.1.3** Identify and understand that appropriate practice improves performance.

Standard 3: Physically Active Lifestyle

Students make a conscious effort to participate regularly in daily physical activity in and out of class for the purpose of improving skill and health. Students identify the benefits and personal pleasure that come from these activities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 4th grade, students will be able to:

- 3.1.1** Choose to participate daily in physical activities for the purpose of improving skill and health. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 min.)
- 3.1.2** Identify moderate to vigorous activities that provide personal/social pleasure, self-expression and challenge.
- 3.1.3** Identify activities that you can participate in associated with each component of health related activities.

Standard 4: Personal Fitness

Students sustain moderate to vigorous physical activity for the improvement of each health related fitness component. Students begin to interpret results, set and achieve goals for individual improvement.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 4th grade, students will be able to:

- 4.1.1** Identify and engage in several activities related to improving each component of physical fitness.
- 4.1.2** Associate results of fitness testing to personal health status and ability to perform various activities.
- 4.1.3** Set and achieve personal fitness goals.

Standard 5: Personal and Social Responsibility

Students recognize safe practices, class rules and procedures, and apply them with little or no reminders. Students cooperate (with few reminders) with a partner or in small groups, regardless of individual differences (e.g., gender, ethnicity, ability) and begin to appreciate and recognize the value of the differences that others bring to physical activity settings. Students resolve conflicts using teacher-directed strategies.

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 4th grade, students will be able to:

- 5.1.1** Apply teacher rules, procedures and safe practices with little or no reinforcement.
- 5.1.2** Work independently and on task for short periods of time.
- 5.1.3** Work cooperatively in a small group to complete tasks.
- 5.1.4** Recognize and supports differences in self and others.
- 5.1.5** Participate in games, activities and dances from other cultures.
- 5.1.6** Demonstrate appropriate problem solving strategies.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5-6
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate the use of skills in more complex performance situations (e.g., modified versions of team and individual sports, dance and gymnastic sequences). Students use specialized skills in selected sport, outdoor recreation, dance and gymnastic activities (e.g., ultimate frisbee, three-on-three basketball, in-line skating).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 6th grade, students will be able to:

- 1.1.1** Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns.
- 1.1.2** Demonstrate a variety of skills in complex situations of selected movement forms.
- 1.1.3** Demonstrate beginning strategies for invasion, wall/net, fielding/striking and target games.

Standard 2: Movement Knowledge

Students use and apply movement concepts and principles to improve performance. Students transfer information between skills, and recognize and use basic offensive and defensive strategies.

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 6th grade, students will be able to:

- 2.1.1** Apply concepts, conditioning and practice principles to improve performance in specific settings and situations.
- 2.1.2** Transfer information between skills.
- 2.1.3** Identify and utilizes offensive and defensive strategies in different settings and situations.

Standard 3: Physically Active Lifestyle

Students participate in and out of class to improve and maintain an active lifestyle utilizing choices that are based on personal interests and capabilities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 6th grade, students will be able to:

- 3.1.1** Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hrs per day with several bouts of physical activity lasting 15 min.)
- 3.1.2** Recognize physical activity as a positive opportunity for social and group interaction.
- 3.1.3** Seek personally challenging experiences in physical activity.
- 3.1.4** Monitor and assesses time spent in physical activities.

Standard 4: Personal Fitness

Students participate in moderate to vigorous activity in a variety of settings for longer periods of time. Students use health related fitness component information to assess and improve their overall fitness performance.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 6th grade, students will be able to:

- 4.1.1** Participate in and monitor moderate to vigorous physical activity in a variety of settings.
- 4.1.2** Modify strategies to achieve personal fitness goals.
- 4.1.3** Work independently with minimal supervision to achieve personal fitness goals.

Standard 5: Personal and Social Responsibility

Students follow rules, procedures, safe practices, and utilize their time appropriately. Students demonstrate cooperative skills in competitive and non-competitive activities. Students show respect and seek to know more about the similarities and differences amongst others (e.g., cultural, gender, ability, sexual orientation, ethnicity).

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 6th grade, students will be able to:

- 5.1.1** Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time.
- 5.1.2** Work cooperatively in competitive and non-competitive activities.
- 5.1.3** Respect and recognize the uniqueness and differences of oneself and others.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7-8
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate an increased competency in basic activity skills and are able to participate successfully in dance activities, outdoor pursuits and modified versions of team and individual sports.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 8th grade, students will be able to:

- 1.1.1** Demonstrate increasing competence and strategies in more specialized skills and in invasion, wall/net, fielding/striking, and target games through the use of modified games.
- 1.1.2** Adapt and combine skills to meet the demands of increasingly complex situations.
- 1.1.3** Use basic offensive and defensive strategies in a modified version of a team sport and individual sport
- 1.1.4** Display competence in a variety of rhythms and dance forms.
- 1.1.5** Display competence in basic skills to participate in outdoor pursuits.

Standard 2: Movement Knowledge

Students exhibit more advanced knowledge and understanding exemplified through the application of movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance.

Goal 2.1: Demonstrate understanding movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 8th grade, students will be able to:

- 2.1.1** Describe training and conditioning principles for specific physical activities.
- 2.1.2** Identify the critical elements of movement concepts as they relate to performance.
- 2.1.3** Explain and demonstrate game strategies for invasion, wall/net, fielding/striking, and target games.
- 2.1.4** Observe and identify characteristics of highly skilled performance that enable success in an activity.

Standard 3: Physically Active Lifestyle

Students develop avenues of self-expression, self-confidence and self-esteem enhanced through challenge and social interaction as students discover renewed enjoyment through participation in a variety of physical activities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 8th grade, students will be able to:

- 3.1.1** Participate in daily physical activities to enhance self-confidence by accomplishing personal goals.
- 3.1.2** Explore a variety of new and challenging physical activities for personal interest, self-expression and social interaction in and out of the physical education class
- 3.1.3** Establish personal physical activity goals that meet individual needs and enhance personal enjoyment.

Standard 4: Personal Fitness

Students meet and sustain acceptable levels of health-related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance), through participating in a variety of physical activities.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 8th grade, students will be able to:

- 4.1.1** Demonstrate health-related fitness by meeting gender and age-related fitness standards as defined by approved tests.
- 4.1.2** Participate in a variety of health-related fitness activities in and out of physical education.
- 4.1.3** Assess physiological indicators of exercise during and after physical activity.
- 4.1.4** Apply basic principles of training to improve physical fitness goals.

Standard 5: Personal and Social Responsibility

Students voluntarily and cooperatively participate in physical activities with persons of diverse characteristics and backgrounds (culture, ethnicity, sexual orientation, motor performance, disabilities, physical characteristics, gender, age, race and socio-economic status) while demonstrating ethical behavior in sport, and adhering to rules and procedures.

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 8th grade, students will be able to:

- 5.1.1** Apply safety procedures when participating in all physical activities.
- 5.1.2** Solve problems by analyzing potential consequences when confronted with a behavioral choice.
- 5.1.3** Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.

- 5.1.4** Willingly join others of diverse characteristics and backgrounds during physical activity.
- 5.1.5** Recognize the role of sport, games and dance in modern culture.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students develop the movement/physical skills needed to participate in physical activities at a competent or advanced level. Students, as competent movers, have the ability to independently and safely participate in an activity and maintain a level of continuity that makes participation enjoyable. Students have the ability to apply complex skills and strategies to consistent performance of a physical activity in a regulation form, rather than modified forms of the activity.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 12th grade, students will be able to:

- 1.1.1** Demonstrate a competent skill level in three individual activities (e.g. dance, aquatics, gymnastics, golf, archery, skiing, in-line skating, backpacking, bicycling, disc golf, weight training, bowling).
- 1.1.2** Demonstrate a competent skill level in two dual sports (e.g. tennis, badminton, pickleball, table tennis, racquetball, handball).
- 1.1.3** Demonstrate a competent skill level in two team-related activities (e.g. soccer, softball, basketball, floor or field hockey, volleyball).

Standard 2: Movement Knowledge

Students have developed sufficient knowledge and ability to independently acquire new skills while continuing to refine existing ones. Students independently and routinely use a wide variety of increasing complex concepts. Students include application of concepts from disciplines such as motor learning and behavior, sport psychology and sociology, biomechanics, and exercise physiology.

Goal 2.1: Demonstrate understanding movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 12th grade, students will be able to:

- 2.1.1** Know and understand pertinent scientifically based information regarding movement performance.
- 2.1.2** Apply advanced movement-specific information to physical activity.
- 2.1.3** Integrate discipline-specific knowledge to enable the independent learning of movement skills.

Standard 3: Physically Active Lifestyle

Students transfer what they have learned in physical education to the development and maintenance of a healthy lifestyle outside of class that includes daily participation in physical activity. Students choose between those activities that are and are not personally meaningful and accessible, based on personal interests and capabilities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 12th grade, students will be able to:

- 3.1.1** Participate daily in physical activity both in and out of school settings.
- 3.1.2** Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.
- 3.1.3** Analyze factors that influence personal physical activity patterns throughout life.

Standard 4: Personal Fitness

Students independently achieve, assess and maintain personal health-related fitness goals and are motivated to do so. Students utilize basic principles of training to design personal fitness and physical activity programs that encompass all components of health-related fitness. Components include cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 12th grade, students will be able to:

- 4.1.1** Demonstrate health-related fitness by meeting gender and age-related fitness standards as defined by approved tests.
- 4.1.2** Develop an appropriate physical fitness program, and apply appropriate technology to achieve and maintain physical fitness.
- 4.1.3** Demonstrate an understanding that physical fitness is a part of a lifelong wellness program.

Standard 5: Personal and Social Responsibility

Students demonstrate the ability to initiate responsible behavior, function independently and positively influence the behavior of others in physical activity settings. Students demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures and etiquette in all physical activity settings. They exhibit respect for individual similarities and differences through positive interaction among participants in physical activity. Students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 12th grade, students will be able to:

- 5.1.1** Initiate independent and responsible personal behavior in physical activity settings.
- 5.1.2** Accept the responsibility for taking a leadership role, and willingly follow as appropriate in order to accomplish group goals.
- 5.1.3** Develop strategies for including persons of diverse backgrounds and abilities in physical activity setting.

D. SUBJECT:

Local Wellness Policy Public Law 108-265 of the Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act

BACKGROUND:

- On June 30, 2004, the President signed Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, Section 204 of this law requires school districts participating in the National School Lunch Program and/or School Breakfast Program to develop a local wellness policy that addresses student wellness and the growing problem of childhood obesity, by School Year 2006. If interested you can find the entire Child Nutrition and WIC Reauthorization Act at <http://edworkforce.house.gov/publications/cnacomps/cnwra04.pdf>

DISCUSSION:

In response to requests for guidance on developing such policies, the Child Nutrition Division in the Department of Education has developed a homepage to help with assisting these programs in their efforts. To view wellness information and policies, go to <http://www.sde.state.id.us/child/> click on 'Wellness Policy' at the upper right hand corner to access Wellness Policy, Key Facts, Getting Started, Local Examples, Sample Policies and Related Links.

Components of a Wellness Policy

As required by law, a local wellness policy, at a minimum, shall include:

- Goals for *nutrition education, physical activity and other school-based activities* that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- *Nutrition guidelines* selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- *Guidelines for reimbursable school meals*, which are no less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to Subsections (a) and (b) of Section 10 of the Child Nutrition

Act (42 U.S.C. 1779) and Section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools; (website link provided below). This requirement implies that districts must ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220.

- A plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's local wellness policy;
- *Community involvement*, including parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

ATTACHMENT:

1. PDF file of Local Wellness Policy Law,
<http://www.fns.usda.gov/tn/Healthy/108-265.pdf>

Section 204 of Public Law 108-265—June 30, 2004

Child Nutrition and WIC Reauthorization Act of 2004

SEC. 204 LOCAL WELLNESS POLICY

(a) **IN GENERAL** - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local educational agency that, at a minimum—

- 1) Includes goals for nutrition education, physical activity and other school- based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- 2) Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- 3) Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools;
- 4) Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy; and
- 5) Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

(b) TECHNICAL ASSISTANCE AND BEST PRACTICES. -

(1) **IN GENERAL.** - The Secretary, in coordination with the Secretary of Education and in consultation with the Secretary of Health and Human Services, acting through the Centers for Disease Control and Prevention, shall make available to local educational agencies, school food authorities, and State educational agencies, on request, information and technical assistance for use in—

- (A) Establishing healthy school nutrition environments;
- (B) Reducing childhood obesity; and
- (C) Preventing diet-related chronic diseases.

(2) **CONTENT.** - Technical assistance provided by the Secretary under this subsection shall—

- (A) Include relevant and applicable examples of schools and local educational agencies that have taken steps to offer healthy options for foods sold or served in schools;
- (B) Include such other technical assistance as is required to carry out the goals of promoting sound nutrition and establishing healthy school nutrition environments that are consistent with this section;
- (C) Be provided in such a manner as to be consistent with the specific needs and requirements of local educational agencies; and
- (D) Be for guidance purposes only and not be construed as binding or as a mandate to schools, local educational agencies, school food authorities, or State educational agencies.

(3) FUNDING. -

(A) **IN GENERAL.** – On July 1, 2006, out of any funds in the Treasury not otherwise appropriated, the Secretary of the Treasury shall transfer to the Secretary of Agriculture to carry out this subsection \$4,000,000, to remain

available until September 30, 2009.

(B) RECEIPT AND ACCEPTANCE. – The Secretary shall be entitled to receive, shall accept, and shall use to carry out this subsection the funds transferred under subparagraph (A), without further appropriation.