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SUBJECT
Superintendent of Public Instruction Update to the State Board of Education.

REFERENCE
June 2015
The Board requested the Superintendent update them on the progress of the Mastery Based Education Committee, the Teacher Evaluation Review Committee, and the spring 2015 ISAT administration.

BACKGROUND/DISCUSSION
Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education. In addition to the general update the Superintendent will provide an update to the Board on the progress of the Mastery Based Education Committee, the Teacher Evaluation Review Committee, the Building Safety and Bullying legislation, and the spring 2015 ISAT administration.

ATTACHMENTS
Attachment 1 - Mastery Based Education Report Page 3
Attachment 2 - Professional Evaluation Review Committee (PERC) Page 5
Attachment 3 – Bullying Update Page 9

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
Mastery Based Education Committee Report

The Mastery Education Committee met June 18th and 19th in Boise and began the assigned work of House Bill 110 (2015). The goals of the committee include: identifying implementation roadblocks and possible solutions; developing recommendations related to the incubator program; assisting in conducting a statewide awareness campaign and helping to facilitate the planning and implementation of an incubator program. The overall goal of mastery education is to measure learning and performance rather than time in school.

The committee members represent the six regions of the state and are from a mix of rural/small school and larger districts. There are six teachers, seven administrators/superintendents, and five other representatives. The other representatives include a special education director, curriculum director, board member, IDLA director, and research coordinator. Their level of experience with mastery education ranges from none at all to experienced practitioners.

The meeting started with reviewing H 110 and the associated expectations. The committee started a list of frequently asked questions (FAQs) and challenges related to making major changes associated with instruction. The FAQs will be used in part when communicating with the public and will be part of the awareness campaign. The challenges discussion is the start of the solutions to potential roadblocks.

The next step was developing common definitions and language for the work to be accomplished. Mastery versus competency versus proficiency was discussed at great length, as were incubator versus pilot. The committee felt it was important to understand why the legislators chose the words they did and to make sure the difference between the various concepts can be explained.

The committee reviewed the Governor’s Task Force recommendations related to mastery education. They spent time discussing each recommendation and the implications. There was agreement with most of the recommendations; however, the committee felt very strongly about local control and the recommendation to mandate implementation. The committee felt State mandates would lead to failure and pushback; whereas, allowing district choice and emphasizing successful programs would encourage change.

A majority of the first meeting was spent reviewing the existing and planned mastery programs in Idaho and other states. The committee representatives started by explaining what was happening in their school and/or district; how they arrived at the decision for mastery education; and discussed the resources they have used. They also shared the challenges they faced and their current needs. Overall, the committee was surprised at the “great number of voices” in the state implementing mastery education. There are a variety of methods for implementing mastery and it will look different in each school and district. The leaders implementing mastery said the reason for their success was their governing boards and leadership teams who provided the needed flexibility and trust to implement mastery education. Their hope was that the State would do the same.
The discussion then expanded to mastery education in other states. Committee members spoke from personal experience about other states’ initiatives and research they had conducted. Each state is approaching mastery education differently and while the name may be different, the emphasis is the same. The committee discussed the roadblocks and challenges that other states have experienced. Additionally, the committee looked at the application process and materials for other states’ programs. The applications ranged from very short and simple to very extensive and complex (10 pages long for the shortest to 176 pages for the longest.) The review of other states’ applications will be used for developing Idaho’s.

The committee finished by working on awareness and communication messages. They worked in their “job-alike” groups and also by region. The entire committee decided that it will be important to share the same message throughout the state. “It doesn’t matter where the students live in Idaho; we all want the best education for them.” The committee suggested using students to help with the awareness campaign as a method for demonstrating what mastery education looks like.

The next committee meeting is scheduled for July 23 & 24, 2015. The committee will be working on answers for the FAQs; looking at the challenges, roadblocks and possible solutions; refining a draft application for the incubator program; and discussing the financial needs for the implementation of the incubator program.
Professional Evaluation Review Committee Recommendations

July 22, 2015

Below are the recommendations from the Professional Evaluation Review Committee (PERC) for the independent review of evaluations pursuant to 33-1004B Subsection 4. There are also additional recommendations for definitions and next steps in teacher evaluation.

**Purpose of Teacher Evaluation**

The purpose of teacher evaluation is to enhance effective teaching, student achievement and growth by utilizing a common framework, which provides a basis for:

- personnel decisions
- professional development opportunities
- recognition of teacher performance

**Definitions**

**Fidelity** (from Wikipedia framework for Program Evaluation): “the term fidelity denotes how closely a set of procedures were implemented as they were supposed to have been.”

**Observation** is the examination of one teaching episode. The observer documents what was seen during the teaching episode.

**Evaluation** is the determination of performance over a period of time. It includes multiple measures in order to make a determination of overall performance.
**Independent Evaluation Review Process**

**Items to Review & Data Elements to Record**

The following would be completed by the independent reviewers. This could be accomplished on site (district office), or electronically. Since evaluations are not due until May 1 of each year, the actual review would need to occur after.

<table>
<thead>
<tr>
<th>Items Reviewed</th>
<th>Data Element</th>
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</thead>
<tbody>
<tr>
<td>What are the components that were on the IPLP?</td>
<td>List components</td>
</tr>
<tr>
<td>Does the professional practice portion include all 22 components of the Charlotte Danielson Framework – Second Edition?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Record the levels of performance for each component?</td>
<td>1,2,3,4 for each component.</td>
</tr>
<tr>
<td>What are the dates of the two documented observations?</td>
<td>Dates</td>
</tr>
</tbody>
</table>
| Which additional measure(s) was included to inform professional practice?     | • Student Input  
                                | • Parent Input  
                                | • Portfolio  
                                | • None   |
| Which measures were used for student achievement?                             | • ISAT  
                                | • Student learning objectives  
                                | • Formative assessments  
                                | • Teacher-constructed assessments of student growth  
                                | • Pre-and post-tests  
                                | • Performance based assessments  
                                | • Idaho Reading Indicator  
                                | • College entrance exams such as PSAT, SAT and ACT  
                                | • District adopted assessment  
                                | • End of course exams  
                                | • Advance placement exams  
                                | • None   |
| What is the summative rating?                                                 | Summative Rating |
| Does the summative rating include combining professional practice (67%) and student achievement (33%)? | Yes/No |
What is the date of the summative evaluation?  Date
Was it completed by May 1st?  Yes/No
Is there a written evaluation policy?  Yes/No

Additional Data to Collect
The following would be sent to all teachers and administrators in order to collect data on the implementation of the evaluation process. The data would be disaggregated and reported.

<table>
<thead>
<tr>
<th>Additional Data to Gather</th>
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<tbody>
<tr>
<td>Teacher Survey</td>
</tr>
<tr>
<td>• Questions that would refer to same items above.</td>
</tr>
<tr>
<td>Administrator Survey</td>
</tr>
<tr>
<td>• Questions that would refer to same items above.</td>
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Independent Reviewers
The following is a list of qualification for the independent reviewers and the list of possible independent reviewers.

Qualifications
- Basic understanding of Danielson Framework for Teaching
- Educational/Instructional Experience
- Understanding of Educational Assessment
- Bachelor Degree
- Proficient in Microsoft Word and Excel

List of Possible Independent Reviewers
- Teachers
- Administrators
- University Faculty/Graduate Students
- Outside Contractors
- Retired

Random Selection
The following is the process for random selection. This would be a pilot year as this is the first year that independent reviews of evaluations will be conducted.

- All selections completed randomly.
- There are approximately 800 principals and vice-principals in Idaho.
- Randomly selecting 165 principals/vice-principals will give an 85% confidence level.
- Of the 165 principals/vice-principals chosen, randomly select 2 evaluations to review.

Teacher Evaluation Next Steps
Is the Danielson Framework, the correct tool?
• The committee believes the Danielson Framework is the correct tool. The issue is not whether the tool is or is not the correct tool; it is whether the framework is being implemented with fidelity. The tool is resource intensive – hence one reason it is recognized as a valuable tool for professional growth and can be used for personnel decisions.
• PERC recommends further training in the Danielson framework for administrators AND teachers.
• PERC recommends additional funding for administrator FTE in order for administrators to be able to implement the framework with fidelity.

**PERC Members**

- Patricia Greer, Teacher, Post Falls School District
- Charlotte McKinney, Teacher, Mountain View School District
- Karen Dillon, Teacher, Nampa School District
- Susan Webb, Teacher, Jerome School District
- Blas Telleria, Director of Human Resources, Boise School District
- Peter McPherson, Superintendent, Challis School District
- Tyler Matlock, Vice-Principal, Twin Falls School District
- David Sotutu, Principal, Marsh Valley School District
- Shalene French, Director of Human Resources, Bonneville School District
- David Brinkman, School Board Chairman, Boundary School District
- Kathy Siddoway, Retired High School Principal/Education Consultant
- Jennifer Snow, Associate Dean – Teacher Education, Boise State University
- Christina Linder, Associate Dean – College of Education, Idaho State University
- Taylor Raney, Director of Teacher Education, University of Idaho
School Safety / Bullying Legislation

1. Partnership with Division of Building Safety (DBS) to expand safety inspections and assess school threats

The SDE and DBS are convening a focus group of subject matter experts to review the 2013 / 2014 threat assessment results, revise Idaho’s threat assessment tool, direct the collection of threat assessment data from the 74 schools previously assessed to identify improvements made or barriers to improvements, establish statewide policies, procedures and recommendations for school safety and enhance DBS’ safety / security inspection and training program. The focus group is scheduled to meet for the first time on July 21 to begin work.

2. Gather stakeholder feedback on HB 246 (bullying legislation) rulemaking

The SDE has crafted clarifications regarding the implementation of HB 246 for potential rulemaking. The clarifications include definitions, examples, thresholds for reporting and baseline activity to meet the intent of the law. The clarifications are currently under review by IEA, IASA, ISBA and NWPE. Next steps include incorporating feedback from stakeholders and compiling professional development resources to facilitate local decision-making on training providers.
SUBJECT
Proposed Rule - IDAPA 08.02.02.004.01, Rules Governing Uniformity, Incorporation by Reference/Idaho Standards for Initial Certification of Professional School Personnel

REFERENCE
April 16, 2015
Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel adding standards for Computer Science and Engineering teachers and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.

August 14, 2015
Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel revising the Idaho Foundation and Enhancement Standards for School Counselor, Special Education Generalist, Special Education Director and School Psychologists and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.

August 15, 2013
Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel revising the English Language Arts, Gifted and Talented, Library Media Specialist, Literacy, School Administrator foundation, Principal, School Superintendent and Special Education Director standards and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION
The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following endorsements were reviewed by committees of content experts and are ready for submission: Communication Arts Foundation (pg. 40), Journalism (pg. 44), Speech and Debate (pg. 48), Blended Early Childhood Education (pg. 58), Health (pg. 100), Physical Education (pg. 122), Social Studies Foundation (pg. 181), Economics (pg. 185), Geography (pg. 189), American Government/Political Science (pg. 193), History (pg. 197), Blind and Visually Impaired (pg. 209), Deaf/Hard of Hearing (pg. 219), School Psychologist (pg. 290), and School Social Worker (pg. 305). All of the listed standards and endorsements were revised to better align with national standards and best practices and then presented to the Professional Standards Commission.
for consideration. The Professional Standards Commission has reviewed and recommends approval of all of the proposed revisions.

ATTACHMENTS
Attachment 1 – IDAPA 08.02.02.04.01, Rules Governing Uniformity  Page 5

STAFF COMMENTS AND RECOMMENDATIONS
The Idaho Standards for Initial Certification of Professional School Personnel are incorporated by reference into Administrative Rule as a single document, as such it has the force and effect of Administrative Code (law) and may only be amended with approval by the Board through the rule making process. Because the standards are incorporated as a single document the entire document is presented to the Board and reapproved each time it is amended. Due to the size of the document this makes the review of the individual sections that have been amended difficult to find within the document. Board staff would recommend that at a future date the Department consider bringing a rule forward to the Board that breaks the standards up into subject areas or other logical combinations of sections allowing individual sections to be approved at a time similar to the Idaho Content Standards.

At the February 2015 Regular Board meeting the Professional Standards Commission recommended and the Board approved a Computer Science and Engineering Teacher Preparation Program at Boise State University as official vehicles for receiving an Idaho Educator Credential/Endorsement with the understanding that standards for the respective endorsements and specific endorsements in these two areas would be brought back this year for consideration by the Board. The Department brought forward an amendment to the Idaho Standards for Initial Certification of Professional School Personnel at the April 2015 Regular Board meeting adding standards for computer science (pg. 52) and engineering (pg. 73). These amendments were approved at that time and incorporated into a proposed rule. That amendments are included in the document provided for Board approval at this time and the proposed notice on this rule, if it is approved, will need to include those subject areas as changes in addition to the revisions currently being considered for approval.

BOARD ACTION

Moved by __________ Seconded by __________ Carried Yes _____ No _____
AND
I move to approve the proposed rule change to IDAPA 08.02.02.04.01, Rules Governing Uniformity, Incorporation By Reference as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
THIS PAGE INTENTIONALLY LEFT BLANK
004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF

PROFESSIONAL SCHOOL PERSONNEL

Idaho State Board of Education

Idaho State Department of Education

July 1, 2017

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education Approval - April 16, 2015 August 13, 2015)
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### Pupil Personnel Standards (non-teaching)

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Idaho Standards for Initial Certification of Professional School Personnel
Summary & Background

Overview of the Past Standards
The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program.
review team when evaluating for program accreditation.
Revised Idaho Core Teacher Standards (InTASC 2011)

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

**Example of content area Enhancements:**

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners. In other words, Core Standard 1 basically states that the teacher must know the subject and how to create meaningful learning experiences.**

Examples an Enhancement to Standard 1:

**For Language Arts:** The teacher integrates reading, writing, speaking, listening, viewing, and language study.

**For Math:** The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that every teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)
In no case are there more than 12 overall standards for any subject area.

**Pupil Personnel and Administrator Certification Standards**

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

**The Process of Idaho Standards Development and Maintenance**

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).
Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

2. The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance
1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

2. The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition
1. The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

2. The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

3. The teacher takes responsibility for promoting learners’ growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

Performance
1. The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

4. The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
Disposition
1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance
1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition
1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4. The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance
1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.


4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.

5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

Disposition
1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2. The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4. The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing
learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.

8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Performance
1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

3. The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. The teacher develops and implements supports for learner literacy development across content areas.

Disposition
1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
Instructional Practice
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance
1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition
1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

2. The teacher takes responsibility for aligning instruction and assessment with learning goals.

3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands content and content standards and how these are organized in the curriculum.

2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6. The teacher knows when and how to adjust plans based on assessment information and learner responses.

7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance
1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

2. The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g.,
  special educators, related service providers, language learning specialists, librarians,
  media specialists) to design and jointly deliver as appropriate learning experiences to meet
  unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically
  adjusts plans to meet each student’s learning needs and enhance learning.

Disposition
1. The teacher respects learners’ diverse strengths and needs and is committed to using this
   information to plan effective instruction.

2. The teacher values planning as a collegial activity that takes into consideration the input of
   learners, colleagues, families, and the larger community.

3. The teacher takes professional responsibility to use short- and long-term planning as a
   means of assuring student learning.

4. The teacher believes that plans must always be open to adjustment and revision based on
   learner needs and changing circumstances.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of
instructional strategies to encourage learners to develop deep understanding of content areas
and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher understands the cognitive processes associated with various kinds of
   learning (e.g., critical and creative thinking, problem framing and problem solving,
   invention, memorization and recall) and how these processes can be stimulated.

2. The teacher knows how to apply a range of developmentally, culturally, and linguistically
   appropriate instructional strategies to achieve learning goals.

3. The teacher knows when and how to use appropriate strategies to differentiate instruction
   and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal,
   digital, visual) convey ideas, foster self-expression, and build relationships.

5. The teacher knows how to use a wide variety of resources, including human and
   technological, to engage students in learning.

6. The teacher understands how content and skill development can be supported by media and
   technology and knows how to evaluate these resources for quality, accuracy, and
   effectiveness.
Performance
1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition
1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
Professional Responsibility
Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

4. The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance
1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition
1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence
interferes with learning.

3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. The teacher uses and generates meaningful research on education issues and policies.

9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
2. The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

4. The teacher takes responsibility for contributing to and advancing the profession.

5. The teacher embraces the challenge of continuous improvement and change.
Standards for Bilingual Education and ENL (English as a New Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

**Performance**

1. (Bilingual only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students’ linguistic and cultural diversity.

4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Knowledge**

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students’ educational experiences.

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

**Performance**

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students’ stages of
language acquisition.

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.**

**Knowledge**
1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student’s first language may influence second language production (ex: accent, code-switching, inflectional endings).

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

**Performance**
1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students’ language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development.

4. The teacher provides appropriate accommodations that allow students to access academic content.

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.**

**Knowledge**
1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
2. The teacher has a repertoire of effective strategies that promote students’ critical thinking and problem solving at all stages of language development.

**Performance**
1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students’ critical thinking and problem solving at all stages of language development.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**
1. The teacher understands the influence of culture on student motivation and classroom management.

**Performance**
1. The teacher demonstrates a culturally responsive approach to classroom management.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Knowledge**
1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

**Performance**
1. The teacher demonstrates competence in facilitating students’ acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher understands how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance
1. The teacher creates and delivers lessons that incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. (Bilingual only) The teacher understands how to measure students’ level of English language proficiency and second target language proficiency.

3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students’ academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students’ families, and to colleagues.

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance
1. The teacher selects and administers assessments suited to the students’ culture, literacy and communication skills.
2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance
1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge
1. The teacher understands the benefits of family and community involvement in students’ linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance
1. The teacher creates family and community partnerships that promote students’ linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.

3. The teacher assists other educators and students in promoting cultural respect and validation of students’ and families’ diverse backgrounds and experiences.
GLOSSARY OF TERMS

ACTFL Proficiency Guidelines

A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)
An organization for world language professionals of K-12 and higher education

Articulatory System
The mechanism by which the sounds of a language are produced

Bilingual Education Program
An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy
The ability to read and write in two languages

Code-switching
A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)
Refers to the teaching of English to speakers of other languages

Inflectional Endings
Grammatical markers or suffixes used in standard conventional language production

Primary Language
An individual’s most developed language

Register
The usage of language in a particular social context
ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

Center for Research on the Educational Achievement and Teaching of English Language Learners

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

REFERENCES

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.

5. The teacher understands how symbolism and language affect communication.

6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.

7. The teacher knows methods and steps of problem solving in communication arts.

8. The teacher understands the impact of outside social structures and institutions—including historical, political, social, economic, and cultural perspectives—on communication processes and messages.

Performance
1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, and debate).

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

4. The teacher presents communication as a process consisting of integral components.

5. The teacher explains various methods of organization and their effects on the communication process.

6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 2: Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs—The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.
Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills — The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Assessment of Student Learning — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher understands contemporary legal standards relating to communication and media.
Performance

1. The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard 10: Partnerships—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Knowledge**

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).
2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition, and processing).

4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.

6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic and scholastic press law and ethics.

13. The teacher understands the role of journalism in democracy.

Performance

1. The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.

2. The teacher presents and requires students to-student application of design and layout techniques.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.
Standard 2: Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs—The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills—The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Communication Skills—The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills—The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Assessment of Student Learning—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Commitment and Responsibility—The teacher is a reflective
practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

**Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**

**Standard #4: Knowledge of Subject Matter —The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

**Knowledge**

1. The teacher understands the models of interpersonal communication.

2. The teacher knows the processes and types of hearing and active listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).

5. The teacher understands rhetorical theories and practices.

6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).

7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).

12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, and debate).

13. The teacher knows how to identify and minimize communication anxiety.

**Performance**

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4. The teacher provides instruction in presenting for various integrating digital media and visual displays to enhance presentations.

5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.

8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

**Standard 2: Knowledge of Human Development and Learning** — The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** — The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

**Standard 4: Multiple Instructional Strategies** — The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

**Standard 5: Classroom Motivation and Management Skills** — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard #5: Application of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard 6: Communication Skills** — The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Standard #6: Assessment**. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard 7: Instructional Planning Skills** — The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard #7: Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8: Assessment of Student Learning** — The teacher understands, uses, and
interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9: Professional Commitment and Responsibility.** The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10: Partnerships.** The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and wellbeing.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Computer Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers’ Association (CSTA).

The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Knowledge**
1. The teacher understands digital citizenship.

**Performance**
1. The teacher promotes and models digital citizenship.

2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Knowledge**
1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
Performance
1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.

2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Performance
1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.

2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands data representation and abstraction.

2. The teacher understands how to effectively design, develop, and test algorithms.

3. The teacher understands the software development process.


5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

6. The teacher understands the role computer science plays and its impact in the modern world.

7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.
8. The teacher understands the many and varied career and education paths that exist in Computer Science.

**Performance**

1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:

   i. Effectively uses primitive data types.

   ii. Demonstrates an understanding of static and dynamic data structures.

   iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.

   iv. Effectively uses modeling and simulation to solve real-world problems

2. The teacher effectively designs, develops, and tests algorithms. The teacher:

   i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.

   ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.

   iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.

   iv. Effectively uses two or more development environments.

   v. Demonstrates knowledge of varied software development models and project management strategies.

   vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.

3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:

   i. Demonstrates an understanding of data representation at the machine level.

   ii. Demonstrates an understanding of machine level components and related issues of complexity.

   iii. Demonstrates an understanding of operating systems and networking in a structured computing system.
iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices.

4. The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:

i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.

ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.

5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Performance
1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

2. The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher understands the creation and implementation of multiple forms of assessment using data.

Performance
1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance
1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance
1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Performance
1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.
2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.

3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands the process and value of partnerships with industry and other organizations.

Performance
1. The teacher is active in the professional computer science and industrial community.
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Early Childhood/Blended Early Childhood Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

* This language was written by a committee of content experts and has been adopted verbatim

Standard 2: Knowledge of Human Development and Learning. The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The early childhood educator knows that family systems are inextricably tied to child development.

2. The early childhood educator understands the typical and atypical development of infants’ and young children’s attachments and relationships with primary caregivers.

3. The early childhood educator understands how learning occurs and that young children’s
development influences learning and instructional decisions.

4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.

5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, and trauma, protective factors and resilience, and the development consequences of the child’s mental health.

6. The early childhood educator understands the importance of supportive relationships on the child’s learning, emotional, and social development.

7. The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.

2. The early childhood educator addresses collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience, the development of mental health, and the importance of supportive relationships.

3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard 3: Adapting Instruction for Individual Needs — The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The early childhood educator knows understands aspects the continuum of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The early childhood educator understands variations of beliefs, traditions, and values
3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The early childhood educator knows how to access information regarding specific children’s needs and disability-related issues (e.g. medical, support, and service delivery).

5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children’s learning differences, and to provide access to an inclusive learning environment.

Performance
1. The early childhood educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard 5: Classroom Motivation and Management Skills — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The early childhood educator understands the importance and use of routines as a teaching strategy.

2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.

3. The early childhood educator understands applicable laws, rules, and regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.

4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical
considerations inherent in behavior management.

5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

7. The early childhood educator understands that the child’s primary teacher is the parent.

8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Performance

1. The early childhood educator promotes opportunities for young-all children in natural and inclusive settings.

2. The early childhood educator embeds learning objectives within everyday routines and activities.

3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.

4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.

6. The early childhood educator plans and implements the least intrusive and intensive intervention consistent with the needs of children.

7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.

8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences
that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The early childhood educator knows how young children integrate domains of development (language, cognition, social- and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).

2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood Licensure and Personnel Preparation Standards.

3. The early childhood educator understands the process of self-regulation that assists young children to identify and cope with emotions.

4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The early childhood educator understands the elements of play and how play assists children in learning.

6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The early childhood educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The early childhood educator understands the acquisition of self-help skills that facilitate the child’s growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).

9. The early childhood educator understands the comprehensive nature of children’s wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance
1. The early childhood educator demonstrates the application of theories and educational...
models in early childhood education and special education practices.

2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

3. The early childhood educator differentiates fundamental knowledge practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

**Standard 6: Communication Skills**—The teacher uses a variety of communication techniques to foster learning and communication skills.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**

1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

2. The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.

3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.

4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).

5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

**Performance**

1. The early childhood educator adjusts language and communication strategies for the developmental age and stage of the child effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).

2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.
3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g., impulse control, problem solving, exploration).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

2. The early childhood educator knows that developmentally appropriate assessment procedures reflect children’s behavior over time and rely on regular and periodic observations and record keeping of children’s everyday activities and performance.

3. The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

4. The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance
1. The early childhood educator assesses all developmental domains (e.g., social- and emotional, fine and gross motor, cognition, communication, and self-help).

2. The early childhood educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.

4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.
5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g., observation, checklists, norm-referenced).

6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

**Standard 7: Instructional Planning Skills**—The teacher plans and prepares instruction-based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Knowledge**

1. The early childhood educator understands theory and research that reflect currently recommended professional practice for working engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).

2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

**Performance**

1. The early childhood educator designs meaningful play child-initiated inquiry experiences and integrated learning opportunities that are scaffolded for the developmental needs of young all children.

2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children’s development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).

3. The early childhood educator supports facilitates transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).

4. The early childhood educator analyzes activities and tasks and uses procedures for determining and monitoring children’s skill levels and progress.

5. The early childhood educator evaluates and links children’s skill development in relation to developmental norms and state-adopted standards.

**Standard 4: Multiple Instructional Strategies**—The teacher understands and uses a variety of instructional strategies to develop student learning.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Performance
1. The early childhood educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).

2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Performance
1. The early childhood educator practices behavior congruent with the NAEYC Licensure Standards for Early Childhood Professional Preparation.

2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Standard 10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The early childhood educator knows about state and national professional organizations (e.g., the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (CEC/DEC) Code of Ethics.

2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The early childhood educator knows community, state, and national resources available for young children and their families.

4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.

5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The early childhood educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The early childhood educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a professional and culturally responsive manner.

Performance
1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.

2. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services,
childcare programs, school, and community) to support the child’s development and learning.

32. The early childhood educator identifies and accesses community, state, and national resources for young children and families.

43. The early childhood educator advocates for young children and their families.

54. The early childhood educator creates a manageable system to maintain all program and legal records for children.

65. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

67. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.
Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.

4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students’ abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

8. The teacher understands the comprehensive nature of students’ physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.

11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Performance
1. The teacher models the appropriate and accurate use of language arts.

2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.

3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.
5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.

6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Knowledge**
1. The teacher understands that young children’s and early adolescents’ literacy and language development influence learning and instructional decisions.

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

**Performance**
1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**

**Knowledge**
1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

**Performance**
1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.**
Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands the importance of teaching and re-teaching classroom expectations.

2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance
1. The teacher consistently models and teaches classroom expectations.

2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Engineering Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher understands how to design developmentally appropriate engineering activities and assignments.

Performance
1. The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.
2. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.
Performance
1. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.

2. The teacher provides appropriate accommodations that allow students to access academic content.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).

2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.

3. The teacher knows the components of an effective classroom management plan.

4. The teacher understands how social groups function and influence individuals, and how individuals influence groups.

5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.

6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

Performance
1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.

2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.

3. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.

4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.

5. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and
independently, resolve conflicts, and engage in purposeful learning activities.

6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

7. The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).

8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands the principles and concepts of engineering design.

2. The teacher understands the role of mathematics in engineering design and analysis.

3. The teacher understands the role of natural and physical sciences in engineering design and analysis.

4. The teacher understands the ethical issues and practices of the engineering profession.

5. The teacher understands the importance of team dynamics and project management in engineering projects.

Performance
1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.

2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community.

3. The teacher is able to work in a learning community/project team.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the communication needs of diverse learners.
2. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.

3. The teacher understands strategies for promoting student communication skills.

4. The teacher knows the symbols, terminology, and notations specific to engineering.

5. The teacher recognizes the importance of oral and written communication in the engineering discipline.

**Performance**

1. The teacher is a thoughtful and responsive listener.

2. The teacher adjusts communication so that it is developmentally and individually appropriate.

3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.

4. The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.

5. The teacher demonstrates the ability to communicate effectively orally and in writing.

6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).

7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

8. The teacher uses the symbols, terminology, and notations specific to engineering.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Knowledge**

1. The teacher understands the purposes of formative and summative assessment and evaluation.

2. The teacher knows how to use multiple strategies to assess individual student progress.

3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
4. The teacher knows how to use assessments in designing and modifying instruction.

5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.

7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.

8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Performance
1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The teacher uses multiple assessment strategies to measure students’ current level of performance in relation to curriculum goals and objectives.

3. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.

4. The teacher monitors student assessment data and adjusts instruction accordingly.

5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.

2. The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.

3. The teacher knows when and how to adjust plans to maximize student learning.
4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

**Performance**

1. The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.

2. The teacher designs curriculum to meet community and industry expectations.

3. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.

4. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

5. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.

6. The teacher develops and utilizes student assessments that align with curriculum goals and objectives.

7. The teacher modifies instructional plans based on student assessment and performance data.

8. The teacher integrates multiple perspectives into instructional planning, with attention to students’ personal, family, and community experiences and cultural norms.

9. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Knowledge**

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.

2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).

3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.
4. The teacher knows how to apply integrative STEM pedagogy.

**Performance**

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.

2. The teacher uses multiple teaching and learning strategies to engage students in learning.

3. The teacher uses a variety of instructional tools and resources.

4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

5. The teacher uses practitioners from industry and the public sector as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students’ prior knowledge.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Knowledge**

1. The teacher is knowledgeable about the different career opportunities for engineering.

2. The teacher knows the Code of Ethics for Idaho Professional Educators.

3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.

4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

5. The teacher knows where to find and how to access professional resources on teaching and subject matter.

6. The teacher understands the need for professional activity and collaboration beyond the school.

7. The teacher knows about professional organizations within education and his/her discipline.

8. The teacher understands the dynamics of change and recognizes that the field of education is not static.
9. The teacher knows how to use educational technology to enhance productivity and professionalism.

**Performance**

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

2. The teacher adheres to local, state, and federal laws.

3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).

4. The teacher uses self-reflection as a means of improving instruction.

5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.

8. The teacher uses educational technology to enhance productivity and professionalism.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Knowledge**

1. The teacher is aware of community issues and needs for design opportunities.

2. The teacher is aware of the importance of professional learning communities.

**Performance**

1. The teacher is able to adapt lessons to address community needs using the engineering design process.

2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.

3. The teacher collaborates with other teachers across disciplines, as well as community partners.
Glossary

**Engineering**: The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind.

**Engineering Design Process**: A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

**Engineering Technology**: The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer.

**Integrative STEM**: The application of technological/engineering design based pedagogical approaches to intentionally teach content and practices of science and mathematics education concurrently with content and practices of technology/engineering education. Integrative STEM Education is equally applicable at the natural intersections of learning within the continuum of content areas, educational environments, and academic levels.

**Technology**: Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.
Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Performance
1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students’ linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance
1. Candidates use various types of data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance
1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

**Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**Performance**

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

**Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.**

**Performance**

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students’ writing throughout the students’ writing processes in ways that engage students’ ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students’ self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

**Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Performance**

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

**Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**Performance**

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media, and knowledge about students’ linguistic and cultural backgrounds.
Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance
1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance
1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.
Idaho Standards for Gifted and Talented Education Professionals

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Gifted and Talented Education Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts in 2013, and has been adopted verbatim.

**Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Knowledge**

1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.

2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).

3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.

4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.
5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.

6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

**Performance**

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.

3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.

4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

**Supporting Explanation for Standard 1:**

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

**Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**Knowledge**

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.
Performance
1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students’ needs with respect to an individual’s high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.

2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard 2:
Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual’s learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual’s gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance
1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.
2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

3. Beginning gifted education professionals match their communication methods to an individual’s language proficiency and cultural and linguistic differences.

**Supporting Explanation for Standard 3:**
Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students’ gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual’s language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

**Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

**Knowledge**
1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

**Performance**
1. Beginning gifted education professionals organize content knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.
Supporting Explanation for Standards 4 & 5:
The professional knowledge base in general education has made clear that the educators’ understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
- Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.
- Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance
1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.

2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance
1. Beginning gifted education professionals use pre-assessment and formative/summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents.

2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents.

3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents.

4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives.

5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard 6:
Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.
Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals’ constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long-range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

**Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Knowledge**
1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.

4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.
Performance
1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.

3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard 7:
In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual’s abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator’s development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance
1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents
3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.

4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.

5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

**Supporting Explanation for Standard 8:**
Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

**Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

**Knowledge**
1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

**Performance**

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.
3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

**Supporting Explanation for Standard 9:**
Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.
Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. Beginning gifted education professionals understand the theory and elements of effective collaboration.

2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.

3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance
1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

2. Beginning gifted education professionals serve as a collaborative resource to colleagues.

3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.

6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.

8. Beginning gifted education professionals match student needs with appropriate program options and services.
Supporting Explanation for Standard 10:
One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learning outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

Glossary

General Curricula:
As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:
As used “specialized curricula,” means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:
Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:
Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.
**Instructional Strategies:**
Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.
Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Classroom Motivation and Management Skills.** The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**

1. The teacher understands developmentally appropriate practices that motivate and engage students to participate in health-enhancing behaviors.

2. The teacher knows strategies and techniques that develop positive health behavior changes in students to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).
Performance
1. The teacher motivates encourages students to participate incorporate po sitive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 1: Knowledge of Subject Matter — The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands Elementary and Secondary methods for teaching health literacy and to include the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; Alcohol, Tobacco, and Other Drugs; Nutrition & Physical Activity; relationships; growth, development, and family health; consumer health; health literacy; and Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.

2. The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors that resulting in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors that resulting in Intentional Injury.

3. The teacher understands the relationship between health education content areas and youth risk behaviors.

4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships) how to implement Common Core State Standards for Literacy in Technical Subjects (Health) for grades 6-12.

5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental) Elementary and Secondary methods
for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

**Performance**

1. The teacher instructs students about increasing health-enhancing behaviors, and about resulting in the reduction of health-risk behaviors.

**Standard 2: Knowledge of Human Development and Learning** — The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** — The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** — The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 6: Communication Skills** — The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard #5: Application of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**

1. The teacher understands recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

**Performance**

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terminology appropriate to the educational setting.

2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).

5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills—The teacher plans and prepares instruction—based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands how positive evidence-based community health values and practices play a role in the planning process.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
3. The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
4. The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance
1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 8: Assessment of Student Learning—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 9: Professional Commitment and Responsibility. The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance
1. The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, and health races/walks).

Performance
1. The teacher demonstrates the ability to advocate for personal, family, and community health advocates for a positive school culture toward health and health education. (http://www.shapeamerica.org/standards/health/)

2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.
Idaho Standards for Literacy Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

**Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.
**Performance**

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

**Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.*

**Performance**

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

2. Modify the arrangements to accommodate students’ changing needs.

3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

4. Create supportive environments where English learners are encouraged and given many opportunities to use English.

5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.


Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.

6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.

7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature, Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. Incorporates all aspects of literacy across content areas for instructional planning.

**Standard 6: Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.*

**Performance**

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6. Use multiple data sources to analyze individual readers’ performance and to plan instruction and intervention.

7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.

8. Demonstrate the ability to communicate results of assessments to teachers and parents.

**Standard 7: Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.*
Performance
1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance
1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards
Performance
1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

2. Demonstrate effective use of technology for improving student learning.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance
1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.
Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

Knowledge
1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).
8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.

9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

**Performance**
1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.

2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

**Knowledge**
1. The teacher knows how to make use of students’ mathematical development, knowledge, understandings, interests, and experiences.

2. The teacher knows how to plan learning activities that respect and value students’ ideas, ways of thinking, and mathematical dispositions.

**Performance**
1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

2. The teacher plans and delivers learning activities that respect and value students’ ideas, ways of thinking, and promotes positive mathematical dispositions.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

**Knowledge**
1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

**Performance**
1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.
Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge
1. The teacher knows how to formulate or access tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.

3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

4. The teacher knows how to frame mathematical questions and conjectures.

5. The teacher knows how to make mathematical language meaningful to students.

6. The teacher understands inquiry-based learning in mathematics.

7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).

8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software).

Performance
1. The teacher formulates or accesses tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.

3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.

4. The teacher uses a variety of instructional strategies to develop students’ use of standard mathematical terms, notations, and symbols.

5. The teacher uses and encourages the students to use a variety of representations to communicates mathematically.

6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
7. The teacher uses and involves students in the appropriate use of technology to develop students’ understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Knowledge**
1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

**Performance**
1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.

2. The teacher fosters mathematical discourse.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Knowledge**
1. The teacher knows how to assess students’ mathematical reasoning.

**Performance**
1. The teacher assesses students’ mathematical reasoning.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge
1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.

2. The teacher understands the interconnectedness between strands of mathematics.

3. The teacher understands a variety of real-world applications of mathematics.

Performance
1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).

2. The teacher encourages students to identify connections between mathematical strands.

3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.
Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”.)

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Online Education -** The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

**Knowledge**

1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.

3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance
1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance
1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
4. The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.**

**Knowledge**
1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

**Performance**
1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

**Standard 4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.**

**Knowledge**
1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

**Performance**
1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).
2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Performance**

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

**Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

**Performance**

1. The online teacher is a thoughtful and responsive communicator.

2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).
Standard 7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance
1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.

3. The online teacher designs and develops subject-specific online content.

4. The online teacher uses multiple forms of media to design course content.

5. The online teacher designs course content to facilitate interaction and discussion.

6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance
1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard 9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge
1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).

2. The online teacher knows how educational standards and curriculum align with 21st century skills.
Performance
1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP’s).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and wellbeing.
Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Performance**

1. The teacher assesses the individual skillful movement, physical activity, movement, and exercise and fitness levels of students; and makes adaptations to instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

2. The teacher promotes physical activities that contribute to good health.

**Standard 3: Modifying Instruction for Individual Needs** — The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Performance
1. The teacher provides opportunities that incorporate individual variations differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 5: Classroom Motivation and Management Skills—The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

2. The teacher knows strategies to help students become self-motivated in physical education. How to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3. The teacher understands that individual performance is affected by anxiety.

4. The teacher understands principles of effective management in indoor and outdoor movement physical education and physical activity settings.

Performance
1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor movement physical education and physical activity settings.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 1: Knowledge of Subject Matter—The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences...
that make these aspects of subject matter meaningful for learners.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle (relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life).
2. The teacher understands the sequencing of motor skills (K-12) that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
3. The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology—structure and function, exercise physiology, and bio-mechanicals, principles psychosocial aspects of physical activity).
4. The teacher knows the appropriate rules, etiquette, instructional cues, tactics and (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction cultural, historical, and philosophical dimensions of physical education and physical activity.
6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g., heart rate monitors, pedometers, global positioning system).

Performance
1. The teacher instructs students about disciplinary concepts and principles related to the relationship between skillful movement, physical activities, fitness, and movement expression health outcomes, well-being and quality of life.
2. The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities) instructs students in the scientific foundation of physical activity (e.g., motor behavior and
development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g., heart rate monitors, pedometers, global positioning system, and computer software) fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5. The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

6. The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher knows how to select and use a variety of developmentally understands appropriate assessment techniques protocols sensitive to student needs (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance
1. The teacher uses a variety of developmentally demonstrates appropriate assessment protocols sensitive to student needs techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher knows a variety of management routines (e.g., time transitions, environment, space, people, and students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.

2. The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, YMCA multi-use facility agreements, and service organizations).

Performance
1. The teacher uses and assesses applies a variety of management routines (e.g., space, people, time, transitions, environment, students/staff, and equipment) and curricular/instructional strategies to maximize physical education activity time and student success.

Standard 4: Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance
1. The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 9: Professional Commitment and Responsibility—The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Knowledge
1. The teacher knows how his/her own personal skillful movement, physical activity, exercise, and fitness competence and activity levels may influence teaching and student motivation.

Performance
1. The teacher reflects on his/her own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

2. The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance
1. The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard #11: Safety - The teacher provides a safe physical education learning environment.

Knowledge
1. The teacher understands the inherent dangers involved in physical education activities.

2. The teacher understands the need to consider safety considerations when planning and providing instruction.

3. The teacher recognizes the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

4. The teacher recognizes the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).
5. The teacher understands school policies regarding the emergency action plan, student injury and medical treatment, and transportation.

6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.

7. The teacher understands the appropriate steps when responding to safety situations.

8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance
1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical education activities.

3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

4. The teacher identifies and corrects potential hazards in physical education and physical activity facilities, grounds, and equipment.

5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.

6. The teacher identifies safety situations and responds appropriately.

7. The teacher maintains CPR and first aid certification.

Glossary

Exercise – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one or more components of physical fitness is the objective. “Exercise” and “exercise training” frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health – A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity – Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights,
climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity.*

**Health-Related Fitness** – A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

**Moderate-Intensity Physical Activity** – On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual’s personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

**Performance-Related Fitness** – Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

**Physical Activity** – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

**Physical Fitness** – The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

**Skillful Movement** – An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

**Vigorous-Intensity Physical Activity** – On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual’s personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS) for Teachers.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.**

**Knowledge**
1. Awareness of use types and usage of technology tools (i.e., 21st Century Skills; hardware; software; web-based; mobile technology).

2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.

3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.

4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting “Universal Design”.

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5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.

6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.

7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.

8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.

10. Pre-service teachers understand the importance of reflective practice.

11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

*Target: Knowledge competency test through a basic skills test (i.e., Cbest or PPST I for Technology Basic Competency Skills)*

**Performance**

1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre-service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. [https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home](https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home)
3. [https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home](https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home)
4. [https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/](https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/)
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance
1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

Suggested Artifact(s)
- Lesson plan or unit development
- Target: Practicum where lesson/unit is implemented and evaluated.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.

Performance
1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.

2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

Suggested Artifact(s)
- Development of digital materials using principles of Universal Design for Learning.
- Demonstration of knowledge through product development.
- “Accessibility Features on My Computer” discussion forum.
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
- Assistive Technology blog post.
- Accessibility resource list.
- Target: Practicum where lesson/unit is implemented and evaluated.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Performance
1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.

2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students’ use of technology tools to research and collect information online and to create a report, presentation, or other products.
3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.

4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Suggested Artifact(s)
- Web site or Internet WebQuest.
- Target: Practicum where lesson/unit is implemented and evaluated.

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in a digital age.**

**Performance**
1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.

2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.

3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

Suggested Artifact(s)
- Create a WebQuest
- Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.

**Standard 6: Communication Skills - The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.**

**Performance**
1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).

2. Pre-service teachers promote and model digital etiquette and responsible social interactions.
Suggested Artifact(s)
- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.
- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- Target: Evidence of asynchronous and synchronous communications with peers, parents and students.

Standard 7: Instructional Planning Skills - The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance
1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.

2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)
- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance
1. Pre-service teachers assess student’s use of technology.

2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).

3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.
Suggested Artifact(s)

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- Target: Pretest, lesson, post-test, analysis, interpretation, and lesson revision based on data.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.

**Performance**

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.

2. Pre-service teachers promote the effective use of digital tools and resources.

3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)

4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.

5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

**Suggested Artifact(s)**

- Join a network devoted to technology using teachers like classroom.2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members
- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school’s acceptable use policy - demonstrate understanding
- **Target:** Practicum where lesson/unit is implemented and evaluated
Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance
1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.

2. Pre-service teachers promote opportunities for students of all capabilities to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).

3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.

4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)
- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e., epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching
- Offer an Internet Ethics Resource for community members
- Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated
Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

Performance
1. The teacher maintains current technical skills and seeks continual improvement.

2. The teacher demonstrates specific occupational skills necessary for employment.

3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

5. The teacher writes and evaluates occupational objectives and competencies.

6. The teacher uses a variety of technical instructional resources.

7. The teacher assesses the occupational needs of the community.

8. The teacher facilitates experiences designed to develop skills for successful employment.

9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge
1. The teacher understands the entry-level skills in the occupation.

2. The teacher understands workplace culture and ethics.

3. The teacher understands how to provide students with realistic occupational and/or work experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

5. The teacher understands how occupational trends and issues affect the workplace.

6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

**Performance**

1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students’ prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.**
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Performance
1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

2. The teacher designs instruction to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to use information about a student’s progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

3. The teacher understands how evaluation connects to instruction.

Performance
1. The teacher writes and evaluates occupational goals, objectives, and competencies.

2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

**Performance**

1. The teacher collaborates with an administrator to create a professional development plan.

2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

**Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.**

**Knowledge**

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.

3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.

4. The teacher knows about professional organizations within the occupational area.

5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

6. The teacher understands the structure of state-approved PTSOs.

7. The teacher understands the ideas, opinions, and perceptions of business and industry.

**Performance**

1. The teacher establishes and uses advisory committees for program development and improvement.

2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

4. The teacher participates in appropriate professional organizations.

5. The teacher cooperatively constructs articulation agreements.

6. The teacher incorporates an active state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

*Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.*

**Knowledge**
1. The teacher understands how to dispose of waste materials.
2. The teacher understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

**Performance**
1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intra-curricular learning experiences.

*Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.*

**Knowledge**
1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

Performance
1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.

3. The teacher provides opportunities for career awareness and exploration.
Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

2. The teacher knows about production agriculture.

3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

4. The teacher understands and has experience in one or more of the following specialized occupational areas:
   a. Agricultural production and marketing
   b. Agricultural equipment and supplies
   c. Agriculture product processing
   d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
   e. Agricultural business planning and analysis
   f. Natural resource management
   g. Environmental science
   h. Forestry
   i. Small animal production and care
5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

**Performance**

1. The teacher applies natural and physical science principles to practical solutions.

2. The teacher discusses production agriculture.

3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.**

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.**
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**
1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

**Performance**
1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher integrates BPA through intracurricular approaches in the business program of study.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques to foster learning and communication skills.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families’ multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

Performance
1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families’ multiple roles within the home, workplace and community.

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Knowledge**
1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

**Performance**
1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.**
Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance
1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge
1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance
1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Performance
1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

*Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*

Knowledge
1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance
1. The teacher participates in continual relevant professional development in order to stay current in content areas.

*Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.*
Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

**Performance**

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

2. The teacher effectively delivers marketing content at the junior high, middle school and/or
high school levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.
Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

6. The teacher understands the importance of team dynamics and the project management
process when working in the technology occupational areas.

**Performance**

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

4. The teacher demonstrates the various phases of the engineering design process.

5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques to foster learning and communication skills.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.
Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher knows the history and nature of science and scientific theories.

2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.

3. The teacher understands the concepts of form and function.

4. The teacher understands the interconnectedness among the science disciplines.

5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.

6. The teacher knows how to construct deeper understanding of scientific phenomena.
through study, demonstrations, and laboratory and field activities.

7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance
1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.

2. The teacher continually adjusts curriculum and activities to align them with new scientific data.

3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.

4. The teacher helps students build scientific knowledge and develop scientific habits of mind.

5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.

6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.

7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.

8. The teacher engages in scientific inquiry in science coursework.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.

2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Performance
1. The teacher identifies students’ conceptions and misconceptions about the natural world.

2. The teacher engages students in constructing deeper understandings of the natural world.
Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge
1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

2. The teacher understands how to implement scientific inquiry.

3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

4. The teacher understands how to use research based best practices to engage students in learning science.

Performance
1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.

2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.

3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge
1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.

2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.
Performance
1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.

2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.

3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.

4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the importance of keeping current on research related to how students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

Performance
1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.

2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.
Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge
1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

2. The teacher is aware of available resources and standard protocol for proper disposal of waste materials.

3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.

4. The teacher is aware of legal responsibilities associated with safety.

5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.

6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance
1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.

2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.

4. The teacher models safety at all times.

5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.

7. The teacher evaluates lab and field activities for safety.

8. The teacher evaluates a facility for compliance to safety regulations.

9. The teacher uses safety procedures and documents safety instruction.

10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge
1. The teacher knows a broad range of laboratory and field techniques.

2. The teacher knows strategies to develop students’ laboratory and field skills.

Performance
1. The teacher engages students in a variety of laboratory and field techniques.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.
Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.

2. The teacher knows the currently accepted taxonomy systems used to classify living things.

3. The teacher understands scientifically accepted theories of how living systems evolve through time.

4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.

5. The teacher knows biochemical processes that are involved in life functions.

6. The teacher knows that living systems interact with their environment and are interdependent with other systems.

7. The teacher understands that systems in living organisms maintain conditions necessary
for life to continue.

8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.

9. The teacher understands how matter and energy flow through living and non-living systems.

10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

**Performance**

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.

2. The teacher assists students in gaining an understanding of the ways living things are interdependent.

3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts(changes living things.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.

5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.

6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. The teacher helps students understand the ways living organisms are adapted to their environments.

8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.

10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.

2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.

3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.

4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.

5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. **CORE STANDARDS**

6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
7. The teacher can identify and quantify changes in energy and structure.

8. The teacher understands the historical development of atomic and molecular theory.

9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules

10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.

11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.

12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.

13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).

14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.

16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Performance
1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.

2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).

3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.

4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.

6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.

8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.

9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.

10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.

11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.

12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.

13. The teacher helps the student understand the quantitative behavior of gases.

14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.

15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.

16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.

17. The teacher helps the student understand and predict the properties and reactions of acids and bases.

18. The teacher helps the student understand chemical equilibrium in solutions.

19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.

21. The teacher helps the student learn the basic organizing principles of organic chemistry.

22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.

24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.

25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.

26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.

27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.

2. The teacher understands the rock cycle and the classification systems for rocks and minerals.

3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.

4. The teacher understands the sun, moon and earth system and the resulting phenomena.

5. The teacher knows earth history as interpreted using scientific evidence.

6. The teacher understands the composition of the earth and its atmosphere.

7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).
8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.

9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.

10. The teacher understands the flow of energy and matter through earth and astromonic systems.

11. The teacher knows the concepts of weather and climate.

12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

**Performance**

1. The teacher helps students understand the flow of energy and matter through earth and space systems.

2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.

3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.

4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.

5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.

6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.

7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.

8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.

9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**
Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. **Idaho Core Teacher Standards**
2. **Idaho Foundation Standards for Science Teachers AND**
3. **Idaho Standards for Biology Teachers OR**
4. **Idaho Standards for Earth and Space Science Teachers OR**
5. **Idaho Standards for Chemistry Teachers OR**
6. **Idaho Standards for Physics Teachers**
Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

1. Idaho Core Teacher Standards

2. Idaho Foundation Standards for Science Teachers AND

3. Idaho Standards for Chemistry Teachers OR

4. Idaho Standards for Physics Teachers
Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

4. The teacher understands contemporary physics events, research, and applications.

5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the historical development of models used to explain physical phenomena.

**Performance**

1. The teacher engages students in developing and applying conceptual models to describe the natural world.

2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.

4. The teacher engages students in the examination and consideration of the models used to explain the physical world.

**Standard 2: Knowledge of Human Development and Learning -** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs -** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 4: Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills -** The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills -** The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard 7: Instructional Planning Skills -** The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard 8: Assessment of Student Learning -** The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 9: Professional Commitment and Responsibility -** The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard 2: Knowledge of Human Development and Learning** — The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Knowledge**

1. The teacher understands the influences that contribute to intellectual, social, and personal development.

2. The teacher understands the impact of student environment on student learning.

**Performance**

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 1: Knowledge of Subject Matter—The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).

2. The teacher understands the ways how and why various governments and societies have changed over time.

3. The teacher understands ways in which how and why independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

5. The teacher understands the responsibilities and rights of citizens in the United States of America’s political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands how geography affects relationships between people, and environments over time.

7. The teacher understands the appropriate use of how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance
1. The teacher demonstrates chronological historical thinking.

21. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.
42. The teacher incorporates current events, global perspectives, methods of inquiry and scholarly research into the curriculum.

5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

**Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**Knowledge**

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

**Performance**

1. The teacher demonstrates and applies chronological historical thinking.

2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.

3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

**Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.**

**Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**Knowledge**

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

**Performance**
1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard 3: Modifying Instruction for Individual Needs**—The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies**—The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills**—The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills**—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard 7: Instructional Planning Skills**—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard 8: Assessment of Student Learning**—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 9: Professional Commitment and Responsibility**—The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 10: Partnerships**—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, unemployment, supply and demand, credit/debt, market incentives, interest rate, and imports/exports).

2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

23. The teacher understands the functions and characteristics of money.

34. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

45. The teacher knows different types of economic institutions and how they differ from one another (e.g., businessmarket structures, stock markets, banking institutions, and labor unions).

56. The teacher understands how economic institutions shaped history and influence current economic practices.

67. The teacher understands the principles of sound personal finance and entrepreneurship and personal investment.

87. The teacher understands fiscal and monetary policy.

**Performance**

1. The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher uses employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4. The teacher illustrates how economic indicators influence historic and current policy.

5. The teacher provides examples of the principles of business organizations and entrepreneurship.

6. The teacher fosters understanding of the important role of economic systems on economic growth.

7. The teacher develops learner understanding of economic issues through application of cost/benefit analyses.
8. The teacher conveys the importance and implications of the global marketplace.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 2: Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs—The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills—The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.
Standard 7: Instructional Planning Skills — The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships — The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands the spatial organization of peoples, places, and environments five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

2. The teacher understands the human and physical characteristics of places and regions.

3. The teacher understands the physical processes that shape and change the patterns of earth’s surface.

4. The teacher understands the reasons for the migration and settlement of human populations.

5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.

6. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance
1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher relates connects the earth’s dynamic physical systems to and its impact on humans.

3. The teacher relates connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4. The teacher relates connects the earth’s physical systems and varied patterns of human activity to world environmental issues.

5. The teacher uses incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Standard 10: Partnerships—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for **American Government/ and Civics Political Science** Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the **American Government/ and Civics Political Science** teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Knowledge of Subject Matter –** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Knowledge
1. The teacher understands the relationships between civic life, politics, and government.

2. The teacher understands the political spectrum and factors that affect individual political views and behavior.

3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America’s political system.

4. The teacher understands the organization of local, state, federal, and tribal governments, and how power has evolved and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America Constitution.

5. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).

6. The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America’s political system.

7. The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).

8. The teacher understands the characteristics of effective leadership different forms of government found throughout the world.

Performance
1. The teacher assists learners in developing an understanding of citizenship and promotes student learner engagement in civic life, politics, and government.

2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4. The teacher integrates global perspectives and current events into the study of civics and government.

5. The teacher engages learners in civil discourse and promotes its use in a democratic society.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs — The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies — The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills — The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills — The teacher plans and prepares instruction based
on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships — The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the history teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

3. The teacher understands how international and domestic relations impacted the development of the United States of America.

4. The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.

5. The teacher understands the political, social, cultural, and economic development of the United States of America.

6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts, historical perspectives, and biases.

**Performance**

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic themes and concepts.

2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

3. The teacher facilitates student inquiry on how regarding international relationships impact the United States.

4. The teacher relates the role of compromises and conflicts to continuity and change across time.

5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.

6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based
on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 10: Partnerships** — The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. Idaho Core Teacher Standards AND

2. Foundation Social Studies Standards AND

3. History Standards OR

4. Government and Civics Standards OR

5. Economics Standards OR

6. Geography Standards
Idaho Standards for Exceptional Child Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge
1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.

2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

3. The teacher understands how exceptionalities can interact with development and learning.

Performance
1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual’s academic and social abilities, attitudes, values, interests, and career and post-secondary options.

**Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.**

**Knowledge**
1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

**Performance**
1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2. The teacher modifies learning environments for individual needs and regards an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.

3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.
Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge
1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance
1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge
1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Performance
1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

2. The teacher gathers background information regarding academic, medical, and social history.

3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge
1. The teacher knows how to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance
1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

3. The teacher matches their communication methods to an individual’s language proficiency and cultural and linguistic differences.

4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.
Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge
1. The teacher understands how foundational knowledge and current issues influence professional practice.

2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.

4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Performance
1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.

2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.

4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge
1. The teacher understands the theory and elements of effective collaboration.

2. The teacher understands how to serve as a collaborative resource to colleagues.

3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance
1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.
Idaho Standards for Teachers of the Blind and Visually Impaired

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands the need for students to establish—proper posture, body awareness, communication, self-esteem, and social skills, as described in the American Foundation for the Blind Expanded Core Curriculum (Expanded Core Curriculum).

2. The teacher knows the effects of a visual impairment on the student’s family or guardians, and the reciprocal impact on the student’s self-esteem.
3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

**Performance**

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.

2. The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with positive-appropriate behavior, and self-advocacy, and a sense of humor.

3. The teacher designs instructional experiences contingent depending on individual student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student’s visual strengths are used.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**

**Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**Knowledge**

1. The teacher knows the effects of a visual impairment on language and communication.

21. The teacher knows the impact of visual disorders on learning, and experience, and concept development.

32. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including those with additional disabilities (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication. For example: assistive technology specific for the auditory and tactual learner, such as screen readers, refreshable braille display; pre-braille skills; braille reading and writing; magnification options; tactile graphics).

43. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.
54. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

65. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.

76. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.

8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

**Performance**

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth (math and science) codes when necessary (e.g., music, computer, and Braille), as well as music and computer braille codes.

2. The teacher secures specialized materials and equipment and provides training, as needed, in a timely manner.

3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**

1. The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.
2. The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement.

4. The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, residential, transdisciplinary teaming).

**Performance**

1. The teacher develops management strategies for meeting students’ needs effectively and efficiently in the context of various service delivery models and systems.

2. The teacher organizes learning environments to facilitate students’ acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

3. The teacher applies organizational strategies that maximize students’ ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).

**Standard 1: Knowledge of Subject Matter** — The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

**Standard #4: Content Knowledge**. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Knowledge**

1. The teacher knows the historical foundations for the education of children with visual impairments, including the array of service options.

2. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.

3. The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).

4. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.
5. The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.

6. The teacher knows the effects of medications on the visual system.

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.

2. The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students’ IEPs, 504s and IFSPs.

3. The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.

Performance
1. The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.

2. The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students’ written work in braille), and for ensuring that students have full access to needed adaptations and resources.

3. The teacher works collaboratively with professionals, family members and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers and school-age students with visual impairments.

4. The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.
**Standard 8: Assessment of Student Learning** — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Knowledge**
1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.

**Performance**
1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane basic orientation and mobility, and educational performance.

2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.

**Standard 7: Instructional Planning Skills** — The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Knowledge**
1. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments.

2. The teacher knows and understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment resources available for individuals with visual impairments, including deaf blindness and those with additional disabilities (e.g., APH materials, textbooks, agencies).

3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and
state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

Know and understand techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

Performance

1. The teacher organizes learning environments to facilitate students’ acquisition of concepts and skills in both, the general education and Expanded Core Curriculum.

2. The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students’ full participation and independent learning in a variety of group and individual contexts.

3. The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments.

Standard #4: Multiple Instructional Strategies. The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.

2. The teacher knows how to assist the student in related Expanded Core Curriculum skills, including developing visual, auditory, and tactile efficiency as well as pre-cane–basic orientation and mobility skills.

3. The teacher knows how to assist the student in developing alternative organizational and study skills.

4. The teacher knows methods for providing adapted physical and recreation skills for individuals—excluding middle students—who have visual impairments, including those with additional disabilities.

5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with blindness, visual impairments, and co-occurring impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping
personal records, time management, banking, emergency procedures, etc.).

6. The teacher knows strategies and resources for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

**Performance**

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for to increase independence.

2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

3. The teacher integrates knowledge of the visual impairment and co-occurring disabilities with child developmental progression when designing and implementing cognitive, communication, and social skills instruction.

**Standard 9: Professional Commitment and Responsibility** — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Knowledge**

1. The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students’ educational services, pursuing ongoing professional development).

2. The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation-wide standards of excellence for the provision of services to students with visual impairments.

3. The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.

**Performance**

1. The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.
2. The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.

3. The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).

**Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.**

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Knowledge**

1. The teacher knows strategies for assisting parents, family, guardians, and other professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.

2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.

3. The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.

4. The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).

**Performance**

1. The teacher collaborates with parents, guardians, and other members of the community integral to the student’s learning and development.

2. The teacher clarifies the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., readers, transcribers, aides) or who provide special materials to those students.

3. The teacher complies with FERPA.
**Standard 11:** The teacher knows how to read and produce contracted and uncontracted Literary Braille and Nemeth Codes.

**Knowledge**
1. The teacher knows and understands skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes.
2. The teacher knows and understands the rules of the Literary Braille and Nemeth Codes, including formatting.

**Performance**
1. The teacher applies skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes with a braille writer and slate and stylus.
2. The teacher applies the rules of the Literary Braille and Nemeth Codes when producing and adapting student work.
3. The teacher uses resources to obtain age-appropriate braille materials (e.g., APH materials, parent resources, braille production centers).
Idaho Standards for Special Education Teachers of Students Who Are Deaf/and/or Hard of Hearing

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 2: Knowledge of Human Development and Learning**—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Knowledge**

1. The teacher understands how etiology, age of onset, age at provision of services, and degree of hearing loss impact a student’s language development and ability to learn.

2. The teacher understands that being deaf/and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf/and/or hard of hearing students so they achieve age
appropriate levels of literacy, academics, and social emotional development.

**Performance**

1. The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.

2. The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

3. The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

**Standard 3: Modifying Instruction for Individual Needs** — The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Knowledge**

1. The teacher understands how hearing loss status may impact student development in the following areas: (i.e., sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional).

2. The teacher knows the characteristics and impacts of hearing loss status, and the subsequent need for alternative modes of communication and/or instructional strategies.

3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).

4. The teacher understands the need for differentiated instruction for language learning for emergent language users.

5. The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; and the student and family’s preferred mode of communication; linguistic needs; severity of hearing status; and potential for using residual hearing auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

**Performance**

1. The teacher uses information concerning hearing loss status (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing auditory access; academic level; social, emotional, and cultural needs; and
opportunities for adapting and implanting differentiated instruction and peer interactions and communication.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf/and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.

2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

### Performance

1. The teacher designs a classroom environment to maximize opportunities for students’ visual and/or auditory learning access.

2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities creates a learning environment that encourages self-advocacy and the development of a positive self-identity.

3. The teacher prepares students for the appropriate use of interpreters and support personnel.

**Standard 1: Knowledge of Subject Matter** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

### Knowledge

1. The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/and/or hard of hearing.

2. The teacher knows the various educational placement options that are consistent with
program philosophy and how they impact influence a deaf/and/or hard of hearing student’s cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf/and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance
1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/and/or hard of hearing.

2. The teacher communicates educates others regarding the potential benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities).

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices technology.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Performance
1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral LSL, hearing aids, cochlear implants, augmentative and assistive equipment technology, FM systems, and closed captioning).

2. The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).
3. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and implementation of other accommodations.

3. The teacher enables students to use appropriate support personnel and assistive technology.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.

2. The teacher knows the appropriate assessment accommodations for the particular degree of hearing loss.

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing (e.g., interpreters and special tests).

Performance
1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.

2. The teacher designs and uses appropriate formative assessment tools.

3. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function part of appropriate academic assessment.

4. The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Knowledge
1. The teacher knows Federal and State special education laws (IDEA).

2. The teacher knows how to develop a meaningful and compliant IEP.

Performance
1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students’ IEP goals, based on principles of effective instruction and performance modes.

2. The teacher implements the IEP.

*Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.*

*Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Knowledge
1. The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/and/or hard of hearing.

2. The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.

Performance
1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child, evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing.

2. The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations.

3. The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.

*Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher knows The Code of Ethics for Idaho Professional Educators.

2. The teacher knows about laws affecting deaf/hard of hearing citizens and students.

3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.

4. The teacher is aware of the personal biases related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

5. The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.

6. The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.

7. The teacher understands the dynamics of change and recognizes that the field of education is not static.

8. The teacher knows how to use technology to enhance productivity and professionalism.

Performance
1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

2. The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.

3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).

4. The teacher uses self-reflection as a means of improving instruction.

5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.

8. The teacher uses technology to enhance productivity and professionalism.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/and/or hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows of available resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes students who are deaf/and/or hard of hearing students.

4. The teacher knows the continuum of services provided by individuals and by governmental and non-governmental agencies in the ongoing management support of students who are deaf/and/or hard of hearing.

Performance
1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) and agencies to meet the communication needs of students who are deaf/and/or hard of hearing.

2. The teacher accesses and shares information about available resources with family and community.
Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Understanding Adults as Learners to Support Professional Learning Communities** - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

**Knowledge:** The teacher leader demonstrates knowledge of:

1. The differences in knowledge acquisition and transfer for children and adults.
2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.
3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.
4. Effective listening, oral communication, presentation skills, and expression in written communication.
5. Research and exemplary practice on “organizational change and innovation”.
6. The process of development of group goals and objectives.

**Performance:** The teacher leader:

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers’ content knowledge and skills throughout professional learning.
2. Improves colleagues’ acquisition and application of knowledge and skills.
3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members’ ideas and perspectives.

4. Uses effective communication skills and processes.

5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.

6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

*Standard 2: Accessing and Using Research to Improve Practice and Student Achievement -*

*The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues’ use of appropriate research-based strategies and data-driven action plans.*

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Action research methodology.

2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.

3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

**Performance: The teacher leader:**

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.

2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.

3. Assists with application and supports dissemination of action research findings to improve educational outcomes.
**Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.**

**Knowledge: The teacher leader demonstrates knowledge of:**

1. The standards of high quality professional development and their relevance to improved learning.

2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.

3. The role of 21st century skills and technologies in educational practice.

4. The role of shifting cultural demographics in educational practice.

**Performance: The teacher leader:**

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.

2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.

3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.

4. Continually assesses the effectiveness of professional development activities and adjusts appropriately.

**Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.**

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.

2. The Framework for Teaching, effective observation and strategies for providing instructional feedback.
3. Role and use of critical reflection in improving professional practice.

**Performance: The teacher leader:**
1. Recognizes, analyzes, and works toward improving the quality of colleagues’ professional and instructional practices.

2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4. Develops, leads and promotes a culture of self-reflection and reflective dialogue.

*Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.*

**Knowledge: The teacher leader demonstrates knowledge of:**
1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.

2. Use of formative and summative data to inform the continuous improvement process.

3. Analysis and interpretation of data from multiple sources.

**Performance: The teacher leader:**
1. Informs and facilitates colleagues’ selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.

2. Models use of formative and summative data to inform the continuous improvement process.

3. Informs and facilitates colleagues’ interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).

*Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.*
Knowledge: The teacher leader demonstrates knowledge of:
1. Child development and conditions in the home, culture and community and their influence on educational processes.

2. Contextual considerations of the family, school, and community and their interaction with educational processes.

3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:
1. Develops colleagues’ abilities to form effective relationships with families and other stakeholders.

2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.

3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of:
1. Effective identification and interpretation of data, research findings, and exemplary practices.

2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.

3. Local, state and national policy decisions and their influence on instruction.

4. The process to impact policy and to advocate on behalf of students and the community.

Performance: The teacher leader:
1. Identifies and evaluates needs and opportunities.

2. Generates ideas to effectively address solutions/needs.

3. Analyzes feasibility of potential solutions and relevant policy context.

4. Advocates effectively and responsibly to relevant audiences for realization of opportunities.
Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the Idaho Standards for Library Science Teachers (2007) and the ALA/AASL Standards for Initial Preparation of School Librarians (2010).

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher librarian is an effective teacher with knowledge of learners and learning.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.
**Performance**
1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**Knowledge**
1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of culturally significant learning experiences.

**Performance**
1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

**Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**
1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.
2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

**Performance**

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

2. The teacher librarian supports flexible, open access for library services.

3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

4. The teacher librarian facilitates access to information in a variety of formats.

5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

6. The teacher librarian provides a respectful, positive, and safe climate.

7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

**Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

**Knowledge**

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian is familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.
5. The teacher librarian understands the process of information retrieval and resource sharing.

6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance
1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children’s and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian catalogs and classifies library materials using professional library standards.

5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

7. The teacher librarian administers and trains staff to ensure an effective school library program.

8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.
Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance
1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children’s and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher librarian understands many methods of assessing the library program.

2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance
1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

2. The teacher librarian makes effective use of data and information to assess how the library
program addresses the needs of diverse communities.

3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

**Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Knowledge**
1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.

2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

3. The teacher librarian acknowledges the importance of participating in curriculum development.

**Performance**
1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.
Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance
1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.
Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

3. The teacher librarian understands confidentiality issues related to library records.

4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance
1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

2. The teacher librarian educates the school community on the ethical use of information and ideas.

3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher librarian understands various communication and public relations strategies.
2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

3. The teacher librarian recognizes the value of sharing expertise with others in the field.

**Performance**

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

4. The teacher librarian advocates for the school library program and the library profession.

5. The teacher librarian participates in decision-making groups to continually improve library services.

6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10. The teacher librarian advocates for school library and information programs, resources, and services.

11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.
Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher understands the history and foundation of arts education.

2. The teacher understands the processes and content of the arts discipline being taught.

3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.

4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.

5. The teacher understands the cultural and historical contexts surrounding works of art.

6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.

7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
8. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

**Performance**

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.

2. The teacher helps students create, understand, and become involved in the arts relevant to students’ interests and experiences.

3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.

4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.

5. The teacher provides instruction to make a broad range of art genres and relevant to students.

6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

**Standard 2: Knowledge of Human Development and Learning -** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs -** The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills -** The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills -** The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge
1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.

2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance
1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.

2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher understands assessment strategies specific to the creative process.

2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g., portfolio, critique, performance/presentation).

Performance
1. The teacher assesses students’ learning and creative processes as well as finished products.

2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

3. The teacher provides a variety of arts assessments to evaluate student performance.
Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the importance of continued professional growth in his or her discipline.

Performance
1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Knowledge
1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

2. The teacher understands the unique relationships between the arts and their audiences.

Performance
1. The teacher promotes the arts for the enhancement of the school and the community.

2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge
1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.

2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance
1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.

2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

3. The teacher operates and manages necessary performance and exhibit technology specific to
his or her discipline in a safe manner.
Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.

2. The teacher knows the basic theories and processes of play writing.

3. The teacher understands the history and process of acting and its various styles.

4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).

5. The teacher understands the theory and process of directing theater.

**Performance**

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.

2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.
3. The teacher demonstrates proficiency in all aspects of technical theatre.

4. The teacher is able to direct shows for public performance.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of art and science of teaching.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Standard 11: Learning Environment** - The teacher creates and manages a safe, productive learning environment.

**Knowledge**

1. The teacher understands how to safely operate and maintain the theatre facility.

2. The teacher understands how to safely operate and maintain technical theatre equipment.
3. The teacher understands OSHA and State Safety standards specific to the discipline.

4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

**Performance**

1. The teacher can safely operate and maintain the theatre facility.

2. The teacher can safely operate and maintain technical theatre equipment.

3. The teacher employs OSHA and State Safety standards specific to the discipline.

4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)
Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge: The teacher understands and knows how to teach:**
1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.
Performance: The teacher is able to demonstrate and teaches:
1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge
1. The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.
Performance
1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

2. The teacher has knowledge of individual artists’ styles and understands the historical movements and cultural contexts of those works.

3. The teacher understands the elements and principles of art and how they relate to quality in works of art.

4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.

5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist’s statement.

6. The teacher understands the value of visual art as an expression of our culture and possible career choices.
Performance
1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work

3. The teacher applies the elements and principles of art and how they relate to quality in works of art.

4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum

5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.

6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.

7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.

8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for World Languages Teachers

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**
1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher knows the target culture(s) in which the language is used.

3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

4. The teacher knows the history, arts, and literature of the target culture(s).

5. The teacher knows the current social, political, and economic realities of the countries related to the target language.

6. The teacher understands how the U.S. culture perceives the target language and culture(s).

7. The teacher understands how the U.S. is perceived by the target language culture(s).

8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.
Performance
1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture’s contributions to the students’ culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.
Performance
1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students’ understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge
1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. The teacher understands that students’ diverse learning styles affect the process of second-language acquisition.

Performance
1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

2. The teacher differentiates instruction to incorporate the diverse needs of the students’ cognitive, emotional and psychological learning styles.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Knowledge
1. The teacher understands that world languages methodologies continue to change in response to emerging research.

2. The teacher understands instructional practices that balance content-focused and form-focused learning.
3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

**Performance**
1. The teacher uses a variety of instructional strategies based on current research to enhance students’ understanding of the target language and culture.

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

**Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

**Knowledge**
1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

**Performance**
1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

**Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom**

**Knowledge**
1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

**Performance**
1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.
**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Knowledge**
1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

**Performance**
1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Knowledge**
1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

**Performance**
1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

**Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.**

**Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.**

**Knowledge**

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

**Performance**

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
Glossary of Terms

**ACTFL Proficiency Guidelines** - a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.


**American Council of Teachers of Foreign Languages (ACTFL)** - an organization for world language professionals of K-12 and higher education

**Content-Based Instruction (CBI)** - a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

**Critical thinking** - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

**Form-Focused Instruction (FFI)** - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalyzed and stored as a whole in our memories.

**Scaffolding** - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

**Zone of Proximal Development (ZPD)** - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding
Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

* The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).
Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the “acceptable” level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator’s profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

* This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.

Knowledge: The School Administrator:
1. Understands the importance of eliciting feedback that measures the school and community perceptions.

2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

**Performance: The School Administrator:**
1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

2. Demonstrates ability to proactively engage staff in conflict resolution.

3. Demonstrates ability to establish rules and related consequences designed to keep students safe.

4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

6. Demonstrates ability to use data to monitor and improve school climate.

7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

**Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.**

**Knowledge: The School Administrator:**
1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies.

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

**Performance: The School Administrator:**
1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school’s vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school’s departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.
4. Demonstrates ability to ensure that stakeholders have meaningful input in the school’s vision and mission, aligning with academic and social learning goals for students.

**Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.**

Knowledge: The School Administrator:
1. Understands the importance of inviting community input and using the input to inform decisions
2. Understands cultural diversity and its importance in the schools learning community.

Performance: The School Administrator:
1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.
2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

**Collaborative Leadership**
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

**Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.**

Knowledge: The School Administrator:
1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.
2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.
3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance: The School Administrator:
1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.
2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

**Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.**

**Knowledge: The School Administrator:**
1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

**Performance: The School Administrator:**
1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

**Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.**

**Knowledge: The School Administrator:**
1. Understands emerging issues and trends impacting families, school, and community.

2. Understands available resources in the community.

3. Understands the value of transparency regarding decision making and the allocation of resources.

4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.
Performance
1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: The School Administrator:
1. Understands the roles of leadership.

2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

3. Understands the political, social, cultural, and economic systems and processes that support and impact education.

4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance: The School Administrator:
1. Creates and implements an individual professional learning plan.

2. Enhances leadership skills through collaboration with colleagues and professional development.

3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.


5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:
1. Understands operational policies and procedures.

2. Understands human resources management.

3. Understands sound fiscal operations principles and issues.
4. Understands facilities maintenance and principles regarding use of space and educational suitability.

5. Understands legal issues impacting personnel, management, and operations.

6. Understands ethical frameworks and perspectives.


8. Understands policies and laws related to school and district.

**Performance: The School Administrator:**
1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

**Instructional Leadership**
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

**Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.**

**Knowledge: The School Administrator:**
1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

3. Understands student growth and development.

4. Understands adult learning and professional development.

5. Understands the change process for systems, organizations, and individuals.

6. Understands the essential role of technology in education.
Performance: The School Administrator:
1. Provides opportunities for staff to utilize research-based strategies to refine curriculum implementation and encourage purposeful innovation.

2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:
1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

3. Understands the effective use of assessment and evaluation.

4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance: The School Administrator:
1. Provides time, space, and opportunities for instruction.

2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:
1. Understands the difference between, and the appropriate use of formative and summative assessments.
2. Understands the process for developing common formative benchmark assessments or rubrics.

3. Understands how to use data to guide student instruction and tiered intervention.

4. Understands how to identify at risk students.

5. Understands the laws and regulations associated with special student populations.

6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

8. Understands various intervention strategies to be implemented to close achievement gaps.


10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance: The School Administrator:
1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

2. Has used observation and evaluation methods to supervise instructional personnel.

3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:
1. Understands that the evaluation process is used to improve instructional practice.
2. Understands the use of multiple measures of student performance data to improve classroom instruction.

3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

**Performance: The School Administrator:**
1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

3. Uses data to inform school wide professional development.

**Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.**

**Knowledge: The School Administrator:**
1. Understands laws and policies governing staff evaluation.

2. Understands the Idaho adopted framework for teaching.

3. Understands differentiated tools for evaluation of all staff.

4. Understands effective instructional supervision, evaluation, and due process.

**Performance: The School Administrator:**
1. Assesses all staff performance with accuracy and consistency.

2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

**Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.**

**Knowledge: The School Administrator:**
1. Understands laws regarding highly qualified requirements for teachers.

2. Understands laws and policies governing hiring and retaining personnel.

3. Understands multiple interview strategies and techniques for hiring teachers.

4. Understands the process and research based practices of mentoring.
Performance: The School Administrator:
1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.
Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

*This language was written by a committee of content experts and has been adopted verbatim.

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge
1. The superintendent understands the dynamics of systemic change within school districts.

2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

7. The superintendent understands the district’s role in and responsibility for employee induction, career development, and enhancement.

8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

10. The superintendent knows the importance of district-wide policy development and effective implementation.

11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

13. The superintendent understands the importance of developing and fostering a productive relationship with the board.

14. The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

**Performance**

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.

2. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

3. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

4. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.
7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

8. The superintendent works effectively within the organizational complexity of school districts.

9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

*Standard 2: Communication* - *The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.*

*Standard 3: Advocacy* - *The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.*

*Standard 4: Shared Leadership* - *The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.*

*Standard 5: Priority Management* - *The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.*

*Standard 6: Transparency* - *The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.*

*Standard 7: Leadership Renewal* - *The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.*

*Standard 8: Accountability* - *The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.*

*Standard 9: Innovation* - *The administrator seeks and implements innovative and effective solutions that comply with general and special education law.*

*Standard 10: Instructional Vision* - *The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.*

*Standard 11: High Expectations* - *The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.*
Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.


Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.
Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

* This language was written by a committee of content experts and has been adopted verbatim.

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

**Standard 1: School Culture** - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

**Standard 2: Communication** - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

**Standard 3: Advocacy** - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

**Standard 4: Shared Leadership** - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.
Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge
1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, Individual Education Plan development, and records management.

Performance
1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.

3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.
Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge
1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance
1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

2. The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge
1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.
6. The special education director understands statewide assessment policies.

**Performance**

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.


*Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.*
Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Personal/Social Development. The domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:
1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.
2. The organizational structure and components of an effective school counseling program.
3. Barriers to student learning and use of advocacy and data-driven school counseling practices.
4. Leadership principles and theories.
5. Individual counseling, group counseling and classroom instruction.
6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.
7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.
8. Assessments relevant to K-12 education.
Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.

2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.

3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.

4. Multicultural, ethical and professional competencies.

5. Identification and expression of professional and personal qualities and skills of effective leaders.

6. Advocacy for student success.

7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.

3. Learning theories.

4. History and purpose of school counseling, including traditional and transformed roles of school counselors.

5. Human development theories and developmental issues affecting student success.

6. District, state, and national student standards and competencies.

7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.

8. The three domains of academic achievement, career planning and personal/social development.
Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:
1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.

3. Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.

4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students’ best interests.

5. Practices within the ethical and statutory limits of confidentiality.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:
1. Leadership principles, including sources of power and authority, and formal and informal leadership.

2. Organization theory to facilitate advocacy, collaboration and systemic change.

3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.

4. Time management, including long- and short-term management, using tools such as schedules and calendars.

5. Data-driven decision making.

6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:
1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.

2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.
3. The capability to create calendars to ensure the effective implementation of the school counseling program.

4. Coordination of activities that establish, maintain and enhance the school counseling program.

**Standard 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.**

**Knowledge** - School counselors should articulate and demonstrate an understanding of:

1. The distinction between direct and indirect student services.

2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.

3. Classroom management.


5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.

6. Responsive services (counseling and crisis response) including grief and bereavement.

7. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

**Performance** - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Creation and presentation of a developmental school counseling curriculum addressing all students’ needs based on student data.

2. Classroom management and instructional skills.

3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.

4. The ability to build effective, high-quality student support programs.

5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.

6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.
7. Participation as member of the crisis team providing assistance to the school and community in a crisis.

8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.

11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.

12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.
Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate’s disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.*

**Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.**

**Knowledge**

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.

2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.

3. The school nurse understands how to access research and interpret data applicable to the school setting.

**Performance**

1. The school nurse conducts ongoing evaluations of school nursing practice.

2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.

3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

**Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.**
Knowledge
1. The school nurse understands how to improve knowledge and competency in school nursing practice.

2. The school nurse knows how to self-assess professional nursing practice.

3. The school nurse knows how to access professional resources that support school nursing practice.

4. The school nurse knows about the professional organizations that support the nursing practice.

Performance
1. The school nurse participates in professional development related to current clinical knowledge and professional issues.

2. The school nurse seeks and acts on constructive feedback regarding professional development.

3. The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge
1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.

2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.

3. The school nurse knows how to document appropriately.

Performance
1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge
1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.
Performance
1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

*Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.*

Knowledge
1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.

2. The school nurse knows how to advocate for students and families.

Performance
1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.

2. The school nurse acts as an advocate for students and families.

3. The school nurse delivers care in a manner that is sensitive to student diversity.

*Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.*

Knowledge
1. The school nurse understands developmentally appropriate health education.

2. The school nurse understands the influence of family dynamics on student achievement and wellness.

3. The school nurse understands that health instruction within the classroom is based on learning theory.

4. The school nurse understands child, adolescent, family, and community health issues.

5. The school nurse understands how health issues impact student learning.

Performance
1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.

2. The school nurse participates in the assessment of health education and health instructional needs of the school community.
3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

6. The school nurse assists students in changing high-risk behaviors through education and referral.

**Standard 7: Program Management - The school nurse is a manager of school health services.**

**Knowledge**
1. The school nurse understands the principles of school nursing management.

2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).

3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.

4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

**Performance**
1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.

2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.

3. The school nurse demonstrates leadership skills to utilize human resources efficiently.

4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.

5. The school nurse uses appropriate technology in managing school health services.
Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate’s disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

**Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress aiding in transition activities and accomplishments of students as it relates to educational and social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.**

**Knowledge**
1. The school psychologist understands traditional standardized norm-referenced assessment instruments.

2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).

3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).

4. The school psychologist understands the Response to Intervention (RTI) process application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.

5. The school psychologist understands correct interpretation and application of assessment data.

6. The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through Age 21 development levels.

**Performance**
1. The school psychologist uses various models and methods of assessment as part of a
systematic process to collect data and other information.

2. The school psychologist translates assessment results into the design, implementation, and accountability of empirically-based decisions about intervention and recommendations supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.

3. The school psychologist assists in creating intervention strategies linked to the assessment information.

4. The school psychologist assists in evaluating uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.

4. The school psychologist interprets and synthesizes assessment information from a variety of sources.

Standard 2: Consultation and Collaboration - the school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

1. The school psychologist knows processes of producing change in individuals and groups.

21. The school psychologist knows various strategies and techniques of team building understands varied methods of consultation in psychology and education (e.g. behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.

3. The school psychologist knows various strategies and techniques of team decision-making.

42. The school psychologist possesses knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others understands methods for effective consultation and collaboration that link home, school, and community settings.

53. The school psychologist understands factors necessary for effective interpersonal communication.

46. The school psychologist knows understands how to communicate effectively in oral and written form.

Performance

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.

21. The school psychologist uses effective consultation and collaboration methods to facilitate the development of professional environments in schools and related settings to
promote the kinds of principles necessary to achieve consensus, develop a climate in which consensus can be achieved to promote positive student outcomes.

32. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others. Consults and collaborates effectively in the planning, problem solving, and decision-making processes to design, implement, and evaluate educational and mental health services with respect for cultural and linguistic diversity.

43. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.

54. The school psychologist presents and disseminates information to diverse audiences effectively communicates information in oral and written form for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.

6. The school psychologist communicates effectively in oral and written form.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies, and their application to the development of effective instruction, to promote student learning while considering biological, cultural, linguistic, and social influences on educational progress.

Knowledge

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neuro-developmental), human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.

2. The school psychologist understands various instructional strategies and learning styles, empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.

3. The school psychologist knows principles of student-centered learning, evidence-based curriculum and instructional strategies that facilitate students’ academic achievement.

4. The school psychologist knows how to develop appropriate educational, cognitive, academic, and career goals for students with different ability levels using a team approach and cultural/social backgrounds.

5. The school psychologist understands current instructional theories and models.

65. The school psychologist knows evaluation techniques to measure instructional outcomes, intervention strategies, and treatment integrity, assess learning and
instruction for using data in decision making, planning, and progress monitoring.

Performance
1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels achieving academic outcomes, such as classroom instructional support, literacy strategies, home and school collaboration, instructional consultation, and other evidenced-based practices.

2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.

3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.

4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.

5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.

6. The school psychologist collects, maintains, and shares current information and research about advances in curriculum and instruction with educators, parents, and the community.

7. The school psychologist uses appropriate assessment techniques to progress toward academic and career goals and assists in revising instructional methodology as necessary assessment and data-collection methods to assist in developing appropriate educational goals for students with diverse abilities and backgrounds.

8. The school psychologist assesses treatment integrity and efficacy of intervention strategies assists in promoting the use of evidence-based interventions with fidelity.

Standard 4: Socialization and Development of Life Skills – The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.

Knowledge
1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.

2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.

3. The school psychologist knows principles of behavior management.

4. The school psychologist understands conflict-management and problem-resolution
5. The school psychologist knows empowerment strategies for students and family support systems.

6. The school psychologist understands the ecological impact of learning environments on student success.

7. The school psychologist understands early childhood development and its impact on successful school transitions.

**Performance**

1. The school psychologist utilizes consultation and collaboration strategies with teachers, students, and families for the development of life skills.

2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.

3. The school psychologist, using a problem-solving approach, collaborates with students, teachers, and families in developing behavior management plans.

4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.

5. The school psychologist provides mental health services to enhance appropriate student behavior.

6. The school psychologist facilitates students and families in developing positive socialization and life skills.

7. The school psychologist consults with students, families, and schools regarding the structure and organization of educational environments and how they impact learning.

8. The school psychologist works with families and others to promote awareness of effective early childhood development and educational services.

**Standard 4: Student Diversity in Development and Learning -** The school psychologist understands that an individual’s development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

**Knowledge**

1. The school psychologist understands individual differences, abilities, and other diverse characteristics.
2. The school psychologist understands principles and research related to diversity factors for students, families, and schools, including factors related to culture, context, individual, and role differences.

3. The school psychologist understands empirically supported strategies to enhance educational services for students and families and effectively address potential influences on learning related to diversity.

4. The school psychologist understands the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.

Performance
1. The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.

2. The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.

3. The school psychologist provides culturally competent and effective practices in all areas of school psychology service delivery.

Standard 5: School Psychology Practice and Professional Development
The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; ethical and professional standards; and legal requirements.

Knowledge
1. The school psychologist understands the history and foundations of school psychology and its relation to other fields.

2. The school psychologist knows current models, methods and practices of the profession.

3. The school psychologist knows the appropriate ethical and professional standards.

4. The school psychologist knows current federal statues and state statutes and regulations as they relate to students.

5. The school psychologist understands processes and procedures for public policy development.

6. The school psychologist knows methods to evaluate personal needs for continuing professional development.

Performance
1. The school psychologist is aware of current practices in related fields.

2. The school psychologist adheres to best practices of the profession.

3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.

4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.

5. The school psychologist maintains certification and continues professional development.

6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.

**Standard 5: Legal, Ethical, and Professional Practice**

The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.

**Knowledge**

1. The school psychologist understands the history and foundations of school psychology.

2. The school psychologist understands multiple service models and methods.

3. The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.

4. The school psychologist understands current federal and state statutes and regulations pertaining to educational services.

5. The school psychologist understands self-evaluation methods to determine areas for continuing professional development.

**Performance**

1. The school psychologist provides services consistent with ethical, legal, and professional standards.

2. The school psychologist engages in ethical and professional decision-making.

3. The school psychologist collaborates with and consults other professionals regarding legal and ethical educational practices.

4. The school psychologist applies professional work characteristics for effective practice, including respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability.
5. The school psychologist demonstrates legal and ethical practices in communication and the use of technology.

6. The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.

**Standard 6: Student Diversity in Development and Learning** — The school psychologist understands that an individual’s development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

**Knowledge**

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.

2. The school psychologist understands how to identify needs and modify instruction to enhance learning for individual students.

3. The school psychologist recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on students and their families.

4. The school psychologist understands how personal biases may impact decision making, instruction and influence student progress.

5. The school psychologist knows research-based practices related to assessment and the interpretation of results that reduce various biases.

6. The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.

**Performance**

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.

2. The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.

3. The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.

4. The school psychologist uses appropriate assessment procedures and/or intervention strategies to meet the unique needs of each individual student.
**Standard 6: School-Wide Practices to Promote Learning** - The school psychologist understands the unique organization and culture of schools and related systems.

**Knowledge**
1. The school psychologist understands school and multi-tiered systems’ structure, organization, and theory.
2. The school psychologist understands general and special education.
3. The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

**Performance**
1. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.
2. The school psychologist utilizes data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.

**Standard 7: Information and Instructional Technology** - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.

**Knowledge**
1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).
2. The school psychologist knows how to use new technologies to enhance student services.
3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

**Performance**
1. The school psychologist uses appropriate technologies to facilitate professional performance.
2. The school psychologist uses technologies to facilitate student performance.
3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.
4. The school psychologist evaluates the validity of information and resources.
Standard 7: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands human development and psychopathology, including biological, cultural, and social influences.

Knowledge
1. The school psychologist understands biological, cultural, developmental, and social influences on learning, behavior, mental health, and life skills.
2. The school psychologist understands techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring.
3. The school psychologist understands evidence-based supported strategies to promote social-emotional functioning and mental health.

Performance
1. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.
2. The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.
3. The school psychologist uses empirically supported strategies to collaboratively develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to student’s mental health, socialization, and learning.

Standard 8: School and Systems Organization, Policy Development, and Climate – The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge
1. The school psychologist understands the organization of schools and systems.
2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.
3. The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.
4. The school psychologist understands leadership roles in the development and implementation of systems change.
5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.
6. The school psychologist knows how to access resources available to address behavioral,
learning, mental, and physical needs.

**Performance**

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.

2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community.

3. The school psychologist contributes to the development of school policies, agency, and community procedures that promote effective programs and services for students and families.

4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.

5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.

**Standard 8: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.**

**Knowledge**

1. The school psychologist understands principles and research related to resilience and risk factors in learning and mental health.

4-2. The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

**Performance**

1. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.

2. The school psychologist, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.

3. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.

**Standard 9: Prevention, Crisis Intervention, and Mental Health – The school psychologist understands human development and psychopathology biological, cultural, and social influences on human behavior.**
Knowledge
1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and communities.

2. The school psychologist has knowledge of antecedents and consequences that influence students’ learning and behavior problems.

3. The school psychologist understands strategies to address students’ learning and behavior problems.

4. The school psychologist knows various prevention programs and crisis intervention procedures.

5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

Performance
1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students’ learning and behavior problems.

2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.

3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.

4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.

5. The school psychologist accesses available resources to address a wide variety of behavioral, learning, mental, and physical needs.

Standard 109: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge
1. The school psychologist knows how family systems influence students’ cognitive, affective, and social development, and academic performance.

2. The school psychologist understands the importance of family involvement in education.
3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.

4. The school psychologist understands diversity issues that affect home/school collaboration.

5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.

6. The school psychologist knows the local community services available to support students and their families.

1. The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family–school interactions that impact student development.

2. The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students’ academic, motivational, behavioral, mental health, and social characteristics.

3. The school psychologist understands empirically supported strategies to support family influences on student learning, socialization, and mental health.

4. The school psychologist understands methods to develop collaboration between families, schools, and community agencies.

Performance

1. The school psychologist applies knowledge of the influence of family systems on education to maximize student performance.

2. The school psychologist facilitates and supports parent participation in educational decision-making activities (e.g., team meetings, schoolwide committees, and school improvement teams).

3. The school psychologist facilitates home–to–school communication, including assisting students and families in accessing community and school-based services.

4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between schools.

1. The school psychologist demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.
2. The school psychologist uses empirically supported strategies to promote effective collaboration and partnerships among parents, schools, and community agencies regarding student learning, socialization, and mental health.

**Standard 110: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.**

**Knowledge**

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.

2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/or plan and conduct research.

3. The school psychologist knows appropriate program evaluation strategies and techniques.

4. The school psychologist understands psychometric principles that influence test selection and assessment methods.

5. The school psychologist knows the strengths and weaknesses of various research methods, designs and their impact on the interpretation of findings.

1. The school psychologist understands research design, statistics, measurement, varied data-collection and analysis techniques.

2. The school psychologist understands statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.

3. The school psychologist understands program evaluation methods at the individual, group, and systems levels.

**Performance**

1. The school psychologist applies knowledge of the principles of research design.

2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others’ research.

3. The school psychologist uses appropriate strategies when evaluating programs and interventions.

4. The school psychologist applies psychometric standards and principles in selecting and using assessment tools and published tests.

5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and best practices relevant to the job.
1. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.

2. The school psychologist provides assistance in educational settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.

3. The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. These standards were adapted from the 2008 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America’s National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate’s disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Content - The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

Knowledge: The competent school social worker:
1. Has attained a master’s degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:
   a. has attained a master’s degree in social work from a program accredited by (CSWE),
   b. has taken a school social work course and,
   c. has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.
2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
5. Understands the effects of mental illness on students’ ability to participate in learning.

6. Understands the person-in-environment context of social work.

7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.

8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.

9. Understands systems theories as they relate to classrooms, schools, families, and community.

10. Understands methods of advocacy on behalf of individuals, families, and school systems.

11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

**Performance: The competent school social worker:**
1. Uses empathy in interpersonal relationships.

2. Uses diverse interview techniques and written communication with all persons within the student’s system.

3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children’s learning.

4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).

5. Selects and applies empirically-based methods of intervention to enhance students’ educational experience.

6. Demonstrates effective leadership of and participation in interdisciplinary teams.

**Standard 2: Service Delivery**—The competent school social worker utilizes a variety of intervention strategies that support and enhance students’ educational and emotional development.

**Knowledge: The competent school social worker:**
1. Understands empirically-based methods of individual, group, family, and crisis counseling.

2. Understands empirically-based methods of social work service delivery.

3. Understands and develops skills in advocacy, case management, community organization,
consultation and in-service training.

4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including “Response to Intervention.” (RTI)

5. Understands the interdisciplinary approach to service delivery within the educational environment.

6. Understands how to integrate content knowledge for service delivery.

7. Understands the role of mandated reporters and the function of the State’s child welfare agency and law enforcement interaction.

Performance: The competent school social worker:

1. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).

2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.

3. Provides crisis intervention counseling and other services to the school community.

4. Provides consultation to teachers, administrators, parents, and community agencies.

5. Develops and provides training and educational programs in the school and community.

6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students’ educational planning conferences, and conferences with parents.¹

7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

8. Mobilizes the resources of the school and community to meet the needs of children and their families.

¹School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice.

Social work assessment is an ongoing process of data collection aimed at identifying client strengths and problems. Specifically, assessment guides treatment planning, as well as informs

9. Reports suspected child abuse and neglect to the State’s child welfare agency and/or law enforcement.

**Standard 3: Planning – The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.**

**Knowledge: The competent school social worker:**

1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.

2. Understands the process of needs assessment, referral, and resource development.

3. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students’ diversity and strengths, life experiences, and social/emotional factors.

4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

5. Understands how to integrate and use technology for assessments, interventions, and information management.

**Performance: The competent school social worker:**

1. Assists in establishing expectations for student learning consistent with students’ strengths and educational systems’ goals.

2. Conducts needs assessments to plan for service delivery.

3. Assists students in creating long- and short-term plans to meet expectations for learning.

4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.

5. Plans interventions that integrate students’ life experiences and future career goals.

6. Maintains relevant data to assist in planning, management and evaluation of school social work.

7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.
8. Supports approaches to learning that address individual student needs.

9. Integrates and uses technology for assessments, interventions, and information management.

**Standard 4: Assessment and Evaluation**—The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

**Knowledge:** The competent school social worker:

1. Understands strength-based assessments and practices that support growth and development.

2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.

3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.

4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.

5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
   - The child’s physical, cognitive, and social-emotional development;
   - Family history and factors that influence the child’s overall functioning;
   - The child’s behavior and attitude in different settings;
   - Patterns of interpersonal relationships in all spheres of the child’s environment;
   - Patterns of achievement and adjustment at critical points in the child’s growth and development;
   - Adaptive behavior and cultural factors that may influence learning.

6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.

7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.

8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.

9. Is familiar with the diagnostic tools used by other professionals in the school.

10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.
Performance: The competent school social worker:

1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview, and standardized instruments to evaluate the understanding, progress, and performance of students’ social-emotional development in the school environment.

2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including “Response to Intervention” (RTI).

3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.

4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.

5. Presents social work assessment results in an easily understandable manner.

6. Documents social work assessment and evaluation results.

7. Collaborates with parents/guardians and other professionals regarding the assessment process.

8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.

9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

Standard 5: Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students’ learning and well-being.

Knowledge: The competent school social worker:

1. Understands the principles, practices, and processes of individual and organizational consultation.

2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student’s educational functioning.

3. Understands the school’s role within the context of the larger community.
4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.

5. Understands the importance of audience and purpose when selecting ways to communicate ideas.

6. Understands language development, communication techniques, and the role of communication in the learning environment.

7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.

8. Understands the role of school personnel as mandated reporters of child abuse and neglect.

Performance: The competent school social worker:

1. Initiates, develops, and implements consultative relationships.

2. Models and promotes ethical practices for confidential communication.

3. Collaborates with colleagues, parents/guardians, and community personnel about students’ needs.

4. Encourages relationships among colleagues to promote a positive learning environment.

5. Participates in collaborative decision-making and problem-solving to promote students’ success.

6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.

7. Models and promotes effective communication among group members or between groups.

8. Uses a variety of effective communication modes with diverse target groups.

9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State’s child welfare agency and/or law enforcement.

10. Makes mandated reports of child abuse and neglect as appropriate to the State’s child welfare agency and/or law enforcement.

Standard 6: Advocacy and Facilitation—The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.
Knowledge: The competent school social worker:
1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.
2. Is familiar with available resources for students and families within the school and community.
3. Understands when and how to make referrals for programs and services at the district, community, and State levels.
4. Understands the need to improve access to services and resources.

Performance: The competent school social worker:
1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.
3. Makes referrals to community and school resources.
4. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

Standard 7: Learning Community—The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge: The competent school social worker:
1. Understands principles of and strategies for effective behavior and social management within the school environment.
2. Understands how people’s attitudes within the educational environment influence behavior of individuals.
3. Understands how to help students work cooperatively and productively.
4. Understands the importance of parents’/guardians’ participation in fostering students’ positive development.
5. Understands dispute resolution strategies.
6. Understands the goals and objectives of educational organizations.
7. Understands how to work with administrators and other school personnel to make changes within the school.
8. Understands how service learning and volunteerism promote the development of personal and social responsibility.

**Performance:** The competent school social worker:
1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.
2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.
3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.
4. Develops dispute resolution programs within the school environment.
5. Develops needs assessments and works as a change agent to address the identified gaps in services.
6. Collaborates with community agencies in school-linked service learning projects or other programs.
7. Promotes the effective utilization of school social work services.
8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.
9. Designs, implements, and evaluates programs that enhance a student’s social participation in school, family, and community.
10. Promotes active parental/guardian participation within the educational environment.
11. Collaborates with community agencies to increase access to services and resources.

**Standard 8: Diversity** — The competent school social worker understands the broad range of backgrounds and experiences that shape students’ approaches to learning and helps create opportunities adapted to diverse populations of learners.

**Knowledge:** The competent school social worker:
1. Understands how students’ learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.
2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.

4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.

5. Understands ways in which similar behaviors may have different meanings to people in different cultures.

**Performance: The competent school social worker:**

1. Facilitates a learning community in which individual differences are respected.


3. Provides services that promote multicultural sensitivity.

4. Develops strategies to decrease negative effects of cultural barriers on education.

5. Utilizes students’ diversity to enrich the educational experiences of all students.

6. Interprets information about students’ families, cultures, and communities in assessments, interventions, and evaluations of student progress.

7. Utilizes appropriate social work assessment tools and empirically-based intervention strategies that reflect diverse student needs.

8. Designs empirically-based intervention strategies appropriate to student’s culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.

9. Makes referrals for additional services or resources to assist students with diverse learning needs.

**Standard 9: Professional Conduct and Ethics** — The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students’ learning, safety, and well-being.

**Knowledge: The competent school social worker:**

1. Understands the current applicable professional codes of conduct and ethical practice guidelines.

2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.

3. Understands the legal and ethical principles of confidentiality as they relate to the practice
of school social work, (i.e., HIPPA, FERPA).

4. Understands the organization and operation of safe school systems.

5. Understands school policies and procedures as they relate to student learning, safety and well-being.

6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students’ and families’ rights.

7. Understands the importance of active participation and leadership in professional education and social work organizations.

Performance: The competent school social worker:
1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.

2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students’ and families’ rights.

3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.

4. Abides by current legal directives, school policies, and procedures.

5. Promotes the rights of all students in a safe environment.

6. Models and promotes ethical practices for confidential communication.

Standard 10: Professional Development—The competent school social worker actively seeks opportunities to grow professionally.

Knowledge: The competent school social worker:
1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

2. Understands the impact of personal strengths and needs on service delivery.


4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.

5. Understands how to interpret and utilize research to evaluate and guide professional
interventions and program development.

**Performance: The competent school social worker:**

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.


4. Actively seeks consultation to improve professional practice.

5. Maintains the limits and boundaries of the professional role of school social workers.

6. Participates in professional activities and organizations that promote and enhance school social work practice.

**Standard 1: Foundations of the professional school social worker -** The competent school social worker is an advanced practitioner trained in mental health with a masters degree in social work, who provides services related to a person’s social emotional and life adjustment to school and/or society. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students’ academic and social success.

**Knowledge** - The competent school social worker:

1. Understands that school social work is an area of concentration built on the knowledge and competencies of graduate level social work education.

2. Understands how to improve academic and behavioral outcomes of students.

3. Possesses skills and knowledge to ensure the delivery of scientifically supported services.

4. Knows how to promote a positive school climate and culture.

5. Knows how to maximize school-based and community resources.

6. Understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.

**Performance** - The competent school social worker:

1. Uses knowledge to improve academic and behavioral outcomes of students.

2. Utilizes skills and knowledge to ensure the delivery of scientifically supported services.
3. Promotes a positive school climate and culture.

4. Maximizes school-based and community resources.

5. Synthesizes and applies a broad range of interdisciplinary and multidisciplinary knowledge and skills.

Standard 2: Engagement, Assessment, Intervention, and Evaluation - The competent school social worker engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities for the enhancement of student learning and the educational system.

Knowledge - The competent school social worker:
1. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

2. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.

3. Understands how to help students work cooperatively and productively.

4. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

5. Understands dispute resolution strategies.

6. Is familiar with the diagnostic tools used by other professionals in the school.

7. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
   a. The child’s physical, cognitive, and social-emotional development.
   
   b. Family history and factors that influence the child’s overall functioning.
   
   c. The child’s behavior and attitude in different settings.
   
   d. Patterns of interpersonal relationships in all spheres of the child’s environment.
   
   e. Patterns of achievement and adjustment at critical points in the child’s growth and development.
   
   f. Adaptive behavior and cultural factors that may influence learning; understands the relationship between assessment, eligibility, and placement decisions, including the development of Accommodation, Behavior, Response to Intervention (RTI) and Individualized Education Plans (IEP).
Performance - The competent school social worker:
1. Substantively and effectively builds relationships with individuals, families, groups, organizations, and communities.
2. Uses empathy and other interpersonal skills.
3. Develops a mutually agreed-on intervention goals and objectives.
4. Collects, organizes, and interprets student data.
5. Assesses student and family strengths and limitations with the goal of improving student social, emotional, behavioral, and academic outcomes.
6. Selects and utilizes appropriate intervention strategies.
7. Initiates actions to achieve student learning outcomes.
8. Implements prevention interventions that enhance student and family capacities.
9. Helps students and families resolve problems.
10. Negotiates, mediates, and advocates for students, families and the school system.
11. Plans for and facilitates transitions and termination of services.
13. Uses diverse interview techniques and written communication with all persons within the student's environment.
14. Mobilizes the resources of the school and community to meet the needs of students and their families.
15. Assists in establishing expectations for student learning consistent with students’ strengths and educational goals.

Standard 3: Knowledge of human behavior and the social environment - The competent school social worker is knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. School social workers apply pertinent theories and knowledge to understand biological, social, cultural, psychological, and spiritual development.

Knowledge - The competent school social worker:
1. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.

2. Understands the effects of mental illness on students’ ability to participate in learning.

3. Understands the person-in-environment context of social work.

4. Understands the effects of biological, spiritual, legal, social, and cultural factors on human development and social functioning.

5. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.

6. Understands strength-based assessments and practices that support growth and development.

7. Understands the social-developmental history with its focus on the student's functioning within the educational environment.

8. Understands principles of and strategies for effective behavior, emotional and social management within the school environment.

9. Understands how people’s attitudes within the educational environment influence behavior of individuals.

10. Understands the importance of parents'/guardians’ participation in fostering students’ positive development.

11. Understands the goals and objectives of educational organizations.

12. Understands how service learning and volunteerism promote the development of personal and social responsibility.

**Performance - The competent school social worker:**

1. Utilizes the human behavior in the social environment framework to guide processes of assessment, intervention, and evaluation with individuals, groups, families, and school system.

2. Critiques and applies knowledge to understand students in their educational, family and community environments.

3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, psychosocial, and legal factors that affect children's learning.

4. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).
5. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.

6. Provides crisis intervention counseling and other services to the school community.

7. Provides consultation to teachers, administrators, parents, and community agencies.

8. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students’ educational planning conferences, and conferences with parents.

9. Implements appropriate areas of student IEP, accommodation, and behavior plans.

10. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

**Standard 4: Policy practice -** The competent school social worker advances social and economic well-being and delivers effective social work services in the educational setting. School social workers, as systems’ change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.

**Knowledge -** The competent school social worker:

1. Understands the interdisciplinary approach to service delivery within the educational environment.

2. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.

3. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student’s educational functioning.

4. Understands the school’s role within the context of the larger community.

5. Understands the importance of audience and purpose when selecting ways to communicate ideas.

6. Understands how to work with administrators and other school personnel to make changes within the school.

7. Understands the organization and operation of safe school systems.
8. Understands school policies and procedures as they relate to student learning, safety and well-being.

**Performance** - The competent school social worker:
1. Analyzes, formulates, and advocates for policies that advance social well-being for students, families, and school system.
2. Collaborates with colleagues and clients for effective policy action.
3. Educates students and parents about school, State, and Federal policies and statutes and accompanying rights and responsibilities.
4. Identifies and addresses gaps in services for students and families.
5. Engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

**Standard 5: Environmental contexts that shape practice** - Competent school social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the educational settings are dynamic, and use knowledge and skills to respond proactively.

**Knowledge** - The competent school social worker:
1. Understands systems theories as they relate to classrooms, schools, families, and community.
2. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.
3. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.
4. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
5. Understands how to integrate and use technology for assessments, interventions, and information management.
6. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.
7. Understands how to facilitate a collaborative relationship between general and special education systems to promote a unified system of education.
Performance - The competent school social worker:
1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.

2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

3. Facilitates collaborative relationships between general and special education systems to promote a unified system of education.


5. Integrates and uses technology for assessments, interventions, and information management.

Standard 6: Empirically based practice - The competent school social worker engages in research-informed practice and practice-informed research. School social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery in the educational setting.

Knowledge - The competent school social worker:
1. Understands empirically-based methods of individual, group, family, and crisis counseling.

2. Understands empirically-based methods of social work service delivery.

3. Understands the process of needs assessment, referral, and resource development.

4. Understands quantitative and qualitative research.

5. Understands scientific and ethical approaches to building knowledge.

6. Understands the use of empirically based assessment and evaluation results to develop student interventions.

Performance - The competent school social worker:
1. Uses practice in the educational setting to inform future research activities.

2. Uses research evidence to inform practice in assessment, prevention, intervention and evaluation with individuals, groups, families, and the school system.

3. Uses evidence based knowledge in the development and implementation of accommodation, behavioral, RTI, and IEP plans.
4. Collects, interprets and uses data in interdisciplinary collaboration to develop and foster academic achievement.

5. Involves students in self-assessment activities to help them become aware of their strengths and needs to establish and attain their goals.

**Standard 7: Advocacy - The competent school social worker advances student, family and human rights for social and economic justice within educational settings. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.**

**Knowledge** - The competent school social worker:
1. Understands methods of advocacy on behalf of individuals, families, and school systems.

2. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.

3. Understands the need to improve access to services and resources.

4. Understands the forms and mechanisms of oppression and discrimination and how these factors impact student learning.

5. Recognizes the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights within the academic setting.

**Performance** - The competent school social worker:
1. Advocates for student, family and human rights and social and economic justice.

2. Engages in practices that advance social and economic justice.

3. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.

4. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

5. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

6. Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**Standard 8: Diversity and cultural competence - The competent school social worker understands how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender
identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

**Knowledge** - The competent school social worker:
1. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
2. Understands the broad range of backgrounds and experiences that shape students’ approaches to learning.
3. Understands how students' success is influenced by prior learning and the diversity factors listed above.
4. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
5. Understands the issues of second language acquisition and the immigrant experience.
6. Understands ways in which similar behaviors may have different meanings to people in different cultures.
7. Understands that, as a consequence of difference and diversity, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

**Performance** - The competent school social worker:
1. Considers the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power.
2. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Communicates their understanding of the importance of difference in shaping life, learning and educational experiences.
4. Actively learns from and engages those with whom they work.
5. Considers how these factors impact student learning, academic success and achievement.

**Standard 9: Critical Thinking** - The competent school social worker is knowledgeable about the principles of logic, scientific inquiry, and professional judgment and their implications to student learning.

**Knowledge** - The competent school social worker:
1. Understands how to analyze the usefulness of knowledge in specific situations.
2. Understands how synthesis and communication of relevant information is pertinent to the educational setting.

3. Understands how to integrate content knowledge for service delivery.

4. Understands theories and methods of communication.

**Performance** - The competent school social worker:
1. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.

2. Uses critical thinking and professional judgment augmented by creativity and curiosity in decision making.

3. Analyzes models of assessment, prevention, intervention, and evaluation.

4. Synthesizes and communicates relevant information as it pertains to the learning environment.

5. Uses supervision and consultation to determine best practice service delivery.

6. Utilizes theories and appropriate methods of communication when engaging a variety of audiences.

**Standard 10: Ethical Practice** - The competent school social worker conducts themselves ethically by applying ethical principles to guide professional practice and decision making within the educational setting.

**Knowledge** - The competent school social worker:
1. Understands federal and state laws and regulations as they pertain to ethical school social work practice.


3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).

4. Understands the value base of the profession, its ethical standards, and relevant law.

**Performance** - The competent school social worker:
1. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on confidentiality, and students’ and families’ rights.

2. Models and promotes ethical practices for confidential communication.
3. **Manages personal values in a way that allows professional values to guide practice.**

4. **Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.**

5. **Tolerates ambiguity in resolving ethical conflicts.**

6. **Applies strategies of ethical reasoning to arrive at principled decisions.**

7. **Collaborates with other educational professionals in an interdisciplinary and ethical manner.**

**Standard 11: Identifies as a professional school social worker and conducts oneself accordingly -** School social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

**Knowledge -** The competent school social worker:

1. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

2. Understands and develops skills in advocacy, case management, classroom groups, community organization, consultation and in-service training.

3. Understands the role of mandated reporters and the function of the State’s child welfare agency and law enforcement interaction.

4. Understands the importance of active participation and leadership in professional education and social work organizations.

5. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.

6. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

7. Understands the significance of social work history.

**Performance -** The competent school social worker:

1. Advocates for student and family access to social work services in the educational setting.


3. Attends to professional roles and boundaries within the context of the educational setting.
4. Demonstrates professional demeanor in behavior, appearance, and communication.

5. Engages in career-long learning.

6. Uses supervision and consultation.

7. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

8. Participates in professional activities and organizations that promote and enhance school social work practice.
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SUBJECT
Proposed Rule Changes to IDAPA 08.02.02.016, .019, .022, .023, .024, .027, .028, .100 Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1254, 33-1258, and 33-114, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION
08.02.02.016.01 IDAHO EDUCATOR CREDENTIAL Renewal Requirement – Mathematics In-Service Program
This section of rule is being amended to clarify the intent of the renewal requirements for the Mathematics In-Service Program requirement and the Idaho Comprehensive Literacy Course. The intent was to have all currently employed holders of Standard Elementary Certificates, Standard Exceptional Child Certificates, and Administrator Certificates show proof that they have successfully completed the “Mathematical Thinking for Instruction” course, as a one-time requirement to recertify. The language has been amended to clarify that the requirement is not limited by the assignment that is held at the time of recertification, but it is a condition of employment in any Idaho school district or charter school by anyone who holds the previously named certificates.

08.02.02.016.04 IDAHO EDUCATOR CREDENTIAL Renewal Requirement – Idaho Comprehensive Literacy Course
This section of rule is being amended to clarify the intent of the renewal requirements for the Idaho Comprehensive Literacy Course. The intent was to have all currently employed holders of Standard Elementary Certificates and Standard Exceptional Child Certificates show proof that they have successfully completed the Idaho Comprehensive Literacy course, as a one-time requirement to recertify. The language has been amended to clarify that the requirement is not limited by the assignment that is held at the time of recertification, but it is a condition of employment in any Idaho school district or charter school by anyone who holds the previously named certificates.

08.02.02.019 BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATE Birth through Grade 3 Endorsement, Pre-K through Grade 6 Endorsement. 08.02.02.022.08, .09 ENDORSEMENTS A – D Communication Endorsement (6-12), Computer Science Endorsement (6-12), 08.02.02.023.02, .03, .09, .12 ENDORSEMENTS E – L Economics Endorsement (6-12), Engineering Endorsement (6-12), Health Endorsement (6-12 or K-12), Journalism Endorsement (6-12), 08.02.02.024.07, .08 ENDORSEMENTS M – Z Physical Education (PE) (6-12 or K-12), Physical Education/Health. 08.02.02.027.07 PUPIL PERSONNEL SERVICES CERTIFICATE School Social Worker Endorsement. 08.02.02.028 EXCEPTIONAL CHILD CERTIFICATE Generalist Endorsement (K-12),
Generalist Endorsement (K-8), Generalist Endorsement (6-12), Early Childhood Special Education Endorsement (Pre-K-3)

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following certificates and endorsements were reviewed by committees of content experts: Early Childhood/Early Childhood Special Education Blended Certificate, Communication, Computer Science, Economics, Engineering, Health, Journalism, Physical Education, Physical Education/Health, School Social Worker, Generalist, and Early Childhood Special Education and have been amended to bring them into alignment with the proposed standards amendments that the Board is considering for adoption and incorporation by reference in IDAPA 08.02.02.004 in a separate agenda item.

All standards and endorsements were revised to better align with national standards and best practices; then they were presented to the PSC for consideration. The PSC has recommended approval of all of the committee’s proposed endorsement revisions including renaming the Early Childhood/Early Childhood Special Education Blended Certificate to Blended Early Childhood Education/Early Childhood Special Education Certificate to increase clarity regarding the intent of the certificate. Additionally, the specific Birth through Grade 3 range of the endorsement is now officially being named as an endorsement in rule. The PSC is also recommending approval of the creation of a new endorsement that will provide Idaho universities the opportunity to prepare their Blended Early Childhood Education/Early Childhood Special Education Certificate candidates to teach elementary through Grade 6, to increase the number of teachers who can teach elementary special education by meeting a few additional requirements.

There are two additional Generalist Endorsements being recommended to encourage teacher preparation candidates to consider adding a special education endorsement that will allow them to specialize in either elementary or secondary grades to help address the need for more special education teachers.

The final major change is the recommendation to eliminate the Physical Education/Health endorsement, as it is redundant. The only way to obtain the endorsement is to hold both the Physical Education and Health endorsements, which makes this combined endorsement unnecessary.

08.02.02.100.03, .04 OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS Continuing Approval.

This section of rule is being amended to update the name change of the national council that accredits teacher preparation programs, as well as to clarify that all teacher preparation programs must be reviewed at least once between full program reviews. Additionally, the payment responsibility is being shifted to create more equality between Idaho public universities that are required to be nationally accredited, and those private universities that do not elect to be nationally accredited. Idaho rule requires that all Idaho approved public and private universities be
reviewed according to the national standards. The majority of Idaho’s colleges and universities pay to be reviewed and accredited by the approved national council. Those that opt not to pursue national accreditation still have to be reviewed according to the same national standards, but a state team must be formed to review the national standards. Colleges and universities that are nationally accredited bear the cost of this review, while non-accredited colleges or universities bear none of the cost of the national standards review. This rule will assess a fee that is comparable to, but still less than what the nationally accredited colleges/universities pay for each approved Idaho college or university that chooses to not seek national accreditation.

ATTACHMENTS
Attachment 1 – Proposed changes to IDAPA 08.02.02.016, 019, .022, .023, .024, .027, .028, .100.

STAFF COMMENTS AND RECOMMENDATIONS
As a result of the extensive 2014 rewrite of IDAPA 08.02.02 regarding teacher certification, a number of issues were identified regarding the reorganization and cleanup of these sections of Idaho Administrative Code that would need to be addressed if the tiered certification proposal was not adopted. Board staff has developed proposed amendments under a separate Proposed Rule for Board consideration. Should the Board approve both rules, Board staff will work with the Department staff to incorporate the necessary changes into both administrative rules as applicable. Board staff have discussed the need to coordinate the proposed changes with the Departments certification staff.

BOARD ACTION
I move to approve the request by the Professional Standards Commission to approve the proposed rule amendments to Idaho Administrative Code IDAPA 08.02.02.016, 019, .022, .023, .024, .027, .028, .100 Rules Governing Uniformity as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
016. IDAHO EDUCATOR CREDENTIAL.
The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code) (3-16-04)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (3-20-14)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8) Idaho public school district or charter school; (3-29-10)( - - )

b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (multi-subject classroom K-8) Idaho public school district or charter school; (3-20-14)( - - )

c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed in an elementary classroom (multi-subject classroom K-8) Idaho public school district or charter school; (3-20-14)( - - )

d. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an elementary classroom (multi-subject classroom K-8) Idaho public school district or charter school; and (3-20-14)( - - )

e. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed in an elementary classroom (multi-subject classroom K-8) Idaho public school district or charter school, including all school district and charter administrators. (3-20-14)( - - )

02. Out-of-State Applicants - Mathematical Thinking for Instruction. (4-4-13)

a. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. (4-4-13)
03. **Waiver of Mathematics In-Service Program.** When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-20-14)

04. **Renewal Requirement - Idaho Comprehensive Literacy Course.** In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.c. shall successfully complete an Idaho Comprehensive Literacy course in order to recertify: (4-4-13)

   a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8) Idaho public school district or charter school; (4-4-13) (4-4-14)

   b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (K-8) Idaho public school district or charter school; and (3-20-14) (3-20-14)

   c. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an K-12 classroom Idaho public school district or charter school. (3-20-14) (3-20-14)

05. **Out-of-State Applicants - Idaho Comprehensive Literacy Course.** (3-20-14)

   a. Out-of-state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement. (3-20-14)

   b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-20-14)

017. **CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**

01. **Assessments.** State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho’s classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

02. **Out-of-State Waivers.** An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

03. **Idaho Comprehensive Literacy Assessment.** All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National
English Language Learner’s Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards.

04. Technology Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards.

018. STANDARD ELEMENTARY CERTIFICATE.
A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor’s degree from an accredited college or university and who meets the following requirements:

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required.

02. Professional Education Requirements.

a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area.

b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8.

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8).

04. Area of Endorsement. All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade nine (9) or a K-12 endorsement shall be added to the Standard Elementary Certificate.

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments.

019. BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.
An Blended Early Childhood-/Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any early childhood educational setting. This certificate for youth from birth to grade three (3), including those who are at risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor’s baccalaureate degree from an accredited college or university and who meets the following minimum requirements:

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required.

02. Professional Education Requirements. Birth through Grade 3 Endorsement. The Birth through
Grade 3 endorsement allows one to teach in any educational setting birth through grade 3. To be eligible for a Blended Early Childhood/Early Childhood Special Education certificate with a Birth through Grade 3 endorsement, a candidate must have satisfied the following requirements:

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies.

b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and field experiences birth to age 3 programs, and age 3 to age 5 programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading.

03. Additional Requirements. An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam Assessment.

04. Proficiency. Proficiency in areas noted above is measured by one of the following options:

a. Option 1: completion of the credit hour requirements provided herein and demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments.

b. Option II: Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments.

05. Pre-K through Grade 6 Endorsement. The Pre-K through Grade 6 endorsement allows one to teach in any Pre-K through grade 6 education setting, except in a middle school setting. This endorsement may only be added to the Blended Early Childhood Education/Early Childhood Special Education Certificate in conjunction with the Birth through Grade 3 endorsement. To be eligible for a Blended Early Childhood Education/Early Childhood Special Education Certificate with an Early Pre-K through Grade 6 endorsement, a candidate must have satisfied the following requirements:

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Elementary Education to include course work in each of the following areas: Methodology (literacy, math, science, physical education, art); Content knowledge (math, literacy, science, health, art); Technology; Assessment; and, Field experiences in grades 4 - 6.

020. STANDARD SECONDARY CERTIFICATE. A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor’s degree from an accredited college or university and who meets the following minimum requirements:

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required.

02. Professional Education Requirements.

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area.
b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

03. Teaching Field Requirements. Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. (3-30-07)

04. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, Exceptional Child Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (4-4-13)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education approved alternative clinical experience. (3-12-14)

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-7-11)
04. **Bilingual Education (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: at least nine (9) upper division semester credit hours in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ENL/Bilingual Methods; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/identification of Limited English Proficient Students; at least two (2) semester credit hours in Bilingual Practicum; and three (3) semester credit hours in a Bilingual Education related elective (ex: linguistics, critical pedagogy, parent involvement).

05. **Biological Science (6-12).** Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology.

06. **Business Technology Education (6-12).**

   a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance.

   b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038.

07. **Chemistry (6-12).** Twenty (20) semester credit hours in the area of Chemistry.

08. **Communication (6-12).** Follow one (1) of the following options:

   a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; Journalism/Mass Communication; and Drama/Theater Arts.

   b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, Journalism/Mass Communication, and Methods of Teaching Speech/Communication.

09. **Computer Science (6-12).** Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world.

10. **Drama (6-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre.

023. **ENDORSEMENTS E - L.**

01. **Earth Science (6-12).** Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology.

02. **Economics (6-12).** Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods.
work may be selected from business, economics, and/or finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education.

03. Engineering (6-12). Twenty (20) semester credit hours of Engineering course work. (4-4-13)

045. English as a New Language (ENL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ENL Teachers to include all of the following: at least four (4) semester credit hours in a modern language other than English; Cultural Diversity; ENL Methods; Linguistics; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/Identification of Limited English Proficient Students; and at least one (1) semester credit in ENL Practicum or Field Experience. (4-4-13)

056. Family and Consumer Sciences (6-12). (4-4-13)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Apparel and Textiles, Cultural Dress, Fashion Merchandising, or Design; Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; Professional-Technical Student Organization (PTSO) leadership; and Integration of Family Consumer Sciences or Family Consumer Science Methods. (4-4-13 through 038).

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038.

067. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-4-13)

078. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

089. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programming for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (4-12-14)

109. Health (6-12 or K-12). Minimum of Twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, and Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (4-4-13)

101. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government.
142. **Humanities (6-12).** An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance.

123. **Journalism (6-12).** Follow one (1) of the following options:

   a. Option I: Twenty (20) semester credit hours to include a minimum of sixteenfourteen (164) semester credit hours in Journalism and foursix (46) semester credit hours in English and/or Mass Communication.
   b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism.

134. **Literacy (K-12).** Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment.

024. **ENDORSEMENTS M - Z.**

01. **Marketing Technology Education (6-12).**

   a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, with remaining credit hours in Entrepreneurship; Hospitality and Tourism; Finance; or Accounting.
   b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038.

02. **Mathematics - Basic (6-12).** Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics.

03. **Mathematics (6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department.

04. **Music (6-12 or K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course.

05. **Natural Science (6-12).** Follow one (1) of the following options:

   a. Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows:
i. Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-7-11)

ii. Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-7-11)

iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)

iv. Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-7-11)

b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)

06. Physics (6-12). Twenty (20) semester credit hours in the area of Physics. (3-16-04)

07. Physical Education (PE) (6-12 or K-12). Minimum of twenty (20) semester credit hours to include course work in each of the following areas: Personal and Teaching Competence in Sport, Movement, Physical Activity, and Outdoor Skills; Secondary PE Methods; Administration and Curriculum, to include field experiences in physical education; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (4-4-13)

08. Physical Education/Health. Must have an endorsement in both physical education and health. (3-30-07)

098. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

109. Psychology. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

110. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)

121. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

132. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

143. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)

154. Technology Education (6-12).

a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of Engineering Design. (4-4-13)
b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038.  

165. **World Language (6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Course work must include two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course.

025. **AMERICAN INDIAN LANGUAGE (SECTION 33-1280, IDAHO CODE).**
Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe’s native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers.

01. **Process the Application.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher.

02. **Approval Has Been Received.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar ($40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code.

03. **Office of Certification.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate.

026. **ADMINISTRATOR CERTIFICATE.**
Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.

01. **School Principal Endorsement (Pre-K-12).** To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements:

a. Hold a master’s degree from an accredited college or university.

b. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting.
c. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12.  
   (3-30-07)

d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.  
   (3-12-14)

e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement.  
   (3-16-04)

02. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements:  
   (3-16-04)

a. Hold an education specialist or doctorate degree or complete a comparable post-master’s sixth year program at an accredited college or university.  
   (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting.  
   (3-30-07)

c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12.  
   (3-30-07)

d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master’s degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in additional to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.  
   (3-12-14)

e. An institutional recommendation is required for a School Superintendent Endorsement.  
   (3-16-04)

03. Director of Special Education and Related Services Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements:  
   (3-16-04)

a. Hold a master’s degree from an accredited college or university.  
   (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting.  
   (3-16-04)

c. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.  
   (3-12-14)

d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and
Technology Skills for Referral Processes, and Record Keeping.  

e. Have completed an administrative internship/practicum in the area of administration of special education and related services.  

f. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement.  

027. PUPIL PERSONNEL SERVICES CERTIFICATE.  

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify.  

01. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement.  

a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement.  

b. An institutional recommendation is required for a Counselor K-12 Endorsement.  

02. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options:  

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist.  

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist.  

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist.  

d. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the
National Association of School Psychologists (NASP). (3-29-12)

03. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 027.03.a. or 027.03.b. in addition to the requirement of Subsection 027.03.c. (3-29-10)

a. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor’s degree in nursing, education, or a health-related field from an accredited institution. (5-8-09)

b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (5-8-09)

i. Health program management;

ii. Child and adolescent health issues;

iii. Counseling, psychology, or social work; or

iv. Methods of instruction.

(5-8-09)

c. Additionally, each candidate must have two (2) years’ full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (5-8-09)

04. Interim Endorsement - School Nurse. This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate - will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

05. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master’s degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

06. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master’s degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

07. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement must be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

a. A master's degree in social work (MSW) from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. Council on Social Work Education; and (3-16-04)

b. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. An institutional recommendation from an Idaho State Board of Education approved program;
and

c. The successful completion of a school social work practicum in a K-12 setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting; and

d. A current and valid master’s level or higher Social Work License from the Idaho Bureau of Occupational Licenses.

08. Interim Endorsement—Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a bachelor’s degree in Speech language pathology and are pursuing a master’s degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable.

028. EXCEPTIONAL CHILD CERTIFICATE.
Holders of this certificate work with children who have been identified as having an educational impairment.

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required.

02. Professional Education Requirements. At least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in a special education setting.

023. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in an elementary and secondary special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements:

a. Completion of a baccalaureate degree from an accredited college or university.

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed.

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program.

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested.

04. Generalist Endorsement (K-8). The Generalist K-8 endorsement is non-categorical and allows one to teach grades K-8 in a special education setting. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in an elementary special education setting. This endorsement can be added to an Elementary Certificate or an Exceptional Child Certificate. To be eligible for an Exceptional Child Certificate with a Generalist K-8 endorsement, a candidate must have satisfied the following requirements:

a. Completion of a baccalaureate degree from an accredited college or university.
b. Completion, in an Idaho college or university, of a program in elementary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, or special education currently approved by the state educational agency of the state in which the program was completed. 

( - - )

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program.

( - - )

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested.

( - - )

05. Generalist Endorsement (6-12). The Generalist 6-12 endorsement is non-categorical and allows one to teach grades 6-12 in a special education setting. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in a secondary special education setting. This endorsement can be added to a Secondary Certificate or an Exceptional Child Certificate. To be eligible for an Exceptional Child Certificate with a Generalist K-8 endorsement, a candidate must have satisfied the following requirements: 

( - - )

a. Completion of a baccalaureate degree from an accredited college or university.

( - - )

b. Completion, in an Idaho college or university, of a program in elementary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in secondary, or special education currently approved by the state educational agency of the state in which the program was completed.

( - - )

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program.

( - - )

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested.

( - - )

036. Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement or the Generalist K-8 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements:

(4-7-11)( - - )

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K - 3 grades.

(4-7-11)( - - )

04. Deaf/Hard of Hearing Endorsement (K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements:

(4-11-15)
a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-15)

05. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements:

a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (4-11-15)

c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (4-11-15)

029. CONSULTING TEACHER/TEACHER LEADER ENDORSEMENT.
Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (4-4-13)

01. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements:

a. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), and hold a master’s degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas:

i. Assessment of learning behaviors; (4-4-13)
ii. Individualization of instructional programs based on educational diagnosis; (4-4-13)

iii. Behavioral and/or classroom management techniques; (4-4-13)

iv. Program implementation and supervision; (4-4-13)

v. Knowledge in use of current methods, materials and resources available and management and operation of media centers; (4-4-13)

vi. Ability in identifying and utilizing community or agency resources and support services; and (4-4-13)

vii. Counseling skills and guidance of professional staff. (4-4-13)

b. Experience. Completion of a minimum of three (3) years’ teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)

c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include:

i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)

ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)

(1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)

(2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)

(3) Promoting Professional Learning for Continuous Improvement; (4-4-13)

(4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)

(5) Using Assessments and Data for School and District Improvement; (4-4-13)

(6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)

(7) Advocating for Student Learning and the Profession. (4-4-13)

d. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

02. Mathematics Consulting Teacher - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)

a. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (4-4-13)
i. Structural Components of Mathematics; (4-4-13)

ii. Modeling, Justification, Proof and Generalization; (4-4-13)

iii. Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4-4-13)

b. Experience. Completion of a minimum of three (3) years’ teaching experience. (3-29-10)

c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include:

i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)

ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)

(1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)

(2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)

(3) Promoting Professional Learning for Continuous Improvement; (4-4-13)

(4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)

(5) Using Assessments and Data for School and District Improvement; (4-4-13)

(6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)

(7) Advocating for Student Learning and the Profession. (4-4-13)

d. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

030. (RESERVED)

031. JUNIOR RESERVED OFFICER TRAINING CORPS (JUNIOR ROTC) INSTRUCTORS.

01. List of Names. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (4-11-06)

02. Notarized Copy. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (4-11-06)

03. Authorization Letter. Upon receiving the items identified in Subsections 031.01 and 031.02, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (4-11-06)

032. POSTSECONDARY SPECIALIST.
A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty’s college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-26-08)
01. **Renewal.** This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty’s college dean level or higher). (3-26-08)

02. **Fees.** The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-26-08)

03. **Qualifications.** The candidate must:
   a. Hold a masters degree or higher in the content area being taught; (3-26-08)
   b. Be currently employed by the post secondary institution in the content area to be taught; and (3-26-08)
   c. Complete and pass a criminal history check as required according to Section 33-130, Idaho Code. (3-26-08)

033. **ONLINE TEACHER ENDORSEMENT (PRE-K-12).**

01. **Online-Teacher Endorsement.** To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements:
   a. Meets states’ professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (4-7-11)
   b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (4-7-11)
   c. Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (4-7-11)
   d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (4-7-11)

02. **Proficiency in Idaho Standards for Online Teachers.** Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies:
   a. Knowledge of Online Education and Human Development; (4-7-11)
   b. Facilitate and Inspire Student Learning and Creativity; (4-7-11)
   c. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (4-7-11)
   d. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (4-7-11)
   e. Engage in Professional Growth and Leadership. (4-7-11)

034. **CERTIFICATION STANDARDS FOR PROFESSIONAL-TECHNICAL EDUCATORS.**
Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification
fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education. (3-16-04)

035. DEGREE BASED PROFESSIONAL-TECHNICAL CERTIFICATION.

01. Teacher Preparation Through Degreed Program. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04)

02. Professional-Technical Administrator Certificate. The Professional-Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education.

a. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential; (3-16-04)

b. Provide evidence of a minimum of three (3) years’ teaching in an occupational discipline; (3-16-04)

c. Hold a masters degree; and, (3-16-04)

d. Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-16-04)

e. To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers. (3-16-04)

03. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)

04. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and Theories of Occupational Choice. (3-16-04)

036. INDUSTRY BASED PROFESSIONAL-TECHNICAL CERTIFICATION. Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses to 9-12 students. (3-16-04)
01. **General Requirements.** Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options:

   a. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional-technical education program. (3-16-04)

   b. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)

   c. Meet one (1) of the following:

      i. Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)

      ii. Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)

      iii. Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)

02. **Limited Occupational Specialist Certificate.** This certificate is issued to individuals who are new to teaching trades and health occupations in public schools. The certificate is valid for three (3) years. (3-16-04)

   a. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment. (3-16-04)

   b. Complete a new-teacher induction workshop at the state or district level. (3-16-04)

   c. File a Professional Development Plan with the State Division of Professional-Technical Education. (3-16-04)

   d. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-16-04)

03. **Standard Occupational Specialist Certificate.** This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and
file of a Professional Development Plan for the next certification period. (3-16-04)

04. **Advanced Occupational Specialist Certificate.** This certificate is issued to individuals who meet all the requirements outlined below: (3-16-04)

   a. Meet the requirements for the Standard Occupational Specialist Certificate; (3-16-04)

   b. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-16-04)

   c. File a new Professional Development Plan for the next certification period. (3-16-04)

   d. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period. (3-16-04)

037. -- 041. (RESERVED)

042. **ALTERNATE ROUTES TO CERTIFICATION.**

   The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Para-Educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. (4-4-13)

043. **ALTERNATIVE AUTHORIZATION -- TEACHER TO NEW CERTIFICATION.**

   The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable. (5-8-09)

   01. **Initial Qualifications.** Prior to application, a candidate must hold a Bachelor’s degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (5-8-09)

   02. **Alternative Route Preparation Program.** (3-20-04)

      a. **Option I - Teacher to New Certification/Endorsement.** (5-8-09)

      i. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (3-20-04)

      ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

      iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)

      b. **Option II - National Board (endorsement only).** By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (5-8-09)
c. Option III - Master’s degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)

d. Option IV - Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (5-8-09)

i. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component. (5-8-09)

ii. Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (5-8-09)

044. ALTERNATIVE AUTHORIZATION -- CONTENT SPECIALIST.
The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for three (3) years and is not renewable. (3-20-04)

01. Initial Qualifications. (3-20-04)

a. Prior to application, a candidate must hold a Bachelor’s degree or have completed all of the requirements of a Bachelor’s degree except the student teaching or practicum portion. (4-4-13)

b. The candidate shall meet enrollment qualifications of the alternative route preparation program. (3-20-04)

02. Alternative Route Preparation Program -- College/University Preparation. (3-20-04)

a. A consortium comprised of a designee from the college/university to be attended, and a representative from the school district, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one (1) classroom observation per month until certified. (3-20-04)

b. Prior to entering the classroom, the candidate completes eight (8) to sixteen (16) weeks of accelerated study in education pedagogy. (3-20-04)

c. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions to receive a recommendation for full certification. (3-20-04)

d. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. (3-20-04)

e. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

045. NON-TRADITIONAL ROUTE TO TEACHER CERTIFICATION.
An individual may acquire interim certification as found in Section 015 of these rules through an approved non-traditional route certification program. (3-20-14)

01. Approval of the Program. The State Board of Education must approve any non-traditional route to teacher certification. The program must include, at a minimum, the following components: (3-20-14)
a. Preassessment of teaching and content knowledge; (4-6-05)

b. An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)

c. Exams of pedagogy and content knowledge. (4-6-05)

02. **Eligibility.** Individuals who possess a bachelor’s degree or higher from an institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-20-14)

03. **Requirements for Completion.** To complete this non-traditional route, the individual must:

   a. Complete a Board approved program; (4-6-05)

   b. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

   c. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

04. **Interim Certificate.** Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education’s Bureau of Certification and Professional Standards. The term of the interim certification shall be three (3) years. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim certificate. (3-20-14)

05. **Interim Certificate Not Renewable.** Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain full Idaho Teacher Certification during the three (3) year interim certification term. (4-6-05)

06. **Types of Certificates and Endorsements.** The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

046. (RESERVED)

047. **ALTERNATIVE AUTHORIZATION - PUPIL PERSONNEL SERVICES.**

The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are already defined in Subsections 027.04 and 027.08 respectively, of these rules. (4-11-15)

01. **Term of Validity.** Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable. (4-2-08)

02. **Initial Qualifications.** The applicant must complete the following:

   a. Prior to application, a candidate must hold a Masters degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (4-2-08)

   b. The employing school district must provide supportive information attesting to the ability of the
candidate to fill the position. (4-2-08)

03. Alternative Route Preparation Program. (4-2-08)

a. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. (4-2-08)

b. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

c. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

d. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

048. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

01. Application for Idaho Certificate. To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Professional-Technical Education. (3-16-04)

02. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

b. Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)

c. All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (3-16-04)

d. At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted. (4-1-97)

e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

f. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)
g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)

h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant’s current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (5-8-09)

03. State Board of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

c. At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

061. -- 065. (RESERVED)

066. FEES.
The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

01. Initial Certificate. All types, issued for five (5) years -- seventy-five dollars ($75) (3-16-04)

02. Renewal Certificate. All types, issued for five (5) years -- seventy-five dollars ($75). (3-16-04)

03. Alternate Route Authorization. All types, issued for one (1) year -- one hundred dollars ($100) (3-16-04)

04. Additions or Changes During the Life of an Existing Certificate. Twenty-five dollars ($25) (3-16-04)

05. To Replace an Existing Certificate. Ten dollars ($10). (3-16-04)

067. -- 074. (RESERVED)

075. FINGERPRINTING AND CRIMINAL HISTORY CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).
All certificated and noncertificated employees and other individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a criminal history check. (4-9-09)

01. Definitions. (4-9-09)

a. Applicant. An individual applying for Idaho Certification or a certificated or non-certificated individual applying for employment. (4-9-09)

b. Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (4-9-09)

c. Candidate. An individual attending a postsecondary program. (4-9-09)
d. **Certificated Employee.** An individual who holds an Idaho education certificate and is employed in a certificated position in a LEA. (4-9-09)

e. **Contractor.** An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (4-9-09)

f. **Conviction.** The final judgment on a verdict or finding of guilty, a plea of guilty, a plea of nolo contendere, or the sentence has been suspended, deferred, or withheld on a felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code. (4-9-09)

g. **Criminal History Check (CHC).** A ten (10) finger fingerprint process to determine if an applicant has criminal arrests and convictions in Idaho, any other state, or applicable jurisdictions. (4-9-09)

h. **Criminal History Check Result.** Information resulting from processing fingerprints through the databases maintained by the Bureau of Criminal Identification (BCI), Federal Bureau of Investigation (FBI) and the Idaho Statewide Sex Offender Registry. (4-9-09)

i. **Irregular Contact.** Contact that is not on a daily or weekly basis, or has a regular scheduled interaction with students. (4-9-09)

j. **Multiple Assignments.** When an individual works in two or more LEAs or an LEA and private school simultaneously. (4-9-09)

k. **Non-Certificated Employee.** An individual employed in a non-certificated position. (4-9-09)

l. **Open Date.** The date a fingerprint card or scan is entered into the database as an electronic file. (4-9-09)

m. **Rejected Fingerprint Cards.** A fingerprint card that has been returned by the BCI, FBI or SDE for poor quality prints, lack of signature, card being older than six (6) months, or other incomplete information. (4-9-09)

n. **Scan.** The process of capturing an individual’s fingerprints by an electronic process. (4-9-09)

o. **Unsupervised Contact.** Direct contact or interaction with students not under the direct supervision of a school district employee on a continuing basis in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. This excludes extra-curricular trips of one-day length starting during the school day. (4-9-09)

02. **Fee.** The SDE shall charge a forty dollars ($40) fee for undergoing a criminal history check. (4-9-09)

03. **Rejected Fingerprint Cards or Scans.** (4-9-09)

a. When a fingerprint card has been rejected a new completed fingerprint card is required. (4-9-09)

b. The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractors, postsecondary program, or individual. (4-9-09)

c. A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within twenty (20) calendar days. (4-9-09)

d. If the new fingerprint card and rejected fingerprint card are returned after the twenty (20) calendar day time period a forty dollar ($40) fee is required to be paid. (4-9-09)
04. **Secured CHC Website.** The SDE will maintain a CHC website listing the CHC results. The LEA, private or parochial school, contractor or postsecondary program may view the results or status of an applicant, employee or candidate.  
   a. Upon a signed agreement the SDE will issue a password to access the CHC website.  
   b. Each LEA, private or parochial school, contractor and postsecondary program will have access to the CHC secure site listing their employees, statewide substitute teacher list, newly certified list and student teacher list.  

05. **Fingerprinting & Criminal History Checks.**  
   a. The SDE will maintain a list of newly certificated educators. Educators stay on this list for one (1) year from their individual open date. Educators on this list may be employed by a LEA without a new CHC.  
   b. The SDE will make the final determination if an applicant is eligible for Idaho certification.  
   c. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial the applicant may request a hearing pursuant to Section 33-1209, Idaho Code.  

06. **Non-Certificated Employees.** Non-certificated employees are required to complete a CHC pursuant to Section 33-130, Idaho Code. The CHC results will be posted on the CHC website for their employer to review.  

07. **Substitute Teachers.** Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a criminal history check. The SDE shall maintain a statewide substitute teacher list. To remain on the list on the list a substitute teacher shall undergo a criminal history check every five (5) years in accordance with Section 33-512, Idaho Code. Substitute teachers on the list do not need to complete a multiple assignment form nor are subject to break in service provisions.  

08. **Break In Service.**  
   a. When an employee returns to any LEA after a break in service a new criminal history check must be completed.  
   b. When an employee changes employment between LEAs a new CHC must be completed regardless of the most recent CHC.  

09. **Postsecondary.**  
   a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for student teaching, internships or practicum.  
   b. The SDE will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate.  
   c. The SDE will move a candidate from the student teacher list to the newly certified list when an application for certification is approved.  

076. **CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).**  
Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn
and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct.

(3-20-04)

01. Aspirations and Commitments. (3-20-04)
   a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)
   b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)
   c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)
   d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board’s mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)
   e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)
   f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-20-14)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-14)
   a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)
   b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
   c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
   d. Committing any act of harassment as defined by district policy; (4-11-06)
   e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)
   f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); (3-20-04)
g. Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature;  

(4-11-15)

h. Inappropriate contact with any minor or any student regardless of age using electronic media;  

(4-11-06)

i. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency;  

(3-20-14)

j. Conduct that is detrimental to the health or welfare of students; and  

(3-20-14)

k. Deliberately falsifying information presented to students.  

(3-20-14)

04. **Principle III - Alcohol and Drugs Use or Possession.** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to:  

(3-20-14)

a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs;  

(3-20-04)

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol;  

(3-20-04)

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away;  

(4-11-06)

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual’s ability to function; and  

(4-11-06)

e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances.  

(3-20-04)

05. **Principle IV - Professional Integrity.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to:  

(3-20-14)

a. Fraudulently altering or preparing materials for licensure or employment;  

(3-20-04)

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure;  

(3-20-04)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state;  

(3-20-04)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification;  

(3-20-14)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.);  

(4-11-06)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;  

(3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation;  

(3-20-14)
h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification.

06. **Principle V - Funds and Property.** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to:

a. Misuse, or unauthorized use, of public or school-related funds or property;

b. Failure to account for school funds collected from students, parents, or patrons;

c. Submission of fraudulent requests for reimbursement of expenses or for pay;

d. Co-mingling of public or school-related funds in personal bank account(s);

e. Use of school property for private financial gain;

f. Use of school computers to deliberately view or print pornography; and,

g. Deliberate use of poor budgeting or accounting practices.

07. **Principle VI - Compensation.** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to:

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit;

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and,

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars ($50) as defined in Section 18-1359(b), Idaho Code.

08. **Principle VII - Confidentiality.** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to:

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities.

09. **Principle VIII - Breach of Contract or Abandonment of Employment.** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to:
a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

a. Any conduct that seriously impairs the Certificate holder’s ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)

e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)

f. Taking or possessing images (digital, photographic or video) of colleagues of a harassing, confidential, or sexual nature. (4-11-15)

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

03. Certificate. A document issued by the Department of Education under the authority of the State
Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)

04. **Certificate Denial.** The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)

05. **Certificate Suspension.** A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04)

06. **Complaint.** A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (4-11-06)

07. **Conditional Certificate.** Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code). (3-20-04)

08. **Contract.** Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)

09. **Conviction.** Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)

10. **Educator.** A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code). (3-20-04)

11. **Education Official.** An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)

12. **Executive Committee.** A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. (3-20-14)

13. **Hearing.** A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)

14. **Hearing Panel.** A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)

15. **Investigation.** The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education. (3-20-14)

16. **Minor.** Any individual who is under eighteen (18) years of age. (3-20-04)

17. **Not-Sufficient Grounds.** A determination by the Executive Committee that there is not-sufficient evidence to take action against an educator’s certificate. (3-20-14)

18. **Principles.** Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)
19. **Reprimand.** A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder’s Certificate. (3-20-04)

20. **Respondent.** The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

21. **Revocation.** The invalidation of any Certificate held by the educator. (3-20-04)

22. **Stipulated Agreement.** A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission. (3-20-04)

23. **Student.** Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)

24. **Sufficient Grounds.** A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)

078. -- 089. (RESERVED)

090. **INTERSTATE CERTIFICATION COMPACT.**
Idaho participates in the Interstate Agreement of Qualification of Education Personnel. This agreement applies equally to teachers entering Idaho from another compact-member state and to teachers entering another compact-member state from Idaho. The compact applies to classroom teachers only. Trades and industries teachers are not covered by the agreement. (Section 33-4104, Idaho Code) (4-1-97)

091. -- 099. (RESERVED)

100. **OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.**
(Section 33-114, Idaho Code) (4-1-97)

01. **The Official Vehicle for the Approval of Teacher Education Programs.** The official vehicle for the approval of teacher education programs will be the Council for the Accreditation of Educator Preparation (CAEP) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-12-14)

02. **Reference Availability.** The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education’s website at www.boardofed.idaho.gov. (3-29-12)

03. **Continuing Approval.** (3-29-12)

a. The state of Idaho will follow the National Council for Accreditation of Teacher Education Educator Preparation (NCATE/CAEP) model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3-29-12)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the at least once between full program reviews. (3-29-12)
04. **Payment Responsibilities for Teacher Preparation Program Reviews.** The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that:

(a) The Professional Standards Commission pay for all **in-state**-expenses for **state team** on-site teacher preparation reviews from its budget.

(b) Requesting institutions pay for all **out-of-state**-expenses related to on-site teacher preparation program reviews **pertaining to CAEP accreditation**. Institutions not seeking CAEP accreditation shall cover the costs associated with CAEP standards reviews.
SUBJECT
Temporary & Proposed Rule - IDAPA 08.02.02.111, Rules Governing Uniformity - Bullying

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1631, Idaho Code

BACKGROUND/DISCUSSION
House Bill 246 (2015) requires school districts and public charter schools to implement measures intended to prevent, identify and respond to bullying, harassment and intimidation. The requirements include the provision of ongoing professional development for all school staff members on bullying, harassment and intimidation; and the State Board of Education is tasked with determining the content of the professional development through rulemaking. Additionally, the State Board of Education is charged with setting forth guidelines in rule for the graduated series of consequences for students who commit acts of bullying, intimidation and harassment.

ATTACHMENTS
Attachment 1 – IDAPA 08.02.02.111, Bullying, Harassment and Intimidation Prevention and Response (new section)

STAFF COMMENTS AND RECOMMENDATIONS
Section 33-1630 [33-1631], Idaho code requires school districts and charter schools to “undertake reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students, including an affirmation that school personnel are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation or bullying.” And provide ongoing professional development to all staff members to prevent, identify and respond to harassment, intimidation and bullying.”

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted unless rejected by the legislature.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary
rules as it brings the state in compliance with HB 246 (2015) and Section 33-1630, Idaho code.

BOARD ACTION
I move to approve the Temporary and Proposed Rule IDAPA 08.02.02.111, Rules Governing Uniformity - Bullying, Harassment and Intimidation Prevention and Response as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.02 - RULES GOVERNING UNIFORMITY

111. BULLYING, HARASSMENT & INTIMIDATION PREVENTION AND RESPONSE.

01. The content of ongoing professional development for school district staff related to bullying, harassment and intimidation shall include school district policies on: ( )
   a. School climate and student behavior expectations; ( )
   b. Definitions of bullying, harassment and intimidation with specific examples; ( )
   c. Prevention strategies or programs including the identification of materials to be distributed annually to students and parents; ( )
   d. Expectations and examples of staff intervention to bullying, harassment and intimidation; and ( )
   e. Process for responding to bullying, harassment and/or intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement. ( )

02. School faculty and student handbooks must include information outlining at a minimum the school districts policies in referenced in subsection 111.01 of these rules. ( )

03. The graduated consequences for a student who commits acts of bullying, harassment or intimidation shall include a series of measures proportional to the act(s) committed. These measures may include, but are not limited to: ( )
   a. Meeting with the school counselor; ( )
   b. Meeting with the school principal and parents; ( )
   c. Detention, suspension or special programs; or ( )
   d. Expulsion. ( )

04. Students are afforded protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 as amended (Section 504), as such districts shall comply with the procedural safeguards enumerated in IDAPA 08.02.03.109.05 when
disciplining students with individualized education plans or Section 504 plans for committing acts of bullying, harassment or intimidation.
SUBJECT
Proposed Rule - IDAPA 08.02.02.120 and 121, Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-513, 33-514 and 33-515, Idaho Code
Idaho Administrative code, IDAPA 08.02.02.120 and 121, Rules Governing Uniformity – Local Evaluation

BACKGROUND/DISCUSSION
Currently Idaho Administrative Code, IDAPA 08.02.02.120 and IDAPA 08.02.02.121 requires individuals with the responsibility of evaluating teacher and pupil personnel certificate holders to show proof of proficiency in conducting observations and evaluating effective teacher performance prior to September 1, 2018. HB296 states “the state board of education shall set forth criteria for renewal of administrator certificates, which shall include a requirement that administrator certificate holders must complete a course consisting of a minimum of three (3) semester credits in the statewide framework for teachers evaluations, such course shall include a laboratory component.” To address this new requirement Board staff will be bringing forward language in the Administrator Certificate section of administrative rule making the language requiring administrators to show proof of proficiency redundant.

Additional changes to IDAPA 08.02.02.120 include clarification that this section applies to certificated teachers and pupil personnel service certificate holders and does not include individuals holding an administrator certificate. The language “certificated personnel” could cover everyone holding an Idaho Educator Credential which includes administrators. Personnel holding an administrator certificate includes superintendents, principals and special education directors. Principal and special education directors evaluations are covered in subsection 121.

Administrative Code IDAPA 08.02.02.120 currently requires school districts to submit teacher and principal evaluation plans to the Idaho State Department of Education for approval. Section 33-1004B, Idaho Code states “a review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation. The State Department of Education shall randomly select a sample of administrators throughout the state. A portion of such administrators’ instructional staff employee evaluations shall be independently reviewed.” The Department believes the requirement for the Department to approve district teacher and principal evaluation plans is not needed because of the statutory requirement.

ATTACHMENTS
Attachment 1 - IDAPA 08.02.02.120 and 08.02.02.121, Rules Governing Uniformity, District Evaluations
STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02.120 was originally amended in 2010 to require the school districts to adopt policies for teacher performance evaluation in which the evaluation aligned to Charlotte Danielson’s Framework for Teacher (second edition)(“Framework”) domains and components of instruction. In 2013 most districts had nor complied with this requirement. At that time, the Department asked the Board to add language requiring approval of the plans by July 1, 2014 to provide additional authority for the Department to assure compliance. In a review conducted by the Department in December 2014, many school districts still had not adopted evaluations in alignment with the Framework as required. The Department anticipates they will have an updated list of school districts with approved plans prepared in October. The review language in Section 33-1004B, Idaho Code requires “A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation.” This is a very different type of review than the approval of an evaluation policy to assure alignment with the statewide Framework.

BOARD ACTION

I move to approve the proposed rule change to IDAPA 08.02.02.120 and 121, Rules Governing Uniformity, Local District Evaluation Policy as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
120. LOCAL DISTRICT EVALUATION POLICY -- TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.
Each school district board of trustees must develop and adopt policies for teacher and pupil personnel certificate holders’ performance evaluation using multiple measures in which criteria and procedures for the evaluation of teacher and pupil personnel certificate holders are research based and aligned to Charlotte Danielson Framework for Teaching, Second Edition domains and components of instruction. The process of developing criteria and procedures for teacher and pupil personnel certificate holders—must allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy must be a matter of public record and communicated to the teacher and pupil personnel certificate holders certified personnel for whom it is written. (3-20-14)

01. Standards. Each district evaluation model must be aligned to state minimum standards that are based on Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. Those domains and components include:

a. Domain 1 - Planning and Preparation:
   i. Demonstrating Knowledge of Content and Pedagogy;
   ii. Demonstrating Knowledge of Students;
   iii. Setting Instructional Outcomes;
   iv. Demonstrating Knowledge of Resources;
   v. Designing Coherent Instruction; and
   vi. Designing Student Assessments.

b. Domain 2 - The Classroom Environment:
   i. Creating an Environment of Respect and Rapport;
   ii. Establishing a Culture for Learning;
   iii. Managing Classroom Procedures;
   iv. Managing Student Behavior; and
   v. Organizing Physical Space.

c. Domain 3 - Instruction and Use of Assessment:
i. Communicating with Students; (3-29-12)

ii. Using Questioning and Discussion Techniques; (3-29-10)

iii. Engaging Students in Learning; (3-29-10)

iv. Using Assessment in Instruction; and (3-29-12)

v. Demonstrating Flexibility and Responsiveness. (3-29-12)

d. Domain 4 - Professional Responsibilities: (3-29-10)

i. Reflecting on Teaching; (3-29-10)

ii. Maintaining Accurate Records; (3-29-10)

iii. Communicating with Families; (3-29-10)

iv. Participating in a Professional Community; (3-29-12)

v. Growing and Developing Professionally; and (3-29-10)

vi. Showing Professionalism. (3-29-10)

02. Professional Practice. For evaluations conducted on or after July 1, 2013, all teacher and pupil personnel certificate holders certificated instructional employees must receive an evaluation in which at least sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation must include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where teacher and pupil personnel certificate holders certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late-year hire, etc., one (1) documented classroom observation is acceptable. District evaluation models must also include at least one (1) of the following as a measure to inform the Professional Practice portion of all teacher and pupil personnel certificate holders certificated instructional employee evaluations: (4-11-15)

a. Parent/guardian input; (3-20-14)

b. Student input; and/or (3-20-14)

c. Portfolios. (3-20-14)

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all teacher and pupil personnel certificate holders certificated instructional employees, principals and
superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as determined by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Participants. Each district evaluation policy must will include provisions for evaluating all teacher and pupil personnel certificate holders certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations should shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible. Policies for evaluating teacher and pupil personnel certificate holders certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-20-14)

05. Evaluation Policy - Content. Local school district policies must will include, at a minimum, the following information:

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which teacher and pupil personnel certificate holders certificated personnel are will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating teacher and pupil personnel certificate holders certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a one time recertification requirement. (3-20-14)

d. Sources of data -- description of the sources of data used in conducting teacher and pupil personnel certificate holders certificated personnel evaluations. For certificated instructional staff, a minimum of two (2) documented classroom observations must shall be included as one (1) source of data. At least one (1) of those observations must be completed prior to January 1 of each year. In situations where teacher and pupil personnel certificate holders certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long term illness, late year hire, etc., one (1) documented classroom observation is acceptable. Parent/guardian input, student input and/or portfolios must shall be considered as sources of data to support professional practice. (4-11-15)
e. Procedure -- description of the procedure used in the conduct of teacher and pupil personnel certificate holders certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which teacher and pupil personnel certificate holders certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual’s contract or to renew an individual’s contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of a teacher and pupil personnel certificate holder certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district’s teacher and pupil personnel certificate holders personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teacher and pupil personnel certificate holders teachers on the district’s evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for evaluators/administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that must will be used to inform professional development for teacher and pupil personnel certificate holders. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings. (3-20-14)

n. Individualizing teacher and pupil personnel certificate holders teacher evaluation rating system -- a description of the method used to combine the Professional Practice (67% of the evaluation) and Student Achievement (33% of the evaluation) to be a plan for how evaluations will be used to identify level of performance proficiency and record growth over time. No later than July 1, 2013, districts must shall have established an individualized teacher and pupil personnel certificate holders teacher evaluation rating system with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: (3-20-14)
i. Unsatisfactory being equal to “1”; (3-20-14)
ii. Basic being equal to “2”; and (3-20-14)
iii. Proficient being equal to “3”. (3-20-14)

0. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher and pupil personnel certificate holders teacher evaluation plan. (3-20-14)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy must shall include a provision for evaluating all teacher and pupil personnel certificate holders certificated personnel-on a fair and consistent basis. All teacher and pupil personnel certificate holders must be evaluated at least once annually no later than May 1 of each year. (3-20-14)

07. Evaluation Policy - Personnel Records. Permanent records of each teacher and pupil personnel certificate holders certificated personnel evaluation must will be maintained in the employee’s personnel file. All evaluation records must will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts must shall report the rankings-ratings of individual teacher and pupil personnel certificate holders' evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education must shall ensure that the privacy of all teacher and pupil personnel certificate holders certificated personnel is protected by not releasing statistical data of evaluation rankings-ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

08. Evaluation System Approval. Each school district board of trustees must will develop and adopt policies for teacher and pupil personnel certificate holders certificated personnel performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. By July 1, 2014, an An evaluation plan which incorporates all of the above elements must shall be submitted to the State Department of Education for approval. Once approved, subsequent Subsequent changes made in the evaluation system must shall be resubmitted for approval to the State Department of Education. (3-20-14)

121. LOCAL DISTRICT EVALUATION POLICY - SCHOOL PRINCIPAL. For principal evaluations conducted on or after July 1, 2014, each Each school district board of trustees must will develop and adopt policies for principal performance evaluation using multiple measures in which criteria and procedures for the evaluation are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. Districts must, at a minimum, pilot such an evaluation during the 2013-2014 school year and report the results of that pilot to the State Department of Education no later than July 1, 2014, in a format determined by the Department. The process of developing criteria and procedures for principal evaluation must will allow...
opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy must be a matter of public record and communicated to the principal for whom it is written. (3-20-14)

01. Standards. Each district principal evaluation model must be aligned to state minimum standards that are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards, and include proof of proficiency in conducting teacher evaluations using the state’s adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Those responsible for measuring teacher performance are district leadership such as principals, assistant principals, special education directors, and superintendents. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a one-time recertification requirement prior to September 1, 2018. Principal evaluation standards shall additionally address the following domains and components. The domains and components include: (4-11-15)

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. (3-20-14)

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors. (3-20-14)

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. (3-20-14)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-20-14)

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. (3-20-14)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-20-14)

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.
iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law.

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn.

iii. High Expectations - Principal sets high expectations for all students academically, behaviorally, and in all aspects of student well-being.

iv. Continuous Improvement of Instruction - Principal continuously receives training in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness.

vi. Recruitment and Retention - Principal recruits and maintains a high quality staff.

02. Professional Practice. For evaluations conducted on or after July 1, 2014, all principals must receive an evaluation in which sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. District evaluation models must also include at least one (1) of the following:

1. Professional development
2. Performance evaluation
3. Staff recruitment and retention
4. Student performance
5. Parent and community involvement

As a measure to inform the Professional Practice portion of all principal evaluations, district evaluation models shall also include at least one (1) of the following:
a. Parent/guardian input;  

b. Teacher input;  

c. Student input; and/or  

d. Portfolios.

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho’s statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year’s data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees.  

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, school district policies must include, at a minimum, the following information:  

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership improvement, personnel decisions.  

b. Evaluation criteria -- statements of the general criteria upon which principals are evaluated.  

c. Evaluator -- identification of the individuals responsible for appraising or evaluating principal performance. The individuals assigned this responsibility shall have received training in evaluation.  

d. Sources of data -- description of the sources of data used in conducting principal evaluations. Parent/guardian input, teacher input, student input and/or portfolios must be considered as sources of data to support professional practice. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data.  

e. Procedure -- description of the procedure used in the conduct of principal evaluations.  

f. Communication of results -- the method by which principals are informed of the results of evaluation.
Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change.  (3-20-14)

**h.** Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluation.  (3-20-14)

**i.** Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.  (3-20-14)

**j.** Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district’s principal evaluation system.  (3-20-14)

**k.** Professional development and training -- a plan for ongoing training **for evaluators and principals on the** and professional learning based upon the district’s evaluation standards, **tool** and process.  (3-20-14)

**l.** Funding -- a plan for funding ongoing training and professional development for evaluators of principals  (3-20-14)

**m.** Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development for principals.  (3-20-14)

**n.** Individualizing principal evaluation rating system -- a plan for combining Professional Practice (67% of the evaluation) and Student Achievement (33% of the evaluation) to plan for how evaluations will be used to identify **level of performance proficiency** and record growth over time.  (3-20-14)

i. Unsatisfactory being equal to “1”;  (3-20-14)

ii. Basic being equal to “2”; and  (3-20-14)

iii. Proficient being equal to “3”.  (3-20-14)

**o.** A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan.  (3-20-14)

**05. Evaluation Policy - Frequency of Evaluation.** The evaluation policy **must** include a provision for evaluating all principals on a fair and consistent basis.  All principals **must** be evaluated at least once annually no later than May 1 of each year.  (3-20-14)
06. **Evaluation Policy - Personnel Records.** Permanent records of each principal evaluation must be maintained in the employee’s personnel file. All evaluation records must be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts must report the rankings of individual certificated personnel principal evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education must ensure that the privacy of all certificated personnel principals is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) principals and by only reporting that information in the aggregate by local school district.

(3-20-14)

07. **Evaluation System Approval.** Each school district board of trustees must develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements must be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system must be resubmitted for approval to the State Department of Education.

(3-20-14)
SUBJECT
Proposed rule – IDAPA 08.02.03. Rules Governing Thoroughness, Incorporation by Reference/Amended Content Standards – Humanities and Science

REFERENCE
April 2009 Board approved updated Idaho Content Standards for Humanities and Science.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1612, Idaho
Idaho Administrative Code, IDAPA.08.02.03 - Rules Governing Thoroughness

BACKGROUND/DISCUSSION
Idaho standards are reviewed every six years by discipline. The Humanities Standards were last reviewed in 2008 and revisions were adopted by the Board in April 2009. Groups of stakeholders from across the state including classroom teachers, university professors, arts and humanities community members, and administrators from Idaho school districts were brought together to conduct the reviews. The group broke into seven committees representing the following disciplines: dance, media arts, music, theatre, visual arts, interdisciplinary humanities, and world languages.

The fine arts committee expanded to include media arts during the review. Previous versions of the Content Standards for Humanities did not include media arts. These standards will be adopted and incorporated by reference into the Administrative Rule. All other disciplines have had standards in place since 2001. Each of the Humanities review committees produced standards in two formats: chart and outline, to best serve classroom educators. Each committee group also produced a white paper that outlines the place of each discipline in the overall curriculum and states major changes from the 2009 version of the Idaho Content Standards in the Humanities disciplines. A total of 48 people on the Executive Committee met in Boise twice for two days to create the new documents and make final recommendations for the Board’s consideration.

In addition to the review of the Humanities content standards, a group of Idaho Science Educators were brought together in March and May of 2015 to review the current K-12 Idaho Content Standards for Science. Like the Idaho Content Standards for Humanities, the standards for science were last updated and adopted by the Board in April of 2009.

The Science Committee’s reviews and revisions allow Idaho schools to select best-suited science standards as per local control. A cross-walk evaluation was conducted by the Idaho Science Standards Committee to determine the links between the current Idaho Standards and the National Research Council’s Framework for K-12 Science Education. The committee determined the old standards lacked depth, rigor, inquiry, problem solving, and hands-on laboratory
experiences. Revisions to the standards are required to correspond to a changing set of requirements for science literacy.

**IMPACT**

The revised Humanities Content standards will allow teachers to utilize best practice in the arts, interdisciplinary humanities, and world language and incorporate not only skills but also essential understandings, essential questions, glossaries, and multiple formats for classroom use. The addition of media arts as a discipline in the fine arts will provide specific skill sets for schools to incorporate new technologies in the arts and reach a larger population of students with interests in media. The new world language standards will allow school districts to follow accepted norms in the areas of proficiencies of various levels of language practice, as these standards are not measured by a specific year, but through proficiencies students can themselves measure. The newly rewritten interdisciplinary standards provide a clearer pathway for educators to devise courses based on their own skills in the arts and humanities.

The revised Science Content standards will increase the rigor and depth of sciences courses for Idaho students and better prepare Idaho’s students for the workforce and postsecondary education.

**ATTACHMENTS**

- Attachment 1 – Proposed rule changes Page 5
- Attachment 2 – Humanities Content Standards in chart format Page 11
- Attachment 3 – Humanities Content Standards in outline format Page 89
- Attachment 6 – Humanities Executive Committee Members Page 275
- Attachment 4 – Glossaries for five fine arts disciplines Page 279
- Attachment 5 – White papers for all disciplines Page 313
- Attachment 7 – Science Content Standards Page 327

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board’s Indian Education Committee provided recommendations to the Department of Education on additional amendments they would like considered as part of the review for the Humanities Content Standards. The review committee did not receive these recommendations until after they had completed the review and recommendations process and they were not considered as part of the amendments the Board is considering at this time.

Through a collaborative, state-led process new K–12 science standards have been developed that are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. These standards are referred to as the Next Generation Science Standards (NGSS) nationally and are also based on the Framework for K–12 Science Education developed by the National Research Council. In addition to an increase in rigor these standards were developed to prepare students for success in the workplace as well as postsecondary education.
Additional information about the NGSS may be found at [http://www.nextgenscience.org](http://www.nextgenscience.org). The National Research Council developed the Framework in partnership with the American Association for the Advancement of Science, and the National Science Teachers Association and are considered best practice in science education.

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a pending rule. Based on received comments and Board direction, changes may be made to proposed rules as well as the documents being incorporated by reference into the rule prior to entering the pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted. When documents are incorporated by reference into Administrative Rule they have they have the same force and effect as the regulations outlined directly within the Administrative Rule and may only be amended with Board approval through the rule making process.

**BOARD ACTION**

I move to approve the amended Idaho Content Standards for Humanities as submitted in Attachment 2 and 3.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

**AND**

I move to approve the amended Idaho Content Standards for Science as submitted in Attachment 7.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

**AND**

I move to approve the Proposed rule amendments to IDAPA 08.02.03, Rules Governing Thoroughness as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____
08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)

02. Scope. These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

002. WRITTEN INTERPRETATIONS.
Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702. (3-15-02)

003. ADMINISTRATIVE APPEALS.
Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.” (4-5-00)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

   a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)

   b. Health, as revised and adopted on April 17, 2009. (3-29-10)

   c. Humanities Categories:

      i. Visual Arts, as revised and adopted on April 17, 2009; August 13, 2015; (3-29-10) (___)

      ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)

      iii. DramaTheatre, as revised and adopted on April 17, 2009; August 13, 2015; (3-29-10) (___)

      iv. Interdisciplinary Humanities, as revised and adopted on April 17, 2009; August 13, 2015; (3-29-10) (___)
v. Music, as revised and adopted on April 17, 2009; (3-29-10)
vi. World languages, as revised and adopted on April 17, 2009. (3-29-10)

vii. **Media Arts**, as adopted on August 13, 2015

| d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11) |
| e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10) |
| f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11) |
| g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10) |
| h. Science, as revised and adopted on **April 17, 2009**. **August 13, 2015**. (3-29-10) |
| i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10) |
| j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11) |

008. DEFINITIONS H - S.

01. **Interdisciplinary or Integrated Assessment.** Assessment based on tasks that measures a student’s ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. **International Baccalaureate (IB)** - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

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

04. **Laboratory.** A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

05. **Learning Plan.** The plan that outlines a student’s program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student’s post graduation goals. (4-11-06)

06. **Narrative.** Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

07. **Norm-Referenced Assessment.** Comparing a student’s performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

08. **On-Demand Assessment.** Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

09. **Performance Assessment.** Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established
0910. **Performance-Based Assessment.** The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

1011. **Performance Criteria.** A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

1112. **Phonics.** Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

1213. **Portfolio.** A collection of materials that documents and demonstrates a student’s academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student’s knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

1314. **Professional Development.** A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which:

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Common Core standards. (4-4-13)

b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes. (4-4-13)

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators. (4-4-13)

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources. (4-4-13)

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community. (4-4-13)

4415. **Project based learning.** A hands-on approach to learning that encourages students to create/interpret/communicate an original work or project and assesses quality and success of learning through performance/presentation/production of that work or project.

103. **INSTRUCTION GRADES 1-12.**

01. **Instruction.** Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school’s curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. **Instructional Courses.** At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)
a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-20-14)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

104. OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

   Fine Arts (art and music)
   Health (wellness)
   Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district. For example:

   Languages other than English
   Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district’s or LEA’s graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

b. A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (3-12-14)

c. Other required instruction for all middle school students:

   Health (wellness)
   Physical Education (fitness) (4-11-06)

d. Other required offerings of the school:

   Family and Consumer Science
   Fine & Performing Arts
   Professional Technical Education
   Advisory Period (middle school only, encouraged in junior high school) (4-11-06)
03. High Schools.  

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Professional Technical Education.  

b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a.  

105. HIGH SCHOOL GRADUATION REQUIREMENTS.  

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum.  

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)  

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA’s may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA’s reason for not requiring sixty (60) hours of total instruction per credit.  

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject’s content standards as defined and approved by the local school district or LEA.  

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.  

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit.  

i. Students must complete secondary mathematics in the following areas:  

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education;  

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and  

(3) Two (2) credits of mathematics of the student’s choice.
Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

Arts and Humanities. Two (2) credits are required. Arts and Humanities courses include instruction in visual arts, music, theatre, dance, media arts, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions. A course in Interdisciplinary Humanities may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (4-1-15)
### Anchor Standard 1: Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

**Essential Question(s):** Where do choreographers get ideas for dances?

#### Creating

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<tr>
<th>Kindergarten</th>
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<td>a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).</td>
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<td>b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</td>
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<td>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.</td>
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<td>b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</td>
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<td>a. Explore a given movement problem. Select and demonstrate a solution.</td>
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<td>b. Develop a given movement problem and manipulate the elements of dance as tools to find a solution.</td>
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<td>a. Build content for choreography using a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).</td>
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<td>b. Construct and solve multiple movement problems to develop choreographic content.</td>
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<td>a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).</td>
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<td>b. Explore various movement vocabularies to transfer ideas into choreography.</td>
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<td>a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).</td>
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<td>b. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study.</td>
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<td>b. Construct and solve multiple movement problems to develop choreographic content.</td>
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<tr>
<td>a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.</td>
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<td>b. Develop dance content for an original dance study or dance.</td>
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<td>a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) for an original dance study or dance.</td>
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<td>b. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study.</td>
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<td>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</td>
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<td>b. Apply personal movement preferences and strengths to choreograph dance studies or dances using original or codified movement.</td>
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<tr>
<td>a. Synthesize content generated from stimulus material.</td>
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<td>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance.</td>
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<td>Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</td>
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### Plan

**Creating**

**Essential Question(s):** What influences choice-making in creating choreography?

**Enduring Understanding:** The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

#### b. Express an idea.

- **Kindergarten**
  - a. **Express a main idea.**
  - b. **Express a feeling or image.**

- **1st Grade**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **2nd Grade**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **3rd Grade**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **4th Grade**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **5th Grade**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **6th Grade**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **7th Grade**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **8th Grade**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **HS Proficient**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **HS Accomplished**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

- **HS Advanced**
  - a. **Express a main idea or emotion.**
  - b. **Express a feeling or image.**

#### a. Improvise dance that has a beginning, middle, and end.

- **Kindergarten**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **1st Grade**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **2nd Grade**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **3rd Grade**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **4th Grade**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **5th Grade**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **6th Grade**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **7th Grade**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **8th Grade**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **HS Proficient**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **HS Accomplished**
  - a. **Improvise dance that has a beginning, middle, and end.**

- **HS Advanced**
  - a. **Improvise dance that has a beginning, middle, and end.**

#### b. Choose movements that express an idea or feeling.

- **Kindergarten**
  - a. **Choose movements that express an idea or feeling.**

- **1st Grade**
  - a. **Choose movements that express an idea or feeling.**

- **2nd Grade**
  - a. **Choose movements that express an idea or feeling.**

- **3rd Grade**
  - a. **Choose movements that express an idea or feeling.**

- **4th Grade**
  - a. **Choose movements that express an idea or feeling.**

- **5th Grade**
  - a. **Choose movements that express an idea or feeling.**

- **6th Grade**
  - a. **Choose movements that express an idea or feeling.**

- **7th Grade**
  - a. **Choose movements that express an idea or feeling.**

- **8th Grade**
  - a. **Choose movements that express an idea or feeling.**

- **HS Proficient**
  - a. **Choose movements that express an idea or feeling.**

- **HS Accomplished**
  - a. **Choose movements that express an idea or feeling.**

- **HS Advanced**
  - a. **Choose movements that express an idea or feeling.**
Creating

### Anchor Standard 3: Refine and complete artistic work.

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Essential Question(s):** How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

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<td><strong>Revise</strong></td>
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<tr>
<td>a. Apply suggestions for changing movement through guided improvisational experiences.</td>
<td>a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.</td>
<td>a. Explore movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.</td>
<td>a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.</td>
<td>a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.</td>
<td>a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</td>
<td>a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.</td>
<td>a. Revise choreography collaboratively or independently based on established artistic criteria and feedback from others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.</td>
<td>a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</td>
<td>a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.</td>
<td>a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively. Document choices made in the revision process and justify how the refinements support artistic intent.</td>
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<tr>
<td>b. Depict a dance movement by drawing a picture or using a symbol.</td>
<td>b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).</td>
<td>b. Depict the levels of movements in a dance by drawing a picture or using symbols (for example, high, middle, low).</td>
<td>b. Depict directions or spatial pathways in a dance phrase by drawing a picture or using a symbol.</td>
<td>b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).</td>
<td>b. Record changes in a dance sequence through writing, symbols, or a form of media technology.</td>
<td>b. Investigate a recognized system to document a section of a dance by using words, symbols, or media technologies.</td>
<td>b. Experiment with aspects of a recognized system to document a section of a dance by using writing, symbols, or media technologies.</td>
<td>b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</td>
<td>b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</td>
<td>b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</td>
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### Kindergarten

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### Dance

**Enduring Understanding:** Space, time, and energy are basic elements of dance. 

**Essential Question(s):** How do dancers work with space, time and energy to communicate artistic expression?

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<th>Kindergarten</th>
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**Essential Standard:**

1. **Express**
   - 2. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.
   - 3. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.
   - 4. Demonstrate clear directionality and use space three dimensionally. Demonstrate shapes with positive and negative space.
   - 5. Perform movement sequences in and through space with intentionality and focus.
   - 6. Judge spaces as distance traveled and use space change dimensionally. Demonstrate shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.

**Performance Assessment Criteria:**

- **DA:Pr4.1.K**
  - a. Identify and move on the downbeat in 3/4 and 4/4 meter.
  - b. Differentiate between “in time” and “out of time” to music. Perform movement that are the same or of a different time orientation to accompaniment. Use metric and kinetic phrasing.
  - c. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.
  - d. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accentuated and unaccented beats in 3/4 and 4/4 meter.
  - e. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
  - f. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.
  - g. Use synchronization and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate phrasing with metric and kinetic phrasing.
  - h. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”

- **DA:Pr4.1.1**
  - a. Recognize steady beats and move to varying tempi of steady beat.
  - b. Relate quick, moderate, and slow movements to duration in time. In unpredictable rhythms (for example, contrapuntal and/or polyrhythmic) at the downbeat in 3/4 and 4/4 meter.
  - c. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.

- **DA:Pr4.1.2**
  - a. Judge spaces as distance traveled and use space three dimensionally. Demonstrate shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.

- **DA:Pr4.1.3**
  - a. Make static and dynamic shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.

- **DA:Pr4.1.4**
  - a. Integrate static and dynamic shapes with floor and air pathways into dance sequences. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.

- **DA:Pr4.1.5**
  - a. Refined partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.

- **DA:Pr4.1.6**
  - a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

- **DA:Pr4.1.7**
  - a. Express the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct pathways.

- **DA:Pr4.1.I**
  - a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct pathways.

- **DA:Pr4.1.II**
  - a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

- **DA:Pr4.1.III**
  - a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct pathways.

**TAB 6 Page 14**
Performing

Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Dancers must use the mind-body connection and develop the body as an instrument for artistry and artistic expression. 

Essential Question(s): What must a dancer do to prepare the body and mind for artistic expression?

Kindergarten

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<thead>
<tr>
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<tbody>
<tr>
<td>a. Identify and apply different characteristics (for example, slow, smooth, or wavy).</td>
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<td>b. Identify and apply specific adverbs and adjectives to applying specific characteristics to heighten the effect of their intent.</td>
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<td>c. Analyze movement phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them.</td>
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<td>d. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression.</td>
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<td>e. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.</td>
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<td>f. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique and dance performance. Use energy and dynamics to enhance and project movements.</td>
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<td>g. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</td>
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Body

a. Demonstrate same-size and cross-size locomotor and non-locomotor movements, body patterning, and body shapes. 

b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space. 

c. Use verbal and physical cues to coordinate with a partner or other dancers to safely change levels, directions, and pathways. 

d. Execute techniques that extend movement patterns and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition. 

e. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention. 

Abilities

- Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements. 
- Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support. 
- Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements. 
- Demonstrate dynamic dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements. 
- Demonstrate dynamic dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements. 
- Two work in a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly. 
- Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique and dance performance. Use energy and dynamics to enhance and project movements. 
- Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. 
- Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy. 
- Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

Enduring Understanding: Dancers must use the mind-body connection and develop the body as an instrument for artistry and artistic expression. 

Essential Question(s): What must a dancer do to prepare the body and mind for artistic expression?

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c. Move body parts in relation to other body parts and repeat and recall movements upon request.

b. Modify movements and spatial arrangements upon request.

c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.

c. Collaborate with peers to practice and refine dances. Apply feedback from others to establish personal performance goals.

c. Collaborate as an ensemble to refine sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

b. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

c. Collaborate as an ensemble to refine sequences by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems by testing options and finding good results. Document self-improvements over time.

c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded performances of self and others). Collaboratively develop group performance expectations based on information gained from observations.

c. Collaborate as an ensemble to refine sequences by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems by testing options and finding good results. Document self-improvements over time (for example, journaling, portfolio, or timeline).

c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded performances of self and others). Collaboratively develop group performance expectations based on information gained from observations.

c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.

c. Collaborate as an ensemble to refine sequences by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems by testing options and finding good results. Document self-improvements over time (for example, journaling, portfolio, or timeline).

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### Anchor Standard 6: Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

**Essential Question(s):** How does a dancer heighten artistry in a public performance?

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</tr>
<tr>
<td>a. Dance for and with others in a designated space.</td>
<td>a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).</td>
<td>b. Use limited production elements (for example, hand props, simple scenery, or media projections).</td>
<td>b. Dance for and with others in a space where audience and performers occupy different areas.</td>
<td>a. Identify a prop to use as part of a dance.</td>
<td>b. Identify, explore, and experiment with a variety of production elements that heighten the artistic intent and audience experience.</td>
<td>b. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances.</td>
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<td>b. Dance for others in a space where audience and performers occupy different areas.</td>
<td>a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</td>
<td>b. Identify, explore, and experiment with a variety of production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</td>
<td>a. Identify a prop to use as part of a dance.</td>
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<tr>
<td>b. Select a prop to use as part of a dance.</td>
<td>a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance.</td>
<td>b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work, select choices and explain reasons for the decisions made using production terminology.</td>
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<td>a. Dance for and with others in a designated space.</td>
<td>b. Identify, explore, and experiment with a variety of production elements that heighten and intensify the artistic intent of the work, select choices and explain reasons for the decisions made using production terminology.</td>
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<td>a. Identify a prop to use as part of a dance.</td>
<td>b. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances.</td>
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<td>b. Explore the use of simple props to enhance performance.</td>
<td>b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.</td>
<td>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a performance on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</td>
<td>b. Explore the use of simple props to enhance performance.</td>
<td>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a performance on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</td>
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<td>b. Use limited production elements (costumes, props, music, scenery, lighting, or media) for a dance performance for an audience in a designated specific performance space.</td>
<td>b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.</td>
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## Anchor Standard 7: Perceive and analyze artistic work

### Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

### Essential Question(s): How is a dance understood?

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### Analyze

- a. Find a movement that repeats in a dance.
- b. Demonstrate or describe observed or performed dance movements in a specific genre or culture.

### Responding

- a. Find a movement that repeats in a dance.
- b. Demonstrate and describe observed or performed dance movements in a dance that develops a pattern.
- c. Find a movement pattern that creates a movement phrase in a dance work.
- d. Find a movement pattern that repeats in a dance to make a pattern.
- e. Find movements in a dance that develop a pattern.
- f. Find patterns of movement in dance works that create a style or theme.
- g. Find patterns of movement in dance works that create a movement phrase in a dance work.
- h. Find meaning or artistic intent from the patterns of movement in a dance work.
- i. Describe or demonstrate recurring patterns of movement and their relationships in dance.
- j. Compare, demonstrate and discuss patterns of movement and their relationships in dance to comprehend meaning.
- k. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
- l. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices.
- m. Describe or demonstrate recurring patterns of movement and their relationships in dance.
- n. Compare, contrast, and discuss patterns of movement and their relationships in dance.
- o. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create well-structured and meaningful choreography.
- p. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
- q. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
### Critique

**Ended Question(s):** How is dance interpreted?

**Enduring Understanding:** Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

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<tr>
<th>Essential Question(s):</th>
<th>What criteria are used to evaluate dance?</th>
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<tr>
<td>Anchor Standard 9:</td>
<td>Apply criteria to evaluate artistic work.</td>
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### Interpret

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<tr>
<th>Essential Question(s):</th>
<th>How is dance interpreted?</th>
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### Critique

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<th>Essential Question(s):</th>
<th>Criteria for evaluating dance vary across genres, styles, and cultures.</th>
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Dance

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. 
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?

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<tr>
<td><strong>Synthesize</strong></td>
<td><strong>Connecting</strong></td>
<td><strong>Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</strong></td>
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<tr>
<td>a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</td>
<td>a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</td>
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<td>b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.</td>
<td>b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</td>
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<td>c. Compare the ideas expressed in a dance to relationships with others. Explain how they are the same or different.</td>
<td>c. Consider a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.</td>
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<td>d. Develop and research a question relating to a topic of study in school using multiple sources of information. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the movement might be communicated using another form of expression.</td>
<td>d. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss how this learning process is similar to, or different from, other learning situations.</td>
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<td>e. Observe two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</td>
<td>e. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.</td>
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<td>f. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one’s attitudes and movement preferences.</td>
<td>f. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</td>
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<td>g. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one’s own experiences, relationships, ideas or perspectives.</td>
<td>g. Compare two studies for a dance movement form. Use information to support one’s analysis.</td>
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<td>h. Relate connections found between different dances and discuss the relevance of the connections to one’s personal perspectives.</td>
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<td>i. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one’s own movement characteristics or qualities and how different perspectives are communicated.</td>
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<td>j. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to support one’s analysis.</td>
<td>j. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas based on this analysis.</td>
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<td>l. Compare orally and solve problems in the choreographic process to one’s attitudes and movement preferences. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</td>
<td>l. Compare orally and solve problems in the choreographic process to one’s attitudes and movement preferences. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</td>
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<td>p. Compare orally and solve problems in the choreographic process to one’s attitudes and movement preferences. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</td>
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Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?

| Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | HS Proficient | HS Accomplished | HS | Connect | 
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|---------------|-----------------|----|--
| a. Describe or demonstrate the movements in a dance that was watched or performed. | a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced. | a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed. | a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community. | a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated. | a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. | a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning. | a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group. | a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. | a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate. | a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one’s dance literacy. |
| Definition | The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of **two or more** of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages. |
| Purpose | In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives. |
| Design | The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from **two or more** arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines. |
## Anchor Standard 1

**Anchor Standard 1**: Connect and compare ideas, diverse cultures, and events through two or more disciplines.

**Enduring Understanding**: Sources of inspiration are transformed into works that express the human experience.

**Essential Question(s):**
- What inspires people or cultures to create?
- What connections and comparisons between ideas, cultures, and events can be made?
- What is the relationship of a work to its time/culture?

### Goal CC1

Understand the interdisciplinary relationships of ideas, cultures, and events.

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<thead>
<tr>
<th>Objective CC1.1</th>
<th>Develop a working vocabulary for the disciplines of study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective CC1.2</td>
<td>Identify and articulate how a work expresses the human experience.</td>
</tr>
</tbody>
</table>

### Goal CC2

Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.

<table>
<thead>
<tr>
<th>Objective CC2.1</th>
<th>Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective CC2.2</td>
<td>Explain how an artifact or work symbolizes and reflects a particular culture, event, theme, movement, or time period.</td>
</tr>
</tbody>
</table>

### Goal CC3

Understand how the human experience is represented through the arts and humanities

<table>
<thead>
<tr>
<th>Objective CC3.1</th>
<th>Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective CC3.2</td>
<td>Evaluate original works and how they represent a historical event, theme, movement, and/or culture.</td>
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</tbody>
</table>
### ANCHOR STANDARD 2

**Respond**

**Anchor Standard 2:** Respond to universal themes, issues, and/or movements that express the human experience.

**Enduring Understanding:** Human experience repeats itself.

**Essential Questions(s):**
- How do themes, issues, and/or movements shape the human experience?
- How do we learn from the human experience?

<table>
<thead>
<tr>
<th>Goal RES1</th>
<th>Conduct analyses in the arts and humanities disciplines.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective RES1.1</strong></td>
<td>Summarize how the human experience is expressed through the arts and humanities.</td>
</tr>
<tr>
<td><strong>Objective RES1.2</strong></td>
<td>Interpret content knowledge from multiple perspectives and/or sources.</td>
</tr>
<tr>
<td><strong>Objective RES1.3</strong></td>
<td>Discover how key themes, issues, and/or movements are conveyed through the arts and humanities.</td>
</tr>
</tbody>
</table>

### ANCHOR STANDARD 3

**Create**

**Anchor Standard 3:** Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience.

**Enduring Understanding:** Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question(s):**
- How does creating enrich people’s lives?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through the creative process?
- What role does persistence play in the creative process?

<table>
<thead>
<tr>
<th>Goal CR1</th>
<th>Communicate in the arts and humanities disciplines through creative expression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective CR1.1</strong></td>
<td>Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.</td>
</tr>
<tr>
<td><strong>Objective CR1.2</strong></td>
<td>Engage in collaborative learning to foster the creative process.</td>
</tr>
<tr>
<td><strong>Objective CR1.3</strong></td>
<td>Create an original product that interprets and/or investigates themes, issues, and/or movements.</td>
</tr>
<tr>
<td><strong>Objective CR1.4</strong></td>
<td>Revise, refine and develop an original work.</td>
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</tbody>
</table>
# ANCHOR STANDARD 4

**Present**

**Anchor Standard 4:** Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work.

**Enduring Understanding:** Connections between multiple disciplines are visible through the presentation/performance of original works.

**Essential Question(s):**
- How does sharing original work deepen interdisciplinary understanding of ourselves and the human experience?
- How do we select the best method of performance/presentation/production to convey meaning?

## Goal PR1
Perform/present/produce an original work or interpretation of a work for an audience.

**Objective PR1.1** Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.

**Objective PR1.2** Convey meaning through their presentation/performance.

## Goal PR2
Justify choices made in creating or interpreting a work.

**Objective PR2.1** Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.

**Objective PR2.2** Engage in constructive critique with peers.

# ANCHOR STANDARD 5

**Reflect**

**Anchor Standard 5:** Reflect on the process of creating/interpreting/presenting a work.

**Enduring Understanding:** Reflection on the creative process deepens understanding of the content and the creator.

**Essential Question(s):**
- How is the quality of a performance/presentation/production determined?
- When does the creator know that a work is finished?
- How do the arts and humanities enhance and empower our lives?

## Goal REF1
Evaluate one’s own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.

**Objective REF1.1** Utilize and apply a set of aesthetic criteria in evaluating the quality of one’s own work and works of others.

**Objective REF1.2** Respond to critique and criteria to revise or justify one’s own work.

## Goal REF2
Reflect upon the potential of the arts and humanities to enhance and expand one’s worldview.
## Media Arts

### Anchor Standard 1: Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question(s):** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

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<td>(MA:Cr1.1.III)</td>
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<tr>
<td>Discover and share ideas for media artworks using play and experimentation.</td>
<td>Express and share ideas for media artworks through sketching and modeling.</td>
<td>Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.</td>
<td>Conceive of original artistic goals for media artworks using brainstorming and modeling.</td>
<td>Envision original ideas and innovations for media artworks by practicing chosen creative processes, such as brainstorming and prototyping.</td>
<td>Formulate variations of goals and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.</td>
<td>Produce a variety of ideas and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.</td>
<td>Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.</td>
<td>Use identified generative methods to formulate multiple ideas, refine artistic goals, and problem solve in media arts creation processes.</td>
<td>Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and problem solve in media arts creation processes.</td>
<td>Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</td>
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</table>

### Anchor Standard 2: Organize and develop artistic ideas and work.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question(s):** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

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<td>(MA:Cr2.1.II)</td>
<td>(MA:Cr2.1.III)</td>
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<tr>
<td>With guidance, use ideas to form plans or models for media arts productions.</td>
<td>With guidance, use identified ideas to form plans and models for media arts productions.</td>
<td>Choose ideas to create plans and models for media arts productions.</td>
<td>Form, share, and test ideas, plans, and models for media arts productions.</td>
<td>Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.</td>
<td>Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.</td>
<td>Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.</td>
<td>Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.</td>
<td>Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.</td>
<td>Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering artistic intentions, constraints of goals, and presentation context.</td>
<td>Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of goals, and presentation context.</td>
<td>Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.</td>
</tr>
</tbody>
</table>
Construct

Creating

Essential Question(s): How are complex media arts experiences constructed?

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th HS Proficient HS Accomplished HS Advanced

Construct

AUGUST 13, 2015

Media Arts

Producing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question(s): How are complex media arts experiences constructed?

Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th HS Proficient HS Accomplished HS Advanced
### Practice Producing Media Artworks

**Essential Question(s):** What skills are required for creating effective media artworks and how are they improved? How do media artists use various tools and techniques?

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

#### Kindergarten (MA-PS.1.X)
- a. Identify and demonstrate basic artistic skills, such as handling tools, making choices, and collaborating in creating media artworks.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Practice using tools and techniques to construct media artworks.

#### 1st Grade (MA-PS.1.1)
- a. Identify and demonstrate basic artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Demonstrate the use of tools and techniques to construct media artworks.

#### 2nd Grade (MA-PS.1.2)
- a. Identify and demonstrate basic artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Demonstrate the use of tools and techniques to construct media artworks.

#### 3rd Grade (MA-PS.1.3)
- a. Identify and demonstrate basic artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Demonstrate the use of tools and techniques to construct media artworks.

#### 4th Grade (MA-PS.1.4)
- a. Identify and demonstrate basic artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Demonstrate the use of tools and techniques to construct media artworks.

#### 5th Grade (MA-PS.1.5)
- a. Identify and demonstrate basic artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Demonstrate the use of tools and techniques to construct media artworks.

#### 6th Grade (MA-PS.1.6)
- a. Identify and demonstrate basic artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Demonstrate the use of tools and techniques to construct media artworks.

#### 7th Grade (MA-PS.1.7)
- a. Identify and demonstrate basic artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Demonstrate the use of tools and techniques to construct media artworks.

#### 8th Grade (MA-PS.1.8)
- a. Identify and demonstrate basic artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- b. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaboration in media arts productions.
- c. Demonstrate the use of tools and techniques to construct media artworks.

**HS Proficient (MA-PS.1.1)**
- a. Demonstrate developing skills in managing and producing media artworks.
- b. Demonstrate effective command of artistic, design, technical, and soft skills in managing and producing media artworks.
- c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of a variety of media artworks.

**HS Accomplished (MA-PS.1.2)**
- a. Demonstrate progressing in artistic, design, technical, and soft skills in managing and producing media artworks.
- b. Demonstrate effective command of artistic, design, technical, and soft skills in managing and producing media artworks.
- c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of a variety of media artworks.

**HS Advanced (MA-PS.1.3)**
- a. Demonstrate advanced skills in managing and producing media artworks.
- b. Demonstrate effective command of artistic, design, technical, and soft skills in managing and producing media artworks.
- c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of a variety of media artworks.
Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question(s): How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

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</table>
Media Arts

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question(s): How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

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<tr>
<td><strong>Anchor Standard 7: Perceive and analyze artistic work</strong></td>
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<tr>
<td>a. Recognize and share components and messages in media artworks.</td>
<td>a. Identify components and messages in media artworks.</td>
<td>a. Identify and describe how messages are created by components in media artworks.</td>
<td>a. Identify, describe, and explain how messages are created by components in media artworks.</td>
<td>a. Identify, describe, and analyze how message and meaning are created by components in media artworks.</td>
<td>a. Describe, compare, and analyze the qualities of and relationships between the components and media artworks.</td>
<td>a. Compare, contrast, and analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.</td>
<td>a. Analyze the qualities of and relationships of the components in a variety of media artworks, and feedback on how they impact audience.</td>
<td>a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.</td>
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<td>b. Recognize and share how a variety of media artworks create different experiences.</td>
<td>b. With guidance, identify how a variety of media artworks create different experiences.</td>
<td>b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.</td>
<td>b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.</td>
<td>b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.</td>
<td>b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.</td>
<td>b. Compare, contrast, and analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.</td>
<td>b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.</td>
<td>b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.</td>
<td>b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.</td>
<td>b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.</td>
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</tr>
</tbody>
</table>
**Anchor Standard 8: Interpret intent and meaning in artistic work.**

*Enduring Understanding:* Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

*Essential Question(s):* How do people relate to and interpret media artworks?

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- **Responding:** With guidance, share observations regarding a variety of media artworks.
- **Interpret:** Determine and interpret the meanings of media artworks, considering their context.
- **Evaluate:** Share appealing qualities and possible changes in media artworks.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

*Enduring Understanding:* Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

*Essential Question(s):* How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

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</table>

- **Responding:** With guidance, identify the meanings of media artworks.
- **Interpret:** Determine the purposes and meanings of media artworks, considering their context.
- **Evaluate:** Discuss the effectiveness of and possible changes in media artworks, considering viewers.

**STATE DEPARTMENT OF EDUCATION**
**AUGUST 13, 2015**
### Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question(s):** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

#### Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

#### Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

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<th>HS Advanced (MA:Cn10.1.9)</th>
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</thead>
<tbody>
<tr>
<td>a. Use personal experiences and choices in making media artworks.</td>
<td>a. Use personal experiences, interests, and models in creating media artworks.</td>
<td>a. Use personal experiences, interests, information, and models in creating media artworks.</td>
<td>a. Examine and show how media arts form meanings, situations, and/or culture, such as popular media.</td>
<td>a. Examine and show how media arts form meanings, situations, and/or cultural experiences, such as online spaces.</td>
<td>a. Access and use internal and external resources to create media artworks, such as knowledge, experiences, interests, research, and exemplary works.</td>
<td>a. Access, evaluate, and use internal and external resources to inform the creation of original media artworks, such as cultural and societal knowledge, research, and exemplary works.</td>
<td>a. Access, evaluate, and integrate personal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</td>
<td>a. Synthesize internal and external resources to inform the creation of original media artworks, such as cultural connections, introspection, research, and exemplary works.</td>
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<tr>
<td>b. Share memorable experiences of media artworks.</td>
<td>b. Share memorable experiences of media artworks.</td>
<td>b. Discuss experiences of media artworks, describing their meaning and purpose.</td>
<td>b. Explain and show how media arts form meanings, situations, and/or cultural experiences, such as news and cultural events.</td>
<td>b. Explain and show how media arts form new meanings, situations, and cultural experiences, such as historical events.</td>
<td>b. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as knowledge, experiences, interests, research, and exemplary works.</td>
<td>b. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.</td>
<td>b. Access, evaluate, and integrate personal and external resources to inform the creation of persuasion media artworks, such as cultural connections, introspection, research, and exemplary works.</td>
<td>b. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</td>
<td></td>
</tr>
</tbody>
</table>

#### Essential Question(s): How do media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist’s understanding and work?

#### Enduring Understanding:
- Media artworks better understand and produced by relating them to their purposes, values, and various contexts.

#### Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

#### Connecting

<table>
<thead>
<tr>
<th>MEDIA ARTS</th>
<th>SYNTHESIZE</th>
<th>CONNECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use personal experiences and choices in making media artworks.</td>
<td>a. Use personal experiences, interests, and models in creating media artworks.</td>
<td>a. Examine and show how media arts form meanings, situations, and/or culture, such as popular media.</td>
</tr>
<tr>
<td>b. Share memorable experiences of media artworks.</td>
<td>b. Share memorable experiences of media artworks.</td>
<td>b. Discuss experiences of media artworks, describing their meaning and purpose.</td>
</tr>
<tr>
<td>b. Explain and show how media arts form meanings, situations, and/or cultural experiences, such as news and cultural events.</td>
<td>b. Explain and show how media arts form meanings, situations, and cultural experiences, such as historical events.</td>
<td>b. Explain and show how media arts form new meanings, situations, and cultural experiences, such as local and global events.</td>
</tr>
<tr>
<td>b. Access and use internal and external resources to create media artworks, such as knowledge, experiences, interests, research, and exemplary works.</td>
<td>b. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as knowledge, experiences, interests, research, and exemplary works.</td>
<td>b. Access, evaluate, and use internal and external resources to inform the creation of original media artworks, such as cultural and societal knowledge, research, and exemplary works.</td>
</tr>
<tr>
<td>b. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as knowledge, experiences, interests, research, and exemplary works.</td>
<td>b. Access, evaluate, and use internal and external resources to inform the creation of original media artworks, such as cultural and societal knowledge, research, and exemplary works.</td>
<td>b. Access, evaluate, and integrate personal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</td>
</tr>
<tr>
<td>b. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</td>
<td>b. Independently and proactively access relevant and qualitative resources to inform the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</td>
<td>b. Demonstrate and respond on the use of media artworks to synthesize new meaning, knowledge, and reflective cultural experiences.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>1st</td>
<td>2nd</td>
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<tr>
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</tr>
</tbody>
</table>

**Relate**

a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.

b. With guidance, interact safely and appropriately with media arts tools and environments.

c. Discuss how media artworks and ideas relate to everyday life, such as popular media, and connections with family and friends.

d. Discuss and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

e. Identify how media artworks and ideas relate to everyday and cultural life, such as popular media messages and media environments.

f. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

g. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

h. Analyze and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

i. Analyze and interact with media arts tools and environments, considering ethics, rules, and media literacy.

j. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

k. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

l. Critically evaluate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

m. Critically evaluate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

n. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

o. Examine the relationships of media arts ideas and works to personal and global contexts, such as works as media messages and media environments.

p. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.
| Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas? |
|---|---|---|
| **Proficient** | **Accomplished** | **Advanced** |
| MU:Cr1.1.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. | MU:Cr1.1.C.Iia Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines. | MU:Cr1.1.C.IIia Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas. |

| Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians improve the quality of their creative work? |
|---|---|---|
| **Proficient** | **Accomplished** | **Advanced** |
| MU:Cr2.1.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines. | MU:Cr2.1.C.Iia Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines. | MU:Cr2.1.C.IIia Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas. |
| MU:Cr2.1.C.Ib Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as onepart, cyclical, or binary). | MU:Cr2.1.C.IIb Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary). | MU:Cr2.1.C.IIIb Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms. |

| Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians make creative decisions? |
|---|---|---|
| **Proficient** | **Accomplished** | **Advanced** |
| MU:Cr3.1.C.Ia Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. | MU:Cr3.1.C.Iia Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. | MU:Cr3.1.C.IIia Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. |

| Anchor Standard 4: Present performance, implementation, and production. Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication. Essential Question(s): When is creative work ready to share? |
|---|---|---|
| **Proficient** | **Accomplished** | **Advanced** |
| MU:Cr3.2.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent. | MU:Cr3.2.C.Iia Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. | MU:Cr3.2.C.IIia Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent. |
| MU:Cr3.2.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation. | MU:Cr3.2.C.IIb Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation. | MU:Cr3.2.C.IIIb Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation. |

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**Anchor Standard 2: Organize and develop artistic ideas and work.**

**Enduring Understanding:** Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question(s):** How do musicians improve the quality of their creative work?

**Proficient**

- MU:Cr1.1.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

**Accomplished**

- MU:Cr1.1.C.Iia Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

**Advanced**

- MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

**Anchor Standard 3: Refine and complete artistic work.**

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question(s):** How do musicians make creative decisions?

**Proficient**

- MU:Cr2.1.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

**Accomplished**

- MU:Cr2.1.C.Iia Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.

**Advanced**

- MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

**Anchor Standard 4: Present performance, implementation, and production.**

**Enduring Understanding:** Musicians’ presentation of creative work is the culmination of a process of creation and communication.

**Essential Question(s):** When is creative work ready to share?

**Proficient**

- MU:Cr3.2.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

**Accomplished**

- MU:Cr3.2.C.Iia Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

**Advanced**

- MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.
## Music - Composition and/or Theory Strand

<table>
<thead>
<tr>
<th>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</th>
<th>Performing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Pr4.1.C.Ia</strong> Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).</td>
<td>MU:Pr4.1.C.Iia Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</td>
<td>MU:Pr4.1.C.Ila Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</td>
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</tr>
</tbody>
</table>

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?

### Proficient
- Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).

### Accomplished
- Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.

### Advanced
- Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.

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<table>
<thead>
<tr>
<th>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</th>
<th>Performing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Pr5.1.C.Ia</strong> Create rehearsal plans for works, identifying repetition and variation within the form.</td>
<td>MU:Pr5.1.C.Iia Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.</td>
<td>MU:Pr5.1.C.Ila Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MU:Pr5.1.C.Iib</strong> Using established criteria and feedback, identify the ways in which performances convey the elements of music, style, and mood.</td>
<td>MU:Pr5.1.C.Iib Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.</td>
<td>MU:Pr5.1.C.Iib Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MU:Pr5.1.C.Iic</strong> Identify and implement strategies for improving the technical and expressive aspects of multiple works.</td>
<td>MU:Pr5.1.C.Iic Identify and implement strategies for improving the technical and expressive aspects of varied works.</td>
<td>MU:Pr5.1.C.Iic Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.</td>
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</tr>
</tbody>
</table>

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers select repertory?

### Proficient
- Create rehearsal plans for works, identifying repetition and variation within the form.

### Accomplished
- Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.

### Advanced
- Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.

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<table>
<thead>
<tr>
<th>Anchor Standard 6: Convey meaning through the presentation of artistic work.</th>
<th>Performing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Pr6.1.C.Ia</strong> Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</td>
<td>MU:Pr6.1.C.Iia Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.</td>
<td>MU:Pr6.1.C.Ila Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MU:Pr6.1.C.Iib</strong> Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</td>
<td>MU:Pr6.1.C.Iib Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</td>
<td>MU:Pr6.1.C.Iib Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</td>
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</tr>
</tbody>
</table>

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?

### Proficient
- Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

### Accomplished
- Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.

### Advanced
- Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.

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<table>
<thead>
<tr>
<th>Anchor Standard 7: Create, perform, and critique artistic work in a variety of contexts.</th>
<th>Present</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Pr7.1.C.Ia</strong> Create and perform an artistic work for a specific audience or context.</td>
<td>MU:Pr7.1.C.Iia Create and perform an artistic work with a specific audience or context, and explain how the elements of music and compositional techniques are used to convey intent.</td>
<td>MU:Pr7.1.C.Ila Create and perform an artistic work with a specific audience or context, and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MU:Pr7.1.C.Iib</strong> Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</td>
<td>MU:Pr7.1.C.Iib Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</td>
<td>MU:Pr7.1.C.Iib Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</td>
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<td></td>
</tr>
</tbody>
</table>

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?
### Music - Composition and/or Theory Strand

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question(s):** How do individuals choose music to experience?

**Anchor Standard 7: Perceive and analyze artistic work**

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Re7.1.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.</td>
<td>MU:Re7.1.C.Ila Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.</td>
<td>MU:Re7.1.C.IIla Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.</td>
</tr>
</tbody>
</table>

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Re7.2.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</td>
<td>MU:Re7.2.C.Ila Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</td>
<td>MU:Re7.2.C.IIla Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</td>
</tr>
</tbody>
</table>

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Re8.1.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</td>
<td>MU:Re8.1.C.Ila Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</td>
<td>MU:Re8.1.C.IIla Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</td>
</tr>
</tbody>
</table>

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Re9.1.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</td>
<td>MU:Re9.1.C.Ila Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.</td>
<td>MU:Re9.1.C.IIla Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.</td>
</tr>
<tr>
<td>MU:Re9.1.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.</td>
<td>MU:Re9.1.C.IIb Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.</td>
<td>MU:Re9.1.C.IIIb Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.</td>
</tr>
</tbody>
</table>
## Music - Composition and/or Theory Strand

<table>
<thead>
<tr>
<th>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Cn10.0.C.Ia</td>
<td>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Cn11.0.C.Ia</td>
<td>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</td>
<td>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</td>
<td>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</td>
</tr>
</tbody>
</table>

*Green text indicates modifications by Music Executive Committee members*
Music - Harmonizing Instruments Strand  
(e.g. Guitar, Keyboard)

<table>
<thead>
<tr>
<th>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as twophase) and chordal accompaniments for given melodies.</td>
<td></td>
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</tr>
<tr>
<td>MU:Cr1.1.H.6a Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.</td>
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</tr>
<tr>
<td>MU:Cr1.1.H.7a Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</td>
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</tr>
<tr>
<td>MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</td>
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</tr>
<tr>
<td>MU:Cr1.1.H.9a Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.</td>
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<table>
<thead>
<tr>
<th>Anchor Standard 2: Organize and develop artistic ideas and work.</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Cr2.1.H.5a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phase) and chordal accompaniments for given melodies.</td>
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<tr>
<td>MU:Cr2.1.H.6a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.</td>
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<tr>
<td>MU:Cr2.1.H.7a Select, develop, and use standard notation and audio/video recording to document improvisations, compositions (forms such as theme and variation or 12-bar blues), and three or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</td>
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<tr>
<td>MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</td>
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<tr>
<td>MU:Cr2.1.H.9a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.</td>
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<thead>
<tr>
<th>Anchor Standard 3: Refine and complete artistic work.</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phase) and chordal accompaniments for given melodies.</td>
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<tr>
<td>MU:Cr3.1.H.6a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.</td>
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<tr>
<td>MU:Cr3.1.H.7a Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three- or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</td>
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<tr>
<td>MU:Cr3.1.H.8a Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</td>
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<td>MU:Cr3.1.H.9a Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.</td>
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</table>
Creating Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication. Essential Question(s): When is creative work ready to share?

<table>
<thead>
<tr>
<th>Present</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.</td>
<td>MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / AB4 forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.</td>
<td>MU:Cr3.2.H.1a Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three- or more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</td>
<td>MU:Cr3.2.H.11a Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</td>
</tr>
</tbody>
</table>
Music - Harmonizing Instruments Strand

<table>
<thead>
<tr>
<th>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</th>
<th>Performing</th>
<th>Select</th>
<th>Interpreting</th>
<th>Analyzing</th>
<th>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>Intermediate</td>
<td>Proficient</td>
<td>Accomplished</td>
<td>Advanced</td>
<td></td>
</tr>
<tr>
<td>MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.</td>
<td>MU:Pr4.1.H.8a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.</td>
<td>MU:Pr4.1.H.1a Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</td>
<td>MU:Pr4.1.H.1a Develop and apply criteria for selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</td>
<td>MU:Pr4.1.H.1a Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</td>
<td></td>
</tr>
<tr>
<td>MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.</td>
<td>MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.</td>
<td>MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</td>
<td>MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</td>
<td>MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</td>
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</tr>
<tr>
<td>MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.</td>
<td>MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</td>
<td>MU:Pr4.3.H.1a Describe in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</td>
<td>MU:Pr4.3.H.1a Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</td>
<td>MU:Pr4.3.H.1a Explain in present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</td>
<td></td>
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</tbody>
</table>
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

<table>
<thead>
<tr>
<th>Anchor Standard 5</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Pr5.1.H.5a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.</td>
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<tr>
<td>MU:Pr5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.</td>
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<tr>
<td>MU:Pr5.1.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.</td>
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<tr>
<td>MU:Pr5.1.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.</td>
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<tr>
<td>MU:Pr5.1.H.11a Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.</td>
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</table>

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

<table>
<thead>
<tr>
<th>Anchor Standard 6</th>
<th>Novice</th>
<th>Intermediate</th>
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<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.</td>
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<tr>
<td>MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</td>
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<tr>
<td>MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</td>
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<tr>
<td>MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</td>
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<tr>
<td>MU:Pr6.1.H.11a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</td>
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</table>
## Music - Harmonizing Instruments Strand

### Anchor Standard 7: Perceive and analyze artistic work

**Enduring Understanding:** Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question(s):** How do individuals choose music to experience?

<table>
<thead>
<tr>
<th>Novice</th>
<th>Intermediate</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MU:Re7.1.H Demonstrate and describe reasons for selecting music, based on characteristics found in the music and context.</td>
<td>MU:Re7.1.Ha Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</td>
<td>MU:Re7.1.Hla Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context.</td>
<td>MU:Re7.1.Hlla Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.</td>
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</tbody>
</table>

### Anchor Standard 8: Interpret intent and meaning in artistic work

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question(s):** How do we discern the musical creators’ and performers’ expressive intent?

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>MU:Re8.1.Ha Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.</td>
<td>MU:Re8.1.Ha Identify interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text.</td>
<td>MU:Re8.1.Hla Identify interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</td>
<td>MU:Re8.1.Hlla Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.</td>
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</tbody>
</table>

### Anchor Standard 9: Apply criteria to evaluate artistic work.

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question(s):** How do we judge the quality of musical work(s) and performance(s)?

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>MU:Re9.1.Ha Identify and describe how interest, experiences, and contexts (personal or social) affect the evaluation of music.</td>
<td>MU:Re9.1.Ha Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.</td>
<td>MU:Re9.1.Hla Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.</td>
<td>MU:Re9.1.Hlla Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.</td>
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</table>
## Music - Harmonizing Instruments Strand

### Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question(s):** How do musicians make meaningful connections to creating, performing, and responding?

<table>
<thead>
<tr>
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<th>Intermediate</th>
<th>Proficient</th>
<th>Accomplished</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>MU:Cn10.D.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>MU:Cn10.D.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>MU:Cn10.D.H.11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>MU:Cn10.D.H.11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
</tr>
</tbody>
</table>

### Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**Essential Question(s):** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

<table>
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<tbody>
<tr>
<td>MU:Cn11.D.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>MU:Cn11.D.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>MU:Cn11.D.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>MU:Cn11.D.H.11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td>MU:Cn11.D.H.11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
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*Green text indicates modifications by Music Executive Committee members*
## Music - Music Technology Strand

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Essential Question(s): How do musicians generate creative ideas?</th>
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</thead>
<tbody>
<tr>
<td>Anchor Standard 1:</td>
<td>Generate and conceptualize artistic ideas and work.</td>
</tr>
<tr>
<td>HS Proficient</td>
<td>MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.</td>
</tr>
<tr>
<td>HS Accomplished</td>
<td>MU:Cr1.1.T.IIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.</td>
</tr>
<tr>
<td>HS Advanced</td>
<td>MU:Cr1.1.T.IIIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.</td>
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</table>

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<tr>
<th>Enduring Understanding</th>
<th>Essential Question(s): How do musicians make creative decisions?</th>
</tr>
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<tbody>
<tr>
<td>Anchor Standard 2:</td>
<td>Organize and develop artistic ideas and work.</td>
</tr>
<tr>
<td>HS Proficient</td>
<td>MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.</td>
</tr>
<tr>
<td>HS Accomplished</td>
<td>MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.</td>
</tr>
<tr>
<td>HS Advanced</td>
<td>MU:Cr2.1.T.IIIa Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Enduring Understanding</th>
<th>Essential Question(s): How do musicians improve the quality of their creative work?</th>
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</thead>
<tbody>
<tr>
<td>Anchor Standard 3:</td>
<td>Refine and complete artistic work.</td>
</tr>
<tr>
<td>HS Proficient</td>
<td>MU:Cr3.1.T.Ia Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</td>
</tr>
<tr>
<td>HS Accomplished</td>
<td>MU:Cr3.1.T.IIa Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</td>
</tr>
<tr>
<td>HS Advanced</td>
<td>MU:Cr3.1.T.IIIa Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.</td>
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<tr>
<th>Enduring Understanding</th>
<th>Essential Question(s): When is creative work ready to share?</th>
</tr>
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<tbody>
<tr>
<td>Anchor Standard 3:</td>
<td>Refine and complete artistic work.</td>
</tr>
<tr>
<td>HS Proficient</td>
<td>MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.</td>
</tr>
<tr>
<td>HS Accomplished</td>
<td>MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.</td>
</tr>
<tr>
<td>HS Advanced</td>
<td>MU:Cr3.2.T.IIIa Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources, and systems in developing and organizing musical ideas.</td>
</tr>
</tbody>
</table>
## Music - Music Technology Strand

### Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their unique technical skill, and the context for a performance

**Essential Question(s):** How do performers select repertoire?

<table>
<thead>
<tr>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select</td>
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</tr>
<tr>
<td><strong>MU:Pr4.1.T.Ia</strong> Develop and explain the <strong>criteria</strong> used for selecting a varied <strong>repertoire</strong> of music based on interest, music reading skills, and an understanding of the performer’s technical and technological skill.</td>
<td><strong>MU:Pr4.1.T.Ila</strong> Develop and apply criteria to select a varied <strong>repertoire</strong> of music based on interest; an understanding of the <strong>theoretical and structural</strong> characteristics of the music; and the performer’s technical skill using digital tools and resources.</td>
<td><strong>MU:Pr4.1.T.Illa</strong> Develop and apply criteria to select varied <strong>programs</strong> to study and perform based on interest, an understanding of the <strong>theoretical and structural</strong> characteristics, as well as expressive challenges in the music, and the performer’s technical skill using digital tools, resources, and systems.</td>
</tr>
</tbody>
</table>

### Anchor Standard 5: Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question(s):** How do performers interpret musical works?

<table>
<thead>
<tr>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Pr4.2.T.Ia</strong> Describe how <strong>context</strong>, <strong>theoretical and structural</strong> aspects of the music, and digital <strong>tools</strong> inform prepared and improvised <strong>performances</strong>.</td>
<td><strong>MU:Pr4.2.T.Ila</strong> Describe and demonstrate how <strong>context</strong>, <strong>theoretical and structural</strong> aspects of the music and digital media/tools inform and influence prepared and improvised <strong>performances</strong>.</td>
<td><strong>MU:Pr4.2.T.Illa</strong> Examine, evaluate and critique how <strong>context</strong>, <strong>theoretical and structural</strong> aspects of the music and digital media/tools inform and influence prepared and improvised <strong>performances</strong>.</td>
</tr>
</tbody>
</table>

### Anchor Standard 6: Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Expressing their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and technological tools.

**Essential Question(s):** How do musicians improve the quality of their performance?

<table>
<thead>
<tr>
<th>HS Proficient</th>
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<th>HS Advanced</th>
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<tbody>
<tr>
<td><strong>MU:Pr5.1.T.Ia</strong> Identify and implement rehearsal strategies to improve the <strong>technical and expressive</strong> aspects of prepared and improvised <strong>performances</strong> in a varied <strong>repertoire</strong> of music.</td>
<td><strong>MU:Pr5.1.T.Ila</strong> Develop and implement rehearsal strategies to improve and <strong>refine</strong> the <strong>technical and expressive</strong> aspects of prepared and improvised <strong>performances</strong> in a varied <strong>repertoire</strong> of music.</td>
<td><strong>MU:Pr5.1.T.Illa</strong> Apply appropriate <strong>criteria</strong> as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the <strong>technical and expressive</strong> aspects of prepared and improvised <strong>performances</strong> in varied <strong>programs</strong> of music.</td>
</tr>
</tbody>
</table>

### Anchor Standard 6: Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Conveying meaning through the presentation of artistic work based on criteria that vary across time, place, and cultures.

**Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which music is presented influence audience response?

<table>
<thead>
<tr>
<th>HS Proficient</th>
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<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Pr6.1.T.Ia</strong> Using <strong>digital tools</strong>, demonstrate attention to technical accuracy and expressive <strong>qualities</strong> in prepared and improvised <strong>performances</strong> of a varied <strong>repertoire</strong> of music.</td>
<td><strong>MU:Pr6.1.T.Ila</strong> Using <strong>digital tools</strong> and <strong>resources</strong>, demonstrate technical accuracy and expressive <strong>qualities</strong> in prepared and improvised <strong>performances</strong> of a varied <strong>repertoire</strong> of music <strong>representing diverse cultures, styles, and genres</strong>.</td>
<td><strong>MU:Pr6.1.T.Illa</strong> Integrating <strong>digital and analog tools</strong> and <strong>resources</strong>, demonstrate an understanding and attention to technical accuracy and expressive <strong>qualities</strong> of the music in prepared and improvised <strong>performances</strong> of a varied <strong>repertoire</strong> of music representing diverse cultures, styles, genres, and <strong>historical periods</strong>.</td>
</tr>
</tbody>
</table>

**MU:Pr6.1.T.IIa** Demonstrate an understanding of the **context** of music through prepared and improvised **performances**.

**MU:Pr6.1.T.IIb** Demonstrate an understanding of the **expressive intent** when connecting with an audience through prepared and improvised **performances**.

**MU:Pr6.1.T.IIIb** Demonstrate an **ability** to connect with **audience members** before, during and after performances.
## Music - Music Technology Strand

<table>
<thead>
<tr>
<th>Anchor Standard 7: Perceive and analyze artistic work</th>
<th>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HS Proficient</strong></td>
<td><strong>HS Accomplished</strong></td>
</tr>
<tr>
<td>Select</td>
<td>MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td><strong>Analyze</strong></td>
</tr>
<tr>
<td>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</td>
<td><strong>HS Proficient</strong></td>
</tr>
<tr>
<td>Select</td>
<td>MU:Re7.II.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td><strong>Interpret</strong></td>
</tr>
<tr>
<td>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</td>
<td><strong>HS Proficient</strong></td>
</tr>
<tr>
<td>Select</td>
<td>MU:Re8.I.T.Ia Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td><strong>Evaluate</strong></td>
</tr>
<tr>
<td>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do do we judge the quality of musical work(s) and performance(s)?</td>
<td><strong>HS Proficient</strong></td>
</tr>
</tbody>
</table>

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## Music - Music Technology Strand

| Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding? |
|---|---|
| **HS Proficient** | **HS Accomplished** | **HS Advanced** |
| Select | MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | MU:Cn10.0.T.Ila Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | MU:Cn10.0.T.Illa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |
| **Connecting** | **Connecting** | **Connecting** |
| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | **HS Proficient** | **HS Accomplished** | **HS Advanced** |
| Select | MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | MU:Cn11.0.T.Ila Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | MU:Cn11.0.T.Illa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

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## Anchor Standard 1: Generate and conceptualize artistic ideas and work.

### Enduring Understanding:
The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

### Essential Question(s): How do musicians generate creative ideas?

### Creating

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1a</th>
<th>2a</th>
<th>3a</th>
<th>4a</th>
<th>5a</th>
<th>6a</th>
<th>Novice</th>
<th>Proficient</th>
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</thead>
<tbody>
<tr>
<td>(MU:Cr1.1.K)</td>
<td>(MU:Cr1.1.1)</td>
<td>(MU:Cr1.1.2)</td>
<td>(MU:Cr1.1.3)</td>
<td>(MU:Cr1.1.4)</td>
<td>(MU:Cr1.1.5)</td>
<td>(MU:Cr1.1.6)</td>
<td>(MU:Cr1.1.7)</td>
<td>(MU:Cr1.1.8)</td>
</tr>
<tr>
<td>a With guidance, explore and experience music concepts (such as beat and melodic contour).</td>
<td>a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</td>
<td>a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</td>
<td>a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</td>
<td>a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</td>
<td>a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</td>
<td>a Generate simple rhythmic, melodic, harmonies and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</td>
<td>a Generate simple rhythmic, melodic, and harmonic ideas within related tonalities, meters, and simple chord changes.</td>
<td></td>
</tr>
<tr>
<td>b With guidance, generate musical ideas (such as movements or motives).</td>
<td>b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</td>
<td>b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</td>
<td>b Generate musical ideas (such as rhythms and melodies) within a given tonality and meter.</td>
<td>b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</td>
<td>b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</td>
<td>b Generate simple rhythmic, melodic, and harmonic ideas within related tonalities, meters, and simple chord changes.</td>
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**Imagine**

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<td>(MU:Cr1.1.7)</td>
<td>(MU:Cr1.1.8)</td>
</tr>
<tr>
<td>a With guidance, explore and experience music concepts (such as beat and melodic contour).</td>
<td>a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</td>
<td>a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</td>
<td>a Improvise rhythmic, melodic, and harmonic ideas, and describe connection to specific purpose and context (such as personal and social).</td>
<td>a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</td>
<td>a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</td>
<td>a Generate simple rhythmic, melodic, harmonies and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</td>
<td>a Generate simple rhythmic, melodic, and harmonic ideas within related tonalities, meters, and simple chord changes.</td>
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<td>b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</td>
<td>b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</td>
<td>b Generate musical ideas (such as rhythms and melodies) within a given tonality and meter.</td>
<td>b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</td>
<td>b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</td>
<td>b Generate simple rhythmic, melodic, and harmonic ideas within related tonalities, meters, and simple chord changes.</td>
<td>b Generate simple rhythmic, melodic, and harmonic ideas within specific related tonalities, meters, and simple chord changes.</td>
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</tbody>
</table>
**Creating**

**Essential Question(s): How do musicians improve the quality of their creative work?**

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Anchor Standard 3: Refine and complete artistic work.**

<table>
<thead>
<tr>
<th>Kindergarten</th>
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<th>2nd</th>
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<th>Novice</th>
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<td>(MU:Cr3.1.6)</td>
<td>(MU:Cr3.1.7)</td>
<td>(MU:Cr3.1.8)</td>
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</tbody>
</table>

**Plan & Make**

- a) With guidance, demonstrate and choose favorite musical ideas that represent expressive intent.
- b) With limited guidance, use iconic or standard notation and/or recording technology to document personal musical ideas.
- c) Demonstrate personal reasons for selecting patterns and ideas for music that represent expressive intent.
- d) Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
- e) Demonstrate selected and organized musical ideas for arrangements, compositions, or improvisations, or compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- f) Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

**Evaluate & Refine**

- a) With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
- b) With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal music.
- c) Interpret and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.
- d) Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.
- e) Evaluate their own work, applying selected criteria such as application of selected elements of music and use of sound sources.
- f) Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
<table>
<thead>
<tr>
<th>Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication</th>
<th>Essential Question(s): When is creative work ready to share?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Novice</td>
</tr>
<tr>
<td>Kindergarten (MU:Cr3.2.K)</td>
<td>1st (MU:Cr3.2.1)</td>
</tr>
<tr>
<td><strong>Present:</strong></td>
<td></td>
</tr>
<tr>
<td>a With guidance, demonstrate a final version of personal musical ideas to peers.</td>
<td>a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</td>
</tr>
</tbody>
</table>
### Enduring Understanding: Performing artists' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?

**Performing**

<table>
<thead>
<tr>
<th>Pre K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
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<td>(MU:Pr4.1.6)</td>
<td>(MU:Pr4.1.7)</td>
<td>(MU:Pr4.1.8)</td>
</tr>
<tr>
<td>a. With guidance, demonstrate and state personal interest in varied musical selections.</td>
<td>a. With limited guidance, demonstrate personal interest in, knowledge about, and purpose of varied musical selections.</td>
<td>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill.</td>
<td>b. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</td>
<td>a. Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</td>
<td>a. Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</td>
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**Analyzing**

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<tbody>
<tr>
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<td>(MU:Pr4.2.4)</td>
<td>(MU:Pr4.2.5)</td>
<td>(MU:Pr4.2.6)</td>
<td>(MU:Pr4.2.7)</td>
<td>(MU:Pr4.2.8)</td>
</tr>
<tr>
<td>a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</td>
<td>a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</td>
<td>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form and harmony) in music selected for performance.</td>
<td>b. Apply teacher-provided criteria for selecting music for performance and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</td>
<td>a. Analyze the structure of contrasting pieces of music selected for performance and explaining how the elements of music are used in each.</td>
<td>a. Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</td>
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**Selecting**

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<th>Kindergarten</th>
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<td>a. With limited guidance, demonstrate personal interest in, knowledge about, and purpose of varied musical selections.</td>
<td>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill.</td>
<td>b. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</td>
<td>a. Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</td>
<td>a. Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</td>
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</table>

### Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Performing Standards:
- (MU:Pr4.1.1) Identify contrasting pieces of music and how elements of music are used in each.
- (MU:Pr4.1.2) Explain and analyze the structure of contrasting pieces of music selected for performance and explaining how the elements of music are used in each.

Analyzing Standards:
- (MU:Pr4.2.1) Analyze the structure of contrasting pieces of music selected for performance and explaining how the elements of music are used in each.

Selecting Standards:
- (MU:Pr4.3.1) Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?

<table>
<thead>
<tr>
<th>Perform</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>Novice</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpre</td>
<td>a With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</td>
<td>a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</td>
<td>a Demonstrate and describe how expressive qualities (such as dynamics, tempo, and timbre) are used to convey expressive intent.</td>
<td>a Demonstrate and explain how intent is conveyed through expressive qualities (such as dynamics and tempo).</td>
<td>a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</td>
<td>a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and phrasing) to convey intent.</td>
<td>a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) to convey intent.</td>
<td>a Perform a selected piece of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</td>
<td>a Perform contrasting pieces of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</td>
</tr>
<tr>
<td></td>
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<td>(MU:Pr4.3.5)</td>
<td>(MU:Pr4.3.6)</td>
<td>(MU:Pr4.3.7)</td>
<td>(MU:Pr4.3.8)</td>
</tr>
</tbody>
</table>

Interpretive Decision Making: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?

<table>
<thead>
<tr>
<th>Perform</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>Novice</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform</td>
<td>a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</td>
<td>a Demonstrate and describe how expressive qualities (such as dynamics, tempo, and timbre) are used to convey expressive intent.</td>
<td>a Demonstrate and explain how intent is conveyed through expressive qualities (such as dynamics and tempo).</td>
<td>a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</td>
<td>a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and phrasing) to convey intent.</td>
<td>a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) to convey intent.</td>
<td>a Perform a selected piece of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</td>
<td>a Perform contrasting pieces of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</td>
<td>a Perform contrasting pieces of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</td>
</tr>
<tr>
<td></td>
<td>(MU:Pr4.3.K)</td>
<td>(MU:Pr4.3.1)</td>
<td>(MU:Pr4.3.2)</td>
<td>(MU:Pr4.3.3)</td>
<td>(MU:Pr4.3.4)</td>
<td>(MU:Pr4.3.5)</td>
<td>(MU:Pr4.3.6)</td>
<td>(MU:Pr4.3.7)</td>
<td>(MU:Pr4.3.8)</td>
</tr>
</tbody>
</table>
Performing

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.

**Essential Question(s):** How do musicians improve the quality of their performances?

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>Novice</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MU:Pr5.1.K)</td>
<td>(MU:Pr5.1.1)</td>
<td>(MU:Pr5.1.2)</td>
<td>(MU:Pr5.1.3)</td>
<td>(MU:Pr5.1.4)</td>
<td>(MU:Pr5.1.5)</td>
<td>(MU:Pr5.1.6)</td>
<td>(MU:Pr5.1.7)</td>
<td>(MU:Pr5.1.8)</td>
</tr>
<tr>
<td>a With guidance, apply personal, teacher, and peer feedback to refine performances.</td>
<td>a With limited guidance, apply personal, teacher, and peer feedback to refine performances.</td>
<td>a - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</td>
<td>a - Apply teacherprovided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.</td>
<td>a - Apply teacherprovided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.</td>
<td>a - Apply teacherprovided and established criteria, and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</td>
<td>a - Apply teacherprovided and established criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</td>
<td>a - Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</td>
<td>a - Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotinal impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</td>
</tr>
<tr>
<td>b With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</td>
<td>b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</td>
<td>b - Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.</td>
<td>b - Rehearse to refine technical accuracy, expressive qualities, and identify performance challenges.</td>
<td>b - Rehearse to refine technical accuracy, expressive qualities, and address performance challenges.</td>
<td>b - Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</td>
<td>b - Rehearse, interpretive, performance, and technical challenges of the music, and determine when the music is ready to perform.</td>
<td>b - Rehearse, interpretive, performance, and technical challenges of the music, and determine when the music is ready to perform.</td>
<td>b - Rehearse, interpretive, performance, and technical challenges of the music, and determine when the music is ready to perform.</td>
</tr>
</tbody>
</table>

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.

**Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>Novice</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>a With guidance, perform music with expression.</td>
<td>a With limited guidance, perform music for a specific purpose with expression.</td>
<td>a Perform music for a specific purpose with expression and technical accuracy.</td>
<td>a Perform music with technical accuracy and appropriate interpretation.</td>
<td>a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</td>
<td>a Perform the music with technical accuracy to convey the creator’s intent.</td>
<td>a Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.</td>
<td>a Perform the music with technical accuracy, expressive, and culturally authentic practices in music to convey the creator’s intent.</td>
<td>a Perform the music with technical accuracy, expressive, and culturally authentic practices in music to convey the creator’s intent.</td>
</tr>
</tbody>
</table>
| b Perform appropriately for the audience.
| b Perform appropriately for the audience and purpose.
| b Perform appropriately for the audience and purpose.
| b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.
| b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
| b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre, and style.
| b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
| b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

**STATE DEPARTMENT OF EDUCATION**

**AUGUST 13, 2015**
### Music

**Anchor Standard 7:** Perceive and analyze artistic work

**Enduring Understanding:** Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question(s):** How do individuals choose music to experience?

<table>
<thead>
<tr>
<th>Responding</th>
<th>Kindergarten</th>
<th>1a</th>
<th>2a</th>
<th>3a</th>
<th>4a</th>
<th>5a</th>
<th>6a</th>
<th>Novice</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
<td>(MU:Re7.1.K)</td>
<td>(MU:Re7.1.1)</td>
<td>(MU:Re7.1.2)</td>
<td>(MU:Re7.1.3)</td>
<td>(MU:Re7.1.4)</td>
<td>(MU:Re7.1.5)</td>
<td>(MU:Re7.1.6)</td>
<td>(MU:Re7.1.7)</td>
<td>(MU:Re7.1.8)</td>
</tr>
<tr>
<td><strong>Select</strong></td>
<td>a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</td>
<td>a With limited guidance, demonstrate how personal interests and experiences influence musical selection for specific purposes.</td>
<td>a Explain and demonstrate how selected music connects to and is influenced by specific interests, experiences, or purposes.</td>
<td>a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</td>
<td>a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</td>
<td>a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</td>
<td>a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</td>
<td>a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>a With limited guidance, demonstrate how specific music concepts (such as beat or melodic direction) is used in music.</td>
<td>a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</td>
<td>a Describe how specific music concepts are used to support a specific purpose in music.</td>
<td>a Demonstrate and explain how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</td>
<td>a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</td>
<td>a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</td>
<td>a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</td>
<td>a Compare how the elements of music and expressive qualities relate to the structure within programs of music.</td>
<td></td>
</tr>
</tbody>
</table>
### Anchor Standard 8: Interpret intent and meaning in artistic work.

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question(s):** How do we discern the musical creators' and performers' expressive intent?

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question(s):** How do we judge the quality of musical work(s) and performance(s)?

<table>
<thead>
<tr>
<th>Responding</th>
<th>Kindergarten (MU:Re9.1.K)</th>
<th>1st (MU:Re9.1.1)</th>
<th>2nd (MU:Re9.1.2)</th>
<th>3rd (MU:Re9.1.3)</th>
<th>4th (MU:Re9.1.4)</th>
<th>5th (MU:Re9.1.5)</th>
<th>6th (MU:Re9.1.6)</th>
<th>Novice (MU:Re9.1.7)</th>
<th>Proficient (MU:Re9.1.8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpret</strong></td>
<td>a With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</td>
<td>a With limited guidance, demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</td>
<td>a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</td>
<td>a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect expressive intent.</td>
<td>a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect expressive intent.</td>
<td>a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</td>
<td>a Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.</td>
<td>a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</td>
<td>a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responding</th>
<th>Kindergarten (MU:Re9.1.K)</th>
<th>1st (MU:Re9.1.1)</th>
<th>2nd (MU:Re9.1.2)</th>
<th>3rd (MU:Re9.1.3)</th>
<th>4th (MU:Re9.1.4)</th>
<th>5th (MU:Re9.1.5)</th>
<th>6th (MU:Re9.1.6)</th>
<th>Novice (MU:Re9.1.7)</th>
<th>Proficient (MU:Re9.1.8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluate</strong></td>
<td>b With limited guidance, apply personal and expressive preferences in the evaluation of music.</td>
<td>b With limited guidance, apply personal and expressive preferences in the evaluation of music.</td>
<td>b Apply personal and expressive preferences in the evaluation of music for specific purposes.</td>
<td>b Apply musical works and performances, applying established criteria, and describe appropriateness to the context.</td>
<td>b Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</td>
<td>b Apply teacher-provided criteria to evaluate musical works or performances.</td>
<td>b Select from teacher-provided criteria to evaluate musical works or performances.</td>
<td>a Apply appropriate personally-developed criteria to evaluate musical works or performances.</td>
<td>a Apply appropriate personally-developed criteria to evaluate musical works or performances.</td>
</tr>
</tbody>
</table>
**Music**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question(s):** How do musicians make meaningful connections to creating, performing, and responding?

<table>
<thead>
<tr>
<th>Kindergarten (MU:Cn10.1.4)</th>
<th>1st (MU:Cn10.1.6)</th>
<th>2nd (MU:Cn10.1.8)</th>
<th>3rd (MU:Cn10.1.10)</th>
<th>4th (MU:Cn10.1.12)</th>
<th>5th (MU:Cn10.1.14)</th>
<th>6th (MU:Cn10.1.16)</th>
<th>Proficient (MU:Cn10.1.18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and interest when creating, performing, and responding to music.</td>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and interest when creating, performing, and responding to music.</td>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and interest when creating, performing, and responding to music.</td>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and interest when creating, performing, and responding to music.</td>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and interest when creating, performing, and responding to music.</td>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and interest when creating, performing, and responding to music.</td>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and interest when creating, performing, and responding to music.</td>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and interest when creating, performing, and responding to music.</td>
</tr>
</tbody>
</table>

**MU:Cr3.2.4a** With limited guidance, demonstrate a final version of musical ideas to peers.

**MU:Cr3.2.6a** With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or an informal audience.

**MU:Cr3.2.8a** Present the final version of personal musical ideas for arrangements or compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
<table>
<thead>
<tr>
<th>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</td>
<td></td>
</tr>
<tr>
<td><strong>Essential Question(s):</strong> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</td>
<td></td>
</tr>
<tr>
<td><strong>Connecting:</strong></td>
<td></td>
</tr>
<tr>
<td>Kindergarten (MU/Co11.1.K)</td>
<td>1st (MU/Co11.1.1)</td>
</tr>
<tr>
<td>a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</td>
<td>a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</td>
</tr>
<tr>
<td>Date</td>
<td>MU:Pr4.2.1a</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>AUGUST 13</td>
<td>With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>With specific music concepts (such as beat or pitch) is used in various styles of music for a specific purpose.</td>
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<tr>
<td></td>
<td>Demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</td>
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<tr>
<td></td>
<td>Perform music for a specific purpose with expression and technical accuracy.</td>
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<tr>
<td></td>
<td>Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Perform and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as social and cultural).</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Identify context of programs of music from a variety of genres, cultures, and historical periods.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MU:Re9.1.1a</strong></td>
<td>With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</td>
</tr>
<tr>
<td><strong>MU:Re9.1.2a</strong></td>
<td>Apply personal and expressive preferences in the evaluation of music for specific purposes.</td>
</tr>
<tr>
<td><strong>MU:Re9.1.3a</strong></td>
<td>Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</td>
</tr>
<tr>
<td><strong>MU:Re9.1.4a</strong></td>
<td>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</td>
</tr>
<tr>
<td><strong>MU:Re9.1.5a</strong></td>
<td>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</td>
</tr>
<tr>
<td><strong>MU:Re9.1.6a</strong></td>
<td>Apply teacher-provided criteria to evaluate musical works or performances.</td>
</tr>
<tr>
<td><strong>MU:Re9.1.7a</strong></td>
<td>Select from teacher-provided criteria to evaluate musical works or performances.</td>
</tr>
<tr>
<td><strong>MU:Re9.1.8a</strong></td>
<td>Apply appropriate personally developed criteria to evaluate musical works or performances.</td>
</tr>
</tbody>
</table>

*Green text indicates modifications by Music Executive Committee members*
<table>
<thead>
<tr>
<th>Performance Indicators - Communication</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>Expresses self in conversations that are based upon very familiar topics. Can access a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</td>
<td>Expresses self and actively participates in conversations on familiar topics using single sentences or a series of sentences.</td>
<td>Expresses self fully to maintain conversations on familiar topics and new concrete academic, social and work related topics.</td>
</tr>
<tr>
<td>COMM 1:</td>
<td>Respond to basic questions about themselves and others using a series of highly practiced or memorized phrases.</td>
<td>Handles short social interactions in everyday situations by asking and answering a variety of questions.</td>
<td>Confidently handles changes in situations and is able to share their point of view in discussions.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Communicate about self, others and everyday life using a series of highly practiced or memorized phrases.</td>
<td>Communicate about self, others and everyday life.</td>
<td>Communicate in paragraph length conversations about themselves, others or events with detail and organization.</td>
</tr>
<tr>
<td>Interpretive</td>
<td>List key characters and main events from developmentally appropriate narratives based on familiar themes.</td>
<td>Identify the principal characters and discuss the main idea and themes with a piece of literature.</td>
<td>Discuss main ideas and key details of live/recorded discussions, lectures, and presentations from the target culture.</td>
</tr>
<tr>
<td>COMM 2:</td>
<td>Identify people and objects within their environment based on oral and written descriptions.</td>
<td>Locate key ideas/items in authentic materials and relate them to people and objects in their own lives.</td>
<td>Analyze main plot, subplot, characters, their descriptions, roles and significance in authentic literary texts.</td>
</tr>
<tr>
<td>Interpretive</td>
<td>Report out the content of brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.</td>
<td>Restate information and react to messages within short articles or video clips from the target culture.</td>
<td>Summarize principal elements of non-fiction articles on topics of current and historical importance to members of the target culture.</td>
</tr>
<tr>
<td>Interpretive</td>
<td>Interpret the meaning of gestures, intonation, and other visual or auditory clues.</td>
<td>Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target language.</td>
<td>Compare and contrast cultural nuances of meaning in written and spoken language as expressed by native speakers from the target culture in both formal and informal setting.</td>
</tr>
<tr>
<td>Presentational</td>
<td>Present information about themselves or others using simple sentences or memorized phrases.</td>
<td>Express their opinions and state facts about themselves using a series of sentences.</td>
<td>Deliver an organized presentation about a variety of topics that is appropriate for their audience.</td>
</tr>
<tr>
<td>Performance Indicators - Cultures</td>
<td>Novice</td>
<td>Intermediate</td>
<td>Advanced</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
<td>--------------</td>
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</tr>
<tr>
<td><strong>Cultural Practices</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLTR 1:</strong> Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use appropriate gestures within the classroom environment.</td>
<td>Use formal and informal forms of address appropriately in rehearsed situations.</td>
<td>Use formal and informal forms of address appropriately in unrehearsed situations.</td>
<td></td>
</tr>
<tr>
<td>Imitate appropriate etiquette from the target culture.</td>
<td>Begin to adjust language and message to acknowledge audiences with varied cultural backgrounds.</td>
<td>Adjust language, messages, and behaviors to acknowledge audiences with varied cultural backgrounds.</td>
<td></td>
</tr>
<tr>
<td>List cultural practices observed in a video from the target culture.</td>
<td>Suggest reasons for connecting cultural practices to associated products and perspectives.</td>
<td>Provide evidence based reasoning for connecting cultural practices to associated products and perspectives.</td>
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</tr>
<tr>
<td>Role play simple interactions in stores and restaurants in the target culture.</td>
<td>Role play culturally appropriate interactions with shop keepers, ticket sellers, waiters, taxi drivers, etc. in the target culture.</td>
<td>Utilize culturally appropriate behaviors and language in a variety of situations in the target language.</td>
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<tr>
<td><strong>Cultural Products</strong></td>
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<tr>
<td><strong>CLTR 2:</strong> Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.</td>
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<tr>
<td>Give simple reasons for the role and importance of products from the target culture.</td>
<td>Identify, investigate and analyze the function of everyday objects produced in the culture.</td>
<td>Research in detail the role and importance of products from the target cultures.</td>
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<tr>
<td>Identify the author/country of origin for short poems, stories, or plays from the target culture.</td>
<td>Identify and analyze cultural products found in literature, news stories, and films from the target culture.</td>
<td>Identify and analyze the role and importance of cultural products found in literature, news stories and film.</td>
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<tr>
<td>Make simple connections between cultural products, associated practices and possible perspectives from the target culture.</td>
<td>Create connections based on background knowledge between cultural products, associated practices, and perspectives.</td>
<td>Provide evidence-based insights connecting cultural products, associated practices, and perspectives.</td>
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<tr>
<td>Performance Indicators - Connections</td>
<td>Novice</td>
<td>Intermediate</td>
<td>Advanced</td>
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<tr>
<td>Making connections</td>
<td>Use skills gained in other content areas to study key historical figures/events in the target culture.</td>
<td>Seek out articles/multimedia in the target language for content being studied or previously studied in history and English.</td>
<td>Write a critical analysis for a movie where the target language is spoken.</td>
</tr>
<tr>
<td>CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.</td>
<td>Use skills gained in other content areas to convert currencies, weights, and measures from the United States’ standard to that of the target culture in order to understand prices, size and distance.</td>
<td>Use skills gained in other content areas to analyze the impact of currencies rates, and measurement systems on those that travel from the United States to a country with the target culture.</td>
<td>Research and discuss how various governmental structures might impact global issues such as currency rates or travel visas.</td>
</tr>
<tr>
<td>Use skills gained in other content areas to analyze the impact of currencies rates, and measurement systems on those that travel from the United States to a country with the target culture.</td>
<td>Use skills gained in other content areas to discuss the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music) using knowledge from other content areas.</td>
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<tr>
<td>Use skills gained in other content areas to discuss the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music) using knowledge from other content areas.</td>
<td>Analyze and report on the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music) using knowledge from other content areas.</td>
<td></td>
<td>Explore, discuss and debate topics from other academic subjects (ex. political and historical concepts, worldwide health issues, and environmental concerns).</td>
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<tr>
<td>Read text from the target culture (ex. maps) using skills gained in other content areas.</td>
<td>Analyze text from the target culture using skills gained in other content areas.</td>
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<td>Write and/or produce an original work that highlights a challenge facing people in countries where the target language is spoken.</td>
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<tr>
<td>Acquiring information/perspectives</td>
<td>Interpret main idea from infographics showing statistics such as number of endangered species, changes in population.</td>
<td>Access charts and surveys about daily life in the target culture and compare them with similar events in the United States.</td>
<td>Research an issue of global importance and provide insight into the issue from the perspective of the target culture.</td>
</tr>
<tr>
<td>CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</td>
<td>Identify main idea of current events reported in the news about the target culture.</td>
<td>Compare current events reported in the news to similar events in the United States.</td>
<td>Research and debate current events in the target culture.</td>
</tr>
<tr>
<td>Access short texts and videos from the target culture.</td>
<td>View publicity and promotional information from the target culture.</td>
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<td>Compare, analyze, and present on how and why advertisements for the same product differ in the target culture and the United States.</td>
</tr>
<tr>
<td>Performance Indicators - Comparisons</td>
<td>Novice</td>
<td>Intermediate</td>
<td>Advanced</td>
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<tr>
<td><strong>Language</strong></td>
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<tr>
<td><strong>COMP 1:</strong> Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</td>
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<tr>
<td>Compare word order and sentence structure between their own language and the target language.</td>
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<td>Hypothesize about the similarities of languages based on the use of cognates and idioms.</td>
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<td>Compare the choice/use of particular grammatical structures among languages.</td>
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<td>Observe the use of formal and informal structures in the target language.</td>
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<td>Match groups of people with ways of expressing respect in the target culture.</td>
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<td>Identify, compare and analyze how language functions in society and regional/national linguistic patterns in the target language.</td>
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<tr>
<td>Report similarities and differences between the sound and writing systems of their own language and the target language.</td>
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<tr>
<td>Identify patterns and explain discrepancies between the sound and writing systems of their own language and the target language.</td>
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<tr>
<td>Compare the writing system of the target language to their own and discuss the nature of other writing systems.</td>
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<tr>
<td><strong>Culture</strong></td>
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<tr>
<td><strong>COMP 2:</strong> Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.</td>
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<tr>
<td>Compare daily routines, celebrations etc. in their culture and the target culture.</td>
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<td>Compare and contrast the role of family, schools schedules, value of social media etc. in their culture and the target culture.</td>
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<tr>
<td>Compare and contrast the value placed on work, leisure time, health and wellness in their culture and the target culture.</td>
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<td>Identify, describe and compare/contrast products and their use in the target culture and their own (ex. toys, clothing, food).</td>
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<td>Identify, investigate and compare/contrast the function of everyday objects (ex. toys, tools, clothing, food) produced in the target culture and their own.</td>
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<td>Identify, analyze and discuss tangible and intangible products and their use in the target culture and their own as represented in authentic materials.</td>
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<td>Observe, identify, and compare/contrast simple patterns of behavior or interactions in various settings in the target culture and their own.</td>
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<td>Document and contrast verbal and non-verbal behavior in daily activities among peers or mixed groups in the target culture and their own.</td>
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<tr>
<td>Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and their own.</td>
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<tr>
<td>Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and their own.</td>
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<tr>
<td>Hypothesize about the relationship between cultural perspectives and expressive products (visual arts, music, and literature) by analyzing selected products for the target culture and their own.</td>
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<tr>
<td>Identify, examine and analyze the relationship between cultural products, practices, and perspectives in the target culture and their own by conducting research, observations, or interviews.</td>
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</table>
## Performance Indicators - Communities

<table>
<thead>
<tr>
<th>School and Global Communities</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>COMT 1:</strong> Interact and collaborate in communities and the globalized world both within and beyond the classroom.</td>
<td>Communicate on a personal level with speakers of the language in person or via email, video chats etc.</td>
<td>Present information gained from a native speaker about a cultural event or topic of interest in the target language.</td>
<td>Communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concerns.</td>
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<td></td>
<td>Identify professions that require proficiency in another language.</td>
<td>Discuss steps to becoming a professional in a field requiring language proficiency.</td>
<td>Participate in a career exploration or school-to-work project which requires proficiency in the language and culture.</td>
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<td></td>
<td>Simulate interactions that might take place in a community setting using the target culture/language.</td>
<td>Discuss their preferences/opinions concerning leisure activities and current events, in written form or orally, with peers who speak the target language.</td>
<td>Discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in class.</td>
</tr>
</tbody>
</table>

| Lifelong learning | Reflect on their progress in communication skills and collect evidence to support their growth. | Collect evidence showing that learning targets for each unit have been met. | Document language growth through collecting evidence and records that support meeting or exceeding the learning targets for each unit. |
| **COMT 2:** Reflect on progress using languages for enjoyment, enrichment, and advancement. | Explore and interpret media and materials from the target culture for enjoyment. | Exchange information with native speakers and use various media to view cultural events for entertainment/learning. | Attend events or use media from the target culture for entertainment or personal growth. |
| | Seek community /online activities that foster an interaction with native speakers of the target language. | | Explore online resources to find sites of personal interest where they can use the target language to maintain and increase their language skills. |
**Theatre**

<table>
<thead>
<tr>
<th>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</th>
<th>Envision/Conceptualize</th>
<th>Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> Theatre artists rely on intuition, curiosity, and critical inquiry.</td>
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<tr>
<td><strong>Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</strong></td>
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<tr>
<td><strong><a href="mailto:TH@Cr1.1.K">TH@Cr1.1.K</a></strong></td>
<td><strong>TH@Cr1.1.1</strong></td>
<td><strong>TH@Cr1.1.2</strong></td>
<td><strong>TH@Cr1.1.3</strong></td>
<td><strong>TH@Cr1.1.4</strong></td>
<td><strong>TH@Cr1.1.5</strong></td>
<td><strong>TH@Cr1.1.6</strong></td>
<td><strong>TH@Cr1.1.7</strong></td>
<td><strong>TH@Cr1.1.8</strong></td>
</tr>
<tr>
<td>a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.</td>
<td>a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama.</td>
<td>a. Identify possible solutions to staging challenges in a drama/theatre work.</td>
<td>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.</td>
<td>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.</td>
<td>a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.</td>
<td>a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.</td>
<td>a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.</td>
</tr>
<tr>
<td>b. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.</td>
<td>b. Investigate possible solutions to staging challenges in a drama/theatre work.</td>
<td>b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.</td>
<td>b. Identify solutions to design challenges in a drama/theatre work.</td>
<td>b. Imagine and explore solutions to design challenges in design choices in a drama/theatre work.</td>
<td>b. Explore the impact of technology on design choices in a drama/theatre work.</td>
<td>b. Create a complete design for a drama/theatre work that incorporates all elements of technology.</td>
</tr>
<tr>
<td>c. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama.</td>
<td>c. Identify solutions to design challenges in a drama/theatre work.</td>
<td>c. Identify possible solutions to staging challenges in a drama/theatre work.</td>
<td>c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</td>
<td>c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</td>
<td>c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.</td>
<td>c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.</td>
<td>c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/theatre work.</td>
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**SDE**

**TAB 6 Page 66**

**STATE DEPARTMENT OF EDUCATION**

**AUGUST 13, 2015**
| Anchor Standard 2: Organize and develop artistic ideas and work. |
| Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. |
| Essential Question(s): How, when, and why do theatre artists' choices change? |

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<th>HS Proficient</th>
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<th>HS Advanced</th>
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<td>TH:Cr2-I.</td>
<td>TH:Cr2-II.</td>
<td>TH:Cr2-III.</td>
</tr>
<tr>
<td>a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).</td>
<td>a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Participate in methods of investigation to devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.</td>
<td>a. Devise original ideas for a drama/theatre work by asking questions about characters and plots.</td>
<td>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.</td>
<td>a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.</td>
<td>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.</td>
<td>a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</td>
<td>a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or nonwestern theatre traditions.</td>
<td>a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or nonwestern theatre traditions.</td>
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<tr>
<td>b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. With prompting and support, compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.</td>
<td>b. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work informally to an audience.</td>
<td>b. Participate in defined responsibilities required to present a drama/theatre work to peers.</td>
<td>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.</td>
<td>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.</td>
<td>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.</td>
<td>b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.</td>
<td>b. As a creative team to make interpretive choices for a drama/theatre work.</td>
<td>b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.</td>
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<td>TH:Cr3.1.K.</td>
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<td><strong>Rehearse</strong></td>
<td>a. With prompting and support, ask and answer questions in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>d. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>e. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.</td>
<td>f. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</td>
<td>g. Create innovative solutions to design and technical problems that arise in rehearsal for a devised or scripted drama/theatre work.</td>
<td>h. Collaborate on solutions to design and technical problems that arise in rehearsal for a devised or scripted drama/theatre work.</td>
<td>i. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</td>
<td>j. Use repetition and analysis in order to revise a devised or scripted drama/theatre work.</td>
<td>k. Rehearse and refine a devised or scripted drama/theatre work using theatrical staging conventions.</td>
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</table>

**Anchor Standard 3:** Refine and complete artistic work.

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question(s):** How do theatre artists transform and edit their initial ideas?
Performing Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

| K | TH:Pr4.1.K | 1 | TH:Pr4.1.1 | 2 | TH:Pr4.1.2 | 3 | TH:Pr4.1.3 | 4 | TH:Pr4.1.4 | 5 | TH:Pr4.1.5 | 6 | TH:Pr4.1.6 | 7 | TH:Pr4.1.7 | 8 | TH:Pr4.1.8 | HS Proficient | TH:Pr4.1.I | HS Accomplished | TH:Pr4.1.II | HS Advanced | TH:Pr4.1.III |
| Select | a. With prompting and support, identify characters and setting in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Describe a story element's relationship and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Apply the elements of dramatic structure to a story and create a drama/theatre work. | a. Modify the dialogue and action to change the story in a drama/theatre work. | a. Describe the underlying thoughts and emotions that create a dialogue and action in a drama/theatre work. | a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work. | a. Consider various staging choices to enhance the story in a drama/theatre work. | a. Explore different pacing to better communicate the story in a drama/theatre work. | a. Examine how character relationships assist in telling the story of a drama/theatre work. | a. Discover how unique choices shape believable and sustainable drama/theatre work. | a. Apply reliable research of directors' styles to form a directorial concept in a drama/theatre work. |
| | b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Investigate how movement and voice are incorporated into a drama/theatre work. | b. Make physical choices to develop a character in a drama/theatre work. | b. Use physical choices to create meaning in a drama/theatre work. | b. Experiment with various physical choices to communicate character in a drama/theatre work. | b. Use various character objectives in a drama/theatre work. | b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle. | b. Shape character choices using given circumstances in a drama/theatre work. | b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work. |
### Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

**Preparing**
- a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).

**Performing**
- a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).

**Share, Present**
- a. Practice selected exercises that can be used in a group setting for drama/theatre work.

### Anchor Standard 6: Convey meaning through the presentation of artistic work.

**Preparing**
- a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).

**Performing**
- a. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**Share, Present**
- a. Adapt a drama/theatre work and present it informally to an audience.
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<tr>
<td>a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Understand why artistic choices are made in a drama/theatre work.</td>
<td>a. Identify artistic choices made in a drama/theatre work through participation and observation.</td>
<td>a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.</td>
<td>a. Describe and record personal and peer reactions to artistic choices in a drama/theatre work.</td>
<td>a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.</td>
<td>a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</td>
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</table>
Anchor Standard B: Interpret intent and meaning in artistic work.

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<thead>
<tr>
<th>Enduring Understanding</th>
<th>Anchor Standard 8: Interpret intent and meaning in artistic work.</th>
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<tbody>
<tr>
<td>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</td>
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**AUGUST 13, 2015**

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<tr>
<td>a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</td>
<td>b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>d. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>e. Explain how preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance affect an observer's response in a drama/theatre work.</td>
<td>f. Explain how causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance may influence the interpretation of a drama/theatre work.</td>
<td>g. Explain how responses to characters based on cultural perspectives when participating in or observing drama/theatre work may influence the evaluation of a drama/theatre work.</td>
<td>h. Explain how cultural perspectives can influence the evaluation of a drama/theatre work.</td>
<td>i. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.</td>
<td>j. Identify cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.</td>
<td>k. Develop and support criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.</td>
<td>l. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.</td>
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Responding

Evaluate

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TH:Re9.9.1.6.
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TH:Re9.9.1.8.

K 1 2 3 4 5 6 7 8 HS Proficient HS Accomplished HS Advanced

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

**Essential Question(s):** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

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<tbody>
<tr>
<td>a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>d. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.</td>
<td>e. Observe how a character’s choices impact an audience’s perspective in a drama/theatre work.</td>
<td>f. Recognize how a character’s circumstances impact an audience’s perspective in a drama/theatre work.</td>
<td>g. Identify a specific audience or purpose for a drama/theatre work</td>
<td>h. Assess the impact of a drama/theatre work on a specific audience.</td>
</tr>
<tr>
<td>a. Propose a plan to evaluate drama/theatre work.</td>
<td>b. Investigate how technical elements may support a theme or idea in a drama/theatre work.</td>
<td>c. Evaluate and analyze technical elements from multiple drama/theatre works.</td>
<td>d. Use supporting evidence and criteria to evaluate drama/theatre work.</td>
<td>e. Develop and implement a plan to evaluate drama/theatre work.</td>
<td>f. Assess how technical elements represent the theme of a drama/theatre work.</td>
<td>g. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</td>
<td>h. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</td>
<td>i. Identify how the production elements in a drama/theatre work may support a theme or idea.</td>
<td>j. Compare and contrast the production elements in a drama/theatre work while respecting others’ interpretations.</td>
<td>k. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.</td>
<td>l. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.</td>
</tr>
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</table>
### Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**Enduring Understanding:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

#### Anchor Standard 11.1

**Thematic Connection:** Connecting, Connecting

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- **With prompting and support, identify similarities and differences in stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).**

- **Identify similarities and differences in stories from one’s own community in a guided drama experience (e.g., process drama, story drama, creative drama).**

- **Explore how stories are adapted from literature to drama/theatre work.**

- **Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).**

- **Investigate crosscultural approaches to storytelling in drama/theatre work.**

- **Analyze crosscultural approaches to storytelling and artistic choices for the staging and scripting of a drama/theatre work.**

- **Research and analyze two different versions of the same drama/theatre story to determine similarities in the visual and aural world of each story.**

- **Research the story elements of a staged drama/theatre work and compare them to another production of the same work.**

- **Research how other theatre artists apply creative choices in a devised or scripted drama/theatre work, using theatre research methods.**

- **Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

- **Justify the choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.**

- **Identify the ways drama/theatre work reflects the perspectives of a community or culture.**

- **Explain how drama/theatre work connects oneself to a community or culture.**

- **Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.**

- **Examine a community issue through multiple perspectives in a drama/theatre work.**

- **Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.**

- **Choose and interpret a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.**

- **Research the historic context.**

- **Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.**

- **Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.**

- **Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.**

- **Integrate conventions and knowledge from different art forms and other disciplines to develop a crosscultural drama/theatre work.**

- **Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.**

- **Research the playwright might conduct to inform dramatic choices.**

- **Research how other theatre artists analyze differences and similarities in the visual and aural world of each story.**

- **Examine how perspective is conveyed in a drama/theatre work.**

- **Identify how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.**

- **Research and compare how a playwright might have intended a drama/theatre work to be produced.**

- **Research the ways drama/theatre work connects oneself to a community or culture.**

- **Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.**

- **Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.**

- **Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.**

- **Integrate conventions and knowledge from different art forms and other disciplines to develop a crosscultural drama/theatre work.**

- **Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.**

- **With prompting and support, identify similarities and differences in the way personal experiences are represented through personal and social perspectives, (e.g., process drama, story drama, creative drama).**

- **Research the playwright might conduct to inform dramatic choices.**

- **Examine how perspective is conveyed in a drama/theatre work.**

- **Research the playwright might conduct to inform dramatic choices.**

- **Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.**

- **Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.**

- **Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.**

- **Integrate conventions and knowledge from different art forms and other disciplines to develop a crosscultural drama/theatre work.**

- **Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.**

- **Research the playwright might conduct to inform dramatic choices.**

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- **Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.**

- **Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.**

- **Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.**

- **Integrate conventions and knowledge from different art forms and other disciplines to develop a crosscultural drama/theatre work.**

- **Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.**
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<tr>
<td>b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
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<tr>
<td>b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.</td>
</tr>
<tr>
<td>b. Compare the drama/theatre conventions of a given time period with those of the present.</td>
<td>b. Identify historical sources that explain drama/theatre terminology and conventions.</td>
</tr>
<tr>
<td>b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.</td>
<td>b. Examine artifacts from a time period and geographic location to better understand the social and cultural background of a drama/theatre work.</td>
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<tr>
<td>b. Examine how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.</td>
<td>b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.</td>
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## VISUAL ARTS

### Anchor Standard 1: Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.

**Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

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<tbody>
<tr>
<td>VA:Cr1.1.Ka</td>
<td>VA:Cr1.1.1a</td>
<td>VA:Cr1.1.2a</td>
<td>VA:Cr1.1.3a</td>
<td>VA:Cr1.1.4a</td>
<td>VA:Cr1.1.5a</td>
<td>VA:Cr1.1.6a</td>
<td>VA:Cr1.1.7a</td>
<td>VA:Cr1.1.8a</td>
<td>VA:Cr1.1.Ia</td>
<td>VA:Cr1.1.IIa</td>
<td>VA:Cr1.1.IIIa</td>
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**Creating**

- **VA:Cr1.1.1a** Engage in exploration and imaginative play with materials.
- **VA:Cr1.1.2a** Engage collaboratively in exploration and imaginative play with materials.
- **VA:Cr1.1.3a** Brainstorm collaboratively multiple approaches to an art or design problem.
- **VA:Cr1.1.4a** Elaborate on an imaginative idea.
- **VA:Cr1.1.5a** Brainstorm multiple approaches to a creative art or design problem.
- **VA:Cr1.1.6a** Combine ideas to generate an innovative idea for art-making.
- **VA:Cr1.1.7a** Combine concepts collaboratively to generate innovative ideas for creating art.
- **VA:Cr1.1.8a** Apply methods to overcome creative blocks.
- **VA:Cr1.1.Ia** Document early stages of the creative process visually and/or verbally in traditional or new media.
- **VA:Cr1.1.IIa** Use multiple approaches to begin creative endeavors.
- **VA:Cr1.1.IIIa** Individually or collaboratively formulate new creative problems based on student’s existing artwork.
- **VA:Cr1.1.IVla** Use multiple approaches to begin creative endeavors.
- **VA:Cr1.1.IVla** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

**Investigate – Plan – Make**

- **VA:Cr1.2.Ka** Engage collaboratively in creative art-making in response to an artistic problem.
- **VA:Cr1.2.1a** Use observation and investigation in preparation for making a work of art.
- **VA:Cr1.2.2a** Make art or design of materials and tools to explore personal interests, questions, and curiosity.
- **VA:Cr1.2.3a** Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- **VA:Cr1.2.4a** Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- **VA:Cr1.2.5a** Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- **VA:Cr1.2.6a** Formulate an artistic investigation of personally relevant content for creating art.
- **VA:Cr1.2.7a** Collaborate an artistic investigation of an aspect of presentday life using a contemporary practice of art and design.
- **VA:Cr1.2.8a** Shape an artistic investigation of an aspect of presentday life using a contemporary practice of art and design.
- **VA:Cr1.2.Ia** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
## Anchor Standard 2: Organize and develop artistic ideas and work.

**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

**Essential Question(s):** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

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### Investigate

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#### Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

**Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

---

### Create

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Essential Question(s):** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

---

### Explore

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Essential Question(s):** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

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## State Department of Education  
**August 13, 2015**
<table>
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<th>Anchor Standard 3: Refine and complete artistic work.</th>
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<tr>
<td><strong>Enduring Understanding:</strong> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</td>
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<tr>
<td><strong>Essential Question(s):</strong> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</td>
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</table>

### Kindergarten
- VA:Cr3.1.Ka
- Explain the process of making art while creating.

### 1st
- VA:Cr3.1.1a
- Use art vocabulary to describe choices while creating art.

### 2nd
- VA:Cr3.1.2a
- Discuss and reflect with peers about choices made in creating artwork.

### 3rd
- VA:Cr3.1.3a
- Elaborate visual information by adding details in an artwork to enhance emerging meaning.

### 4th
- VA:Cr3.1.4a
- Revise artwork in progress on the basis of insights gained through peer discussion.

### 5th
- VA:Cr3.1.5a
- Create artist statements using art vocabulary to describe personal choices in artmaking.

### 6th
- VA:Cr3.1.6a
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

### 7th
- VA:Cr3.1.7a
- Reflect on personal artwork and explain important information about personal artwork in an artist statement or another format.

### 8th
- VA:Cr3.1.8a
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

### HS Proficient
- VA:Cr3.1.Ia
- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

### HS Accomplished
- VA:Cr3.1.IIa
- Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

### HS Advanced
- VA:Cr3.1.IIIa
- Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

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<tr>
<th>Reflect – Refine – Continue</th>
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<tbody>
<tr>
<td>Explain the process of making art while creating.</td>
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<tr>
<td>Use art vocabulary to describe choices while creating art.</td>
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<tr>
<td>Discuss and reflect with peers about choices made in creating artwork.</td>
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<td>Elaborate visual information by adding details in an artwork to enhance emerging meaning.</td>
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<td>Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</td>
</tr>
<tr>
<td>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</td>
</tr>
<tr>
<td>Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</td>
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**Visual Arts**

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

**Essential Question(s):** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

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</table>

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

**Enduring Understanding:** Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

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</table>

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

**Enduring Understanding:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Question(s):** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

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</table>
## VISUAL ARTS

**Anchor Standard 7: Perceive and analyze artistic work**

**Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**Essential Question(s):** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

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### Enduring Understanding: Visual imagery influences understanding of and responses to the world.

**Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

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- Describe what an image represents.
- Compare images that represent the same subject.
- Describe images based on expressive properties.
- Determine messages communicated by an image.
- Analyze components in visual imagery that convey messages.
- Identify and analyze cultural associations suggested by visual imagery.
- Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
- Analyze multiple ways that images influence specific audiences.
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, feelings, and behaviors of specific audiences.
- Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question(s): What is the value of engaging in the process of art criticism? How does knowing and using visual art vocabularies help us understand and interpret works of art?

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<td>VA:Re8.1.IIa</td>
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**Analyze**
- Interpret art by identifying subject matter and describing relevant details.
- Interpret art by categorizing subject matter and identifying the characteristics of form.
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
- Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- Interpret art by analyzing characteristics of form and structure, contextual information, and use of media to identify ideas and mood conveyed.
- Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- Interpret art by analyzing character making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
- Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

**Interpret**
- Explain reasons for selecting a preferred artwork.
- Classify artwork based on different reasons for preferences.
- Use learned art vocabulary to express preferences about artwork.
- Evaluate an artwork based on given criteria.
- Apply one set of criteria to evaluate more than one work of art.
- Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- Develop and apply relevant criteria to evaluate a work of art.
- Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- Create a convincing and logical argument to support an evaluation of art.
- Establish relevant criteria in order to evaluate a work of art or collection of works.
- Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- Construct evaluations of a work of art or collection of works based on differing sets of criteria.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**
Enduring Understanding: People evaluate art based on various criteria.
Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

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**Analyze**
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- Construct evaluations of a work of art or collection of works based on differing sets of criteria.
### Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question(s):** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question(s):** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

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<tbody>
<tr>
<td>Synthesize</td>
<td>Create art that tells a story about a life experience.</td>
<td>Identify times, places, and reasons by which students make art outside of school.</td>
<td>Create works of art about events in home, school, or community life.</td>
<td>Develop a work of art based on observations of surroundings.</td>
<td>Create works of art that reflect community cultural traditions.</td>
<td>Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</td>
<td>Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</td>
<td>Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>Document the process of developing ideas from early stages to fully elaborated ideas.</td>
<td>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
</tr>
<tr>
<td>Relate</td>
<td>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</td>
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#### Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Question(s):** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

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<tbody>
<tr>
<td>Synthesize</td>
<td>Identify a purpose of an artwork.</td>
<td>Understand that people from different places and times have made art for a variety of reasons.</td>
<td>Compare and contrast cultural use of artwork from different times and places.</td>
<td>Recognize that responses to art change depending on knowledge of the time and place in which it was made.</td>
<td>Through observation infer information about time, place, and culture in which a work of art was created.</td>
<td>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</td>
<td>Analyze how art reflects changing times, traditions, resources, and cultural uses.</td>
<td>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</td>
<td>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</td>
<td>Describe how knowledge of culture, traditions, and history may influence personal responses to art.</td>
<td>Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</td>
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<tr>
<td>Relate</td>
<td>Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</td>
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**COMMUNICATION**

Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.

**Enduring Understanding:** Communication and collaboration in more than one language is vital for success in an interconnected world.

**Essential Question(s)?**
What is the purpose of language?
What do humans do with language and to what end?
How does an increasingly interconnected world impact language learning?

<table>
<thead>
<tr>
<th><strong>Interpersonal communication</strong></th>
<th><strong>Objective:</strong> COMM 1.1</th>
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</thead>
<tbody>
<tr>
<td>COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.</td>
<td>Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions</td>
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<thead>
<tr>
<th><strong>Interpretive communication</strong></th>
<th><strong>Objective:</strong> COMM 2.1</th>
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<tbody>
<tr>
<td>COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.</td>
<td>Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
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<tr>
<th><strong>Presentational communication</strong></th>
<th><strong>Objective:</strong> COMM 3.1, COMM 3.2</th>
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<tbody>
<tr>
<td>COMM 3: Utilize appropriate media to present an idea to an audience</td>
<td>Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.</td>
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<td>Adapt presentation to various audiences of listeners, readers, or viewers.</td>
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## Cultures
Interact with cultural competence and understanding in an interconnected world.

### Enduring Understanding:
The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures’ perspectives is critical in the development of global competence.

### Essential Question(s):
- How do a variety of cultures impact our daily lives?
- Why is cultural sensitivity an important part of gaining global competence?
- What is their perspective?
- How does their perspective influence what people do/create?

<table>
<thead>
<tr>
<th>Relating cultural practices to perspective</th>
<th>Objective: CLTR 1.1</th>
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<tbody>
<tr>
<td>Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.</td>
<td>Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.</td>
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<table>
<thead>
<tr>
<th>Relating cultural products to perspective</th>
<th>Objective: CLTR 1.2</th>
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<tbody>
<tr>
<td>Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.</td>
<td>Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.</td>
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<tr>
<th>Objective: CLTR 1.3</th>
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<tr>
<td>Function appropriately in diverse contexts within the target culture.</td>
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<tr>
<th>Objective: CLTR 2.1</th>
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<tr>
<td>Analyze the significance of a product (art, music, literature, etc...) in a target culture.</td>
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<th>Objective: CLTR 2.2</th>
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<tr>
<td>Describe the connections of products from the target culture with the practices and perspectives of the culture.</td>
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<tr>
<th>Objective: CLTR 2.3</th>
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<tbody>
<tr>
<td>Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.</td>
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</table>
**CONNECTIONS**

Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

**Enduring Understanding:** Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content knowledge of those disciplines and develops critical thinking/problem solving skills.

**Essential Question(s):**
- What role does language learning play in the educational experience of students?
- How does connecting to other disciplines make students well-informed global citizens?
- How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

<table>
<thead>
<tr>
<th>Making connections</th>
<th>Objective: CONN 1.1</th>
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<tbody>
<tr>
<td>Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.</td>
<td>Compare and contrast information acquired from other content areas.</td>
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<td>Objective: CONN 1.2</td>
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<td>Relate information studied in other subjects to the target language and culture.</td>
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<table>
<thead>
<tr>
<th>Acquiring information and diverse perspectives</th>
<th>Objective: CONN 2.1</th>
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<tbody>
<tr>
<td>Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</td>
<td>Access authentic materials prepared in the target language by or for native speakers.</td>
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<tr>
<td></td>
<td>Objective: CONN 2.2</td>
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<td>Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers</td>
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<td>Objective: CONN 2.3</td>
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<td>Compare and contrast cultural similarities and differences in authentic materials.</td>
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# Comparisons

Develop insight and understanding of target culture and language in order to interact with cultural competence.

**Enduring Understanding:** Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

**Essential Question(s):**
- How does the target language differ from the learner’s first language?
- How do the target culture’s perspectives compare to the learner’s perspective?

## Language Comparisons

**Standard COMP 1:** Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

<table>
<thead>
<tr>
<th>Objective: COMP 1.1</th>
<th>Observe formal and informal forms of language.</th>
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<tbody>
<tr>
<td>Objective: COMP 1.2</td>
<td>Identify patterns and explain discrepancies the sounds and the writing system in the target language.</td>
</tr>
<tr>
<td>Objective: COMP 1.3</td>
<td>Compare and analyze idiomatic expressions in the target language.</td>
</tr>
</tbody>
</table>

## Cultural Comparisons

**Standard COMP 2:** Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.

<table>
<thead>
<tr>
<th>Objective: COMP 2.1</th>
<th>Identify, describe and compare/contrast products and their use in the target culture with the learner’s culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: COMP 2.2</td>
<td>Compare and contrast appropriate gestures and oral expressions in the target culture with the learner’s culture.</td>
</tr>
<tr>
<td>Objective: COMP 2.3</td>
<td>Compare and contrast authentic materials from the target culture with the learner’s culture.</td>
</tr>
</tbody>
</table>
### COMMUNITIES

Communicate and interact with cultural competence in multilingual communities at home and around the world.

**Enduring Understanding:** The increasing interconnectedness of the world’s economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.

**Essential Question(s):**
- How are language proficiency and cultural competence developed?
- How do continued opportunities to learn and use language increase language proficiency over a period of time?
- What personal benefits are there to becoming a lifelong language learner?

<table>
<thead>
<tr>
<th>School and Global Communities</th>
<th>Objective: COMT 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.</td>
<td>Participate in multilingual communities at home and around the world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: COMT 1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss personal preferences in activities and events both within and beyond the classroom.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: COMT 1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize knowledge of the target language to tutor English language learners that know the target language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lifelong learning</th>
<th>Objective: COMT 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.</td>
<td>Interpret materials and/or use media from the language and culture for enjoyment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: COMT 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.</td>
</tr>
</tbody>
</table>
Dance/Creating  
**#DA:Cr1.1**

**Process Component:** Explore  
**Anchor Standard:** Generate and conceptualize artistic ideas and work.  
**Enduring Understanding:** Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.  
**Essential Question:** Where do choreographers get ideas for dances?

**Grade K**  
**DA:Cr1.1.K**  
- a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).
- b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

**Grade 1**  
**DA:Cr1.1.1**  
- a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source
- b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

**Grade 2**  
**DA:Cr1.1.2**  
- a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
- b. Combine a variety of movements while manipulating the elements of dance.

**Grade 3**  
**DA:Cr1.1.3**  
- a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.
- b. Explore a given movement problem. Select and demonstrate a solution.

Dance/Creating  
**#DA:Cr2.1**

**Process Component:** Plan  
**Anchor Standard:** Organize and develop artistic ideas and work.  
**Enduring Understanding:** The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.  
**Essential Question:** What influences choice-making in creating choreography?

**Grade K**  
**DA:Cr2.1.K**  
- a. Improvise dance that has a beginning, middle, and end.
b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.
   
   **Grade 1**
   
   DA:Cr2.1.1
   
   a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.
   
   b. Choose movements that express an idea or emotion, or follow a musical phrase.
   
   **Grade 2**
   
   DA:Cr2.1.2
   
   a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
   
   b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
   
   **Grade 3**
   
   DA:Cr2.1.3
   
   a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).
   
   b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

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**Dance/Creating**

#DA:Cr3.1

**Process Component:** Revise

**Anchor Standard:** Refine and complete artistic work.

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Essential Question:** How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

---

**Grade K**

DA:Cr3.1.K

a. Apply suggestions for changing movement through guided improvisational experiences.

b. Depict a dance movement by drawing a picture or using a symbol.

**Grade 1**

DA:Cr3.1.1

a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.

b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).

**Grade 2**

DA:Cr3.1.2

a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).

Grade 3
DA:Cr3.1.3

a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.

b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

Dance/Performing
#DA:Pr4.1

Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade K
DA:Pr4.1.K

a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.

b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.

c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

Grade 1
DA:Pr4.1.1

a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.

b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).

Grade 2
DA:Pr4.1.2

a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.
b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.

c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.

Grade 3
DA:Pr4.1.3
a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.

b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

c. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

**Dance/Performing**

#DA:Pr5.1

**Process Component:** Embody

**Anchor Standard:** Develop and refine artistic technique and work for presentation.

**Enduring Understanding:** Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

**Essential Question:** What must a dancer do to prepare the mind and body for artistic expression?

Grade K
DA:Pr5.1.K
a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.

b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

c. Move body parts in relation to other body parts and repeat and recall movements upon request.

Grade 1
DA:Pr5.1.1
a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.

b. Move safely in general space through a range of activities and group formations while maintaining personal space.
c. Modify movements and spatial arrangements upon request
   Grade 2
   DA: Pr5.1.2
   a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and
dance sequences that require moving through space using a variety of pathways.

   b. Move safely in a variety of spatial relationships and formations with other dancers, sharing
   and maintaining personal space.

   c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify
   movements or placement upon request.
   Grade 3
   DA: Pr5.1.3
   a. Replicate body shapes, movement characteristics, and movement patterns in a dance
   sequence with awareness of body alignment and core support.

   b. Adjust body-use to coordinate with a partner or other dancers to safely change levels,
directions, and pathway designs.

   c. Recall movement sequences with a partner or in group dance activities. Apply constructive
   feedback from teacher and self-check to improve dance skills.

Dance/Performing
# DA: Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production
elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade K
   DA: Pr6.1.K
   a. Dance for and with others in a designated space.

   b. Select a prop to use as part of a dance.

Grade 1
   DA: Pr6.1.1
   a. Dance for others in a space where audience and performers occupy different areas.

   b. Explore the use of simple props to enhance performance.

Grade 2
   DA: Pr6.1.2
   a. Dance for and with others in a space where audience and performers occupy different areas.

   b. Use limited production elements (for example, hand props, simple scenery, or media
   projections).

Grade 3
DA:Pr6.1.3
a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).

b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.

Dance/Responding
#DA:Re7.1
Process Component: Analyze
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?

Grade K
DA:Re7.1.K
a. Find a movement that repeats in a dance.

b. Demonstrate or describe observed or performed dance movements

Grade 1
DA:Re7.1.1
a. Find a movement that repeats in a dance to make a pattern.

b. Demonstrate and describe observed or performed dance movements from a specific genre or culture

Grade 2
DA:Re7.1.2
a. Find movements in a dance that develop a pattern.

b. Demonstrate and describe movements in dances from different genres or cultures.

Grade 3
DA:Re7.1.3
a. Find a movement pattern that creates a movement phrase in a dance work.

b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.

Dance/Responding
#DA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
Essential Question: How is dance interpreted?

Grade K
DA:Re8.1.K
a. Observe movement and describe it using simple dance terminology.

Grade 1
DA:Re8.1.1
a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.
Grade 2
DA:Re8.1.2
a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.
Grade 3
DA:Re8.1.3
a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.

Dance/Responding
#DA:Re9.1
Process Component: Critique
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
Essential Question: What criteria are used to evaluate dance?
Grade K
DA:Re9.1.K
a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.
Grade 1
DA:Re9.1.1
a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.
Grade 2
DA:Re9.1.2
a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.
Grade 3
DA:Re9.1.3
a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

Dance/Connecting
#DA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?
Grade K
DA:Cn10.1.K
a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.

b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

**Grade 1**
**DA:Cn10.1.1**

a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.

b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

**Grade 2**
**DA:Cn10.1.2**

a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.

b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

**Grade 3**
**DA:Cn10.1.3**

a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.

b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.

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**Dance/Connecting**
**#DA:Cn11.1**

**Process Component:** Relate

**Anchor Standard:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Enduring Understanding:** Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

**Essential Question:** How does knowing about societal, cultural, historical and community experiences expand dance literacy?

**Grade K**
**DA:Cn11.1.K**

a. Describe or demonstrate the movements in a dance that was watched or performed.

**Grade 1**
**DA:Cn11.1.1**

a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

**Grade 2**
DA:Cn11.1.2
a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Grade 3

DA:Cn11.1.3
a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.
Dance/Creating  
#DA:Cr1.1  
Process Component: Explore  
Anchor Standard: Generate and conceptualize artistic ideas and work.  
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.  
Essential Question: Where do choreographers get ideas for dances?  
   Grade 4  
   DA:Cr1.1.4  
   a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).  
   b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.  
   Grade 5  
   DA:Cr1.1.5  
   a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).  
   b. Construct and solve multiple movement problems to develop choreographic content.  

Dance/Creating  
#DA:Cr2.1  
Process Component: Plan  
Anchor Standard: Organize and develop artistic ideas and work.  
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.  
Essential Question: What influences choice-making in creating choreography?  
   Grade 4  
   DA:Cr2.1.4  
   a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.  
   b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.  
   Grade 5  
   DA:Cr2.1.5  
   a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.  
   b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.  

Dance/Creating  
#DA:Cr3.1
Process Component: Revise
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade 4
DA:Cr3.1.4
a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.

Grade 5
DA:Cr3.1.5
a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.

Dance/Performing
#DA:Pr4.1
Process Component: Express
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade 4
DA:Pr4.1.4
a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.

b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.

c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.

Grade 5
DA:Pr4.1.5
a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.
b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.

c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

Dance/Performing
#DA:Pr5.1
Process Component: Embody
Anchor Standard: Develop and refine artistic technique and work for presentation.
Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade 4
DA:Pr5.1.4
a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.

b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.

c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.

Grade 5
DA:Pr5.1.5
a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).

b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

Dance/Performing
#DA:Pr6.1
Process Component: Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade 4
DA:Pr6.1.4
a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).

b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

Grade 5
DA:Pr6.1.5
a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

Dance/Responding
#DA:Re7.1
Process Component: Analyze
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?

Grade 4
DA:Re7.1.4
a. Find patterns of movement in dance works that create a style or theme.

b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

Grade 5
DA:Re7.1.5
a. Find meaning or artistic intent from the patterns of movement in a dance work.

b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

Dance/Responding
#DA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
Essential Question: How is dance interpreted?

Grade 4
DA:Re8.1.4
a. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.
Grade 5
DA:Re8.1.5
a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

Dance/Responding
#DA:Re9.1
Process Component: Critique
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
Essential Question: What criteria are used to evaluate dance?

Grade 4
DA:Re9.1.4
a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.
Grade 5
DA:Re9.1.5
a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

Dance/Connecting
#DA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade 4
DA:Cn10.1.4
a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one’s own experiences, relationships, ideas or perspectives.

b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.
Grade 5
DA:Cn10.1.5
a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.

b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.

Dance/Connecting
#DA:Cn11.1

Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade 4
DA:Cn11.1.4
a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

Grade 5
DA:Cn11.1.5
a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.
Dance/Creating
#DA:Cr1.1
Process Component: Explore
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question: Where do choreographers get ideas for dances?

Grade 6
DA:Cr1.1.6
a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).

b. Explore various movement vocabularies to transfer ideas into choreography.

Grade 7
DA:Cr1.1.7
a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.

b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.

Grade 8
DA:Cr1.1.8
a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

Dance/Creating
#DA:Cr2.1
Process Component: Plan
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
Essential Question: What influences choice-making in creating choreography?

Grade 6
DA:Cr2.1.6
a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.

b. Determine artistic criteria to choreograph a dance study that communicates personal or
cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

Grade 7
DA:Cr2.1.7
a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.

b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

Grade 8
DA:Cr2.1.8
a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.

b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

Dance/Creating
#DA:Cr3.1
Process Component: Revise
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade 6
DA:Cr3.1.6
a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.

b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.

Grade 7
DA:Cr3.1.7
a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.

b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

Grade 8
DA:Cr3.1.8
a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how
they clarify and enhance the artistic intent.

b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

Dance/Performing
#DA:Pr4.1
Process Component: Express
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade 6
DA:Pr4.1.6
a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.

b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.

c. Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.

Grade 7
DA:Pr4.1.7
a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.

b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.

c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

Grade 8
DA:Pr4.1.8
a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.

b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.
c. Direct energy and dynamics in such a way that movement is textured.  
Incorporate energy and dynamics to technique exercises and dance performance.  
Use energy and dynamics to enhance and project movements.

Dance/Performing  
#DA:Pr5.1  
Process Component: Embody  
Anchor Standard: Develop and refine artistic technique and work for presentation.  
Enduring Understanding: Dancers use the mind-body connection and develop the body as an 
instrument for artistry and artistic expression.  
Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade 6  
DA:Pr5.1.6  
a. Embody technical dance skills (for example, alignment, coordination, balance, core 
support, kinesthetic awareness, clarity of movement) to accurately execute changes of 
direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement 
transitions.  

b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition 
   to promote safe and healthful strategies when warming up and dancing.  

c. Collaborate as an ensemble to refine dances by identifying what works and does not work in 
   executing complex patterns, sequences, and formations. Solve movement problems to dances 
   by testing options and finding good results. Document self-improvements over time

Grade 7  
DA:Pr5.1.7  
a. Apply body-use strategies to accommodate physical maturational development to technical 
dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic 
awareness, clarity of movement, weight shifts, flexibility/range of motion).  

b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss 
   benefits of practices and how choices enhance performance.  

c. Collaborate with peers to practice and refine dances. Develop group performance 
   expectations through observation and analyses (for example, view live or recorded professional 
   dancers and collaboratively develop group performance expectations based on information 
   gained from observations).  

Grade 8  
DA:Pr5.1.8  
a. Embody technical dance skills (for example, functional alignment, coordination, balance, core 
support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and 
execute spatial designs and musical or rhythmical dance phrases.  

b. Evaluate personal healthful practices in dance activities and everyday life including nutrition 
   and injury prevention. Discuss choices made, the effects experienced, and methods for
improvement.

c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

Dance/Performing  
#DA:Pr6.1  
Process Component: Present  
Anchor Standard: Convey meaning through the presentation of artistic work.  
Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.  
Essential Question: How does a dancer heighten artistry in a public performance?  

**Grade 6**  
DA:Pr6.1.6  
a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.

b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.

**Grade 7**  
DA:Pr6.1.7  
a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.

b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.

**Grade 8**  
DA:Pr6.1.8  
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.

b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.

Dance/Responding
#DA:Re7.1
Process Component: Analyze
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?

Grade 6
DA:Re7.1.6
a. Describe or demonstrate recurring patterns of movement and their relationships in dance.

b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Grade 7
DA:Re7.1.7
a. Compare, contrast, and discuss patterns of movement and their relationships in dance.

b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Grade 8
DA:Re7.1.8
a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Dance/Responding
#DA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
Essential Question: How is dance interpreted?

Grade 6
DA:Re8.1.6
a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.

Grade 7
DA:Re8.1.7
a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.

Grade 8
DA:Re8.1.8
a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.

Dance/Responding
#DA:Re9.1
Process Component: Critique
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
Essential Question: What criteria are used to evaluate dance?

Grade 6
DA:Re9.1.6
a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.

Grade 7
DA:Re9.1.7
a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.

Grade 8
DA:Re9.1.8
a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Dance/Connecting
#DA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade 6
DA:Cn10.1.6
a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one’s attitudes and movement preferences.

b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.

Grade 7
DA:Cn10.1.7
a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one’s own movement characteristics or qualities and how different perspectives are communicated.

b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.

Grade 8
DA:Cn10.1.8
a. Relate connections found between different dances and discuss the relevance of the connections to the development of one’s personal perspectives.

b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.

Dance/Connecting
#DA:Cn11.1
Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade 6
DA:Cn11.1.6
a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.

Grade 7
DA:Cn11.1.7
a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Grade 8
DA:Cn11.1.8
a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
Dance/Creating #DA:Cr1.1

Process Component: Explore

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Grade Hs proficient
DA:Cr1.1.HSI

a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.

Grade Hs advanced
DA:Cr1.1.HSIII

a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.

b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

Dance/Creating #DA:Cr2.1

Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade Hs proficient
DA:Cr2.1.HSI

a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.

b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Grade Hs advanced
DA:Cr2.1.HSIII

a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.

b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.

Dance/Creating #DA:Cr3.1

Process Component: Revise
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
Grade Hs proficient
DA:Cr3.1.HSI
a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.
Grade Hs advanced
DA:Cr3.1.HSIII
a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

Dance/Performing
#DA:Pr4.1
Process Component: Express
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time and energy to communicate artistic expression?
Grade Hs proficient
DA:Pr4.1.HSI
a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.
b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.
c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
Grade Hs advanced
DA:Pr4.1.HSIII
a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.

c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

Dance/Performing
#DA:Pr5.1

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade Hs proficient
DA:Pr5.1.HSI

a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.

b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.

c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.

Grade Hs advanced
DA:Pr5.1.HSIII

a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.

b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.

Dance/Performing
#DA:Pr6.1
Process Component: Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
Essential Question: How does a dancer heighten artistry in a public performance?

Grade Hs proficient
DA:Pr6.1.HSI
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.

b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Grade Hs advanced
DA:Pr6.1.HSIII
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.

b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

Dance/Responding
#DA:Re7.1
Process Component: Analyze
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?

Grade Hs proficient
DA:Re7.1.HSI
a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement
practices within its cultural context to communicate intent. Use genre-specific dance terminology.

**Grade Hs advanced**

**DA:Re7.1.HSII**

a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.

b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

**Dance/Responding**

#DA:Re8.1

**Process Component:** Interpret

**Anchor Standard:** Interpret intent and meaning in artistic work.

**Enduring Understanding:** Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

**Essential Question:** How is dance interpreted?

**Grade Hs proficient**

**DA:Re8.1.HSI**

a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

**Grade Hs advanced**

**DA:Re8.1.HSIII**

a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.

**Dance/Responding**

#DA:Re9.1

**Process Component:** Critique

**Anchor Standard:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** Criteria for evaluating dance vary across genres, styles, and cultures.

**Essential Question:** What criteria are used to evaluate dance?

**Grade Hs proficient**

**DA:Re9.1.HSI**

a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

**Grade Hs advanced**

**DA:Re9.1.HSIII**

a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

**Dance/Connecting**
#DA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade Hs proficient
DA:Cn10.1.HSI
a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to support one’s analysis.

b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

Grade Hs advanced
DA:Cn10.1.HSIII
a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one’s personal growth.

b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.

Dance/Connecting
#DA:Cn11.1
Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade Hs proficient
DA:Cn11.1.HSI
a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Grade Hs advanced
DA:Cn11.1.HSIII
a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to
the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one’s dance literacy.
Interdisciplinary Humanities Course:

Definition:

The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of two or more of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.

Purpose:

In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives.

Design:

The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from two or more arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines.

Pedagogy:

In the Interdisciplinary Humanities classroom, the teacher(s) will have extensive expertise in two or more disciplines and will enable students to identify and apply authentic connections. Instruction will integrate essential concepts that transcend individual disciplines. The integration must be balanced in content, practices, and assessments. Structured around themes, issues, and/or movements, instruction will maintain a balance of academic study, performance, and project-based learning. The instructor will foster a collaborative environment that encourages academic risk-taking and inquiry.
Interdisciplinary Humanities Anchor Standards

Anchor Standard 1: Connect and compare ideas, diverse cultures, and events through two or more disciplines.

Enduring Understanding: Sources of inspiration are transformed into works that express the human experience.

Essential Question(s):
- What inspires people or cultures to create?
- What connections and comparisons between ideas, cultures, and events can be made?
- What is the relationship of a work to its time/culture?

Goals and Objectives:
- Goal CC1: Understand the interdisciplinary relationships of ideas, cultures, and events.
  - Objective CC1.1: Develop a working vocabulary for the disciplines of study.
  - Objective CC1.2: Identify and articulate how a work expresses the human experience.

- Goal CC2: Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.
  - Objective CC2.1: Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.
  - Objective CC2.2: Explain how an artifact or work symbolizes and reflects a particular culture, event, theme, movement, or time period.

- Goal CC3: Understand how the human experience is represented through the arts and humanities.
  - Objective CC3.1: Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.
  - Objective CC3.2: Evaluate original works and how they represent a historical event, theme, movement, and/or culture.
Anchor Standard 2: Respond to universal themes, issues, and/or movements that express the human experience.

Enduring Understanding: Human experience repeats itself.

Essential Questions(s):
✓ How do themes, issues, and/or movements shape the human experience?
✓ How do we learn from the human experience?

Goals and Objectives:
• Goal RES1: Conduct analyses in the arts and humanities disciplines.
  o Objective RES 1.1: Summarize how the human experience is expressed through the arts and humanities.
  o Objective RES 1.2: Interpret content knowledge from multiple perspectives and/or sources.
  o Objective RES 1.3: Discover how key themes, issues, and/or movements are conveyed through the arts and humanities.
Anchor Standard 3: Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience.

Enduring Understanding: Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question(s):
✓ How does creating enrich people’s lives?
✓ How do people contribute to awareness and understanding of their lives and the lives of their communities through the creative process?
✓ What role does persistence play in the creative process?

Goals and Objectives:
• Goal CR1: Communicate in the arts and humanities disciplines through creative expression
  o Objective CR1.1: Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
  o Objective CR1.2: Engage in collaborative learning to foster the creative process.
  o Objective CR1.3: Create an original product that interprets and/or investigates themes, issues, and/or movements.
  o Objective CR1.4: Revise, refine and develop an original work.
Anchor Standard 4: Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work.

Enduring Understanding: Connections between multiple disciplines are visible through the presentation/performance of original works.

Essential Question(s):
- How does sharing original work deepen interdisciplinary understanding of ourselves and the human experience?
- How do we select the best method of performance/presentation/production to convey meaning?

Goals and Objectives:
- Goal PR1: Perform/present/produce an original work or interpretation of a work for an audience.
  - Objective PR1.1: Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.
  - Objective PR 1.2: Convey meaning through their presentation/performance.
- Goal PR2: Justify choices made in creating or interpreting a work.
  - Objective PR2.1: Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.
  - Objective PR 2.2: Engage in constructive critique with peers.
Anchor Standard 5: Reflect on the process of creating/interpreting/presenting a work.

Enduring Understanding: Reflection on the creative process deepens understanding of the content and the creator.

Essential Question(s):
✓ How is the quality of a performance/presentation/production determined?
✓ When does the creator know that a work is finished?
✓ How do the arts and humanities enhance and empower our lives?

Goals and Objectives:
• Goal REF1: Evaluate one’s own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.
  o Objective REF 1.1: Utilize and apply a set of aesthetic criteria in evaluating the quality of one’s own work and works of others.
  o Objective REF 1.2: Respond to critique and criteria to revise or justify one’s own work.

• Goal REF2: Reflect upon the potential of the arts and humanities to enhance and expand one’s worldview.
Media Arts/Creating
#MA:Cr1.1.1
Process Component: Conceive
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.
Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade K
MA:Cr1.1.1.K
a. Discover and share ideas for media artworks using play and experimentation.

Grade 1
MA:Cr1.1.1.1
a. Express and share ideas for media artworks through sketching and modeling.

Grade 2
MA:Cr1.1.1.2
a. Discover multiple ideas for media artworks through brainstorming and improvising.

Grade 3
MA:Cr1.1.1.3
a. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.

Media Arts/Creating
#MA:Cr2.1.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.
Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade K
MA:Cr2.1.1.K
a. With guidance, use ideas to form plans or models for media arts productions.

Grade 1
MA:Cr2.1.1.1
a. With guidance, use identified ideas to form plans and models for media arts productions.

Grade 2
MA:Cr2.1.1.2
a. Choose ideas to create plans and models for media arts productions.

Grade 3
MA:Cr2.1.1.3
a. Form, share, and test ideas, plans, and models to prepare for media arts productions.

Media Arts/Creating
#MA:Cr3.1
Process Component: Construct
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade K
MA:Cr3.1.K
a. Form and capture media arts content for expression and meaning in media arts productions.

b. Make changes to the content, form, or presentation of media artworks and share results.

Grade 1
MA:Cr3.1.1
a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.

b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.

Grade 2
MA:Cr3.1.2
a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.

b. Test and describe expressive effects in altering, refining, and completing media artworks.

Grade 3
MA:Cr3.1.3
a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.

b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.

Media Arts/Producing
#MA:Pr4.1
Process Component: Integrate
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.
Essential Question: How are complex media arts experiences constructed?

Grade K
MA:Pr4.1.K
a. With guidance, combine arts forms and media content, such as dance and video, to form media artworks.

Grade 1
MA:Pr4.1.1
a. Combine varied academic, arts, and media content in media artworks, such as an illustrated story,
MA:Pr4.1.2
a. Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.

Grade 3
MA:Pr4.1.3
a. Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.

Media Arts/Producing
#MA:Pr5.1
Process Component: Practice
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.
Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade K
MA:Pr5.1.K
a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.

b. Identify and demonstrate creative skills, such as performing, within media arts productions.

c. Practice, discover, and share how media arts creation tools work.

Grade 1
MA:Pr5.1.1
a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.

b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.

c. Experiment with and share different ways to use tools and techniques to construct media artworks.

Grade 2
MA:Pr5.1.2
a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.

b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.

c. Demonstrate and explore identified methods to use tools to capture and form media artworks.

Grade 3
MA:Pr5.1.3
a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.

b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.

c. Exhibit standard use of tools and techniques while constructing media artworks.

Media Arts/Producing
#MA:Pr6.1
Process Component: Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.
Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade K
MA:Pr6.1.K
a. With guidance, identify and share roles and the situation in presenting media artworks.

b. With guidance, identify and share reactions to the presentation of media artworks.

Grade 1
MA:Pr6.1.1
a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.

b. With guidance, discuss the experience of the presentation of media artworks.

Grade 2
MA:Pr6.1.2
a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.

b. Identify and describe the experience and share results of presenting media artworks.

Grade 3
MA:Pr6.1.3
a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.

b. Identify and describe the experience, and share results of and improvements for presenting media artworks.

Media Arts/Responding
#MA:Re7.1
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade K
MA:Re7.1.K
a. Recognize and share components and messages in media artworks.

b. Recognize and share how a variety of media artworks create different experiences.
Grade 1
MA:Re7.1.1
a. Identify components and messages in media artworks.

b. With guidance, identify how a variety of media artworks create different experiences.
Grade 2
MA:Re7.1.2
a. Identify and describe the components and messages in media artworks.

b. Identify and describe how a variety of media artworks create different experiences.
Grade 3
MA:Re7.1.3
a. Identify and describe how messages are created by components in media artworks.

b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.

Media Arts/Responding
#MA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.
Essential Question: How do people relate to and interpret media artworks?

Grade K
MA:Re8.1.K
a. With guidance, share observations regarding a variety of media artworks.

Grade 1
MA:Re8.1.1
a. With guidance, identify the meanings of a variety of media artworks.

Grade 2
MA:Re8.1.2
a. Determine the purposes and meanings of media artworks, considering their context.

Grade 3
MA:Re8.1.3
a. Determine the purposes and meanings of media artworks while describing their context.
Media Arts/Responding
#MA:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade K
MA:Re9.1.K
a. Share appealing qualities and possible changes in media artworks.

Grade 1
MA:Re9.1.1
a. Identify the effective parts of and possible changes to media artworks considering viewers.

Grade 2
MA:Re9.1.2
a. Discuss the effectiveness of and improvements for media artworks, considering their context.

Grade 3
MA:Re9.1.3
a. Identify basic criteria for and evaluate media artworks, considering possible improvements and context.

Media Arts/Connecting
#MA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade K
MA:Cn10.1.K
a. Use personal experiences and choices in making media artworks.

b. Share memorable experiences of media artworks.

Grade 1
MA:Cn10.1.1
a. Use personal experiences, interests, and models in creating media artworks.

b. Share meaningful experiences of media artworks.

Grade 2
MA:Cn10.1.2
a. Use personal experiences, interests, information, and models in creating media artworks.

b. Discuss experiences of media artworks, describing their meaning and purpose.

Grade 3
MA:Cn10.1.3
a. Use personal and external resources, such as interests, information, and models, to create media artworks.

b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.

**Media Arts/Connecting**

#MA:Cn11.1

**Process Component:** Relate

**Anchor Standard:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

**Grade K**

MA:Cn11.1.K

a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.

b. With guidance, interact safely and appropriately with media arts tools and environments.

**Grade 1**

MA:Cn11.1.1

a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.

b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

**Grade 2**

MA:Cn11.1.2

a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.

b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

**Grade 3**

MA:Cn11.1.3

a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.

b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.
Media Arts/Creating
#MA:Cr1.1.1
Process Component: Conceive
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.
Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade 4
MA:Cr1.1.1.4
a. Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.

Grade 5
MA:Cr1.1.1.5
a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.

Media Arts/Creating
#MA:Cr2.1.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.
Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade 4
MA:Cr2.1.1.4
a. Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

Grade 5
MA:Cr2.1.1.5
a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

Media Arts/Creating
#MA:Cr3.1
Process Component: Construct
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/prepare their work?

Grade 4
MA:Cr3.1.4
a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such
as balance and contrast.

b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.

**Grade 5**
**MA:Cr3.1.5**
a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.

b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.

**Media Arts/Producing**
**#MA:Pr4.1**
**Process Component:** Integrate

**Anchor Standard:** Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Grade 4**
**MA:Pr4.1.4**
a. Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.

**Grade 5**
**MA:Pr4.1.5**
a. Create media artworks through the integration of multiple contents and forms, such as a media broadcast.

**Media Arts/Producing**
**#MA:Pr5.1**
**Process Component:** Practice

**Anchor Standard:** Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Grade 4**
**MA:Pr5.1.4**
a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.

b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.
c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

Grade 5
MA:Pr5.1.5
a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.

b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.

c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.

Media Arts/Producing
#MA:Pr6.1
Process Component: Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.
Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade 4
MA:Pr6.1.4
a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.

b. Explain results of and improvements for presenting media artworks.

Grade 5
MA:Pr6.1.5
a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.

b. Compare results of and improvements for presenting media artworks.

Media Arts/Responding
#MA:Re7.1
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade 4
MA:Re7.1.4
a. Identify, describe, and explain how messages are created by components in media artworks.

b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.

Grade 5
MA:Re7.1.5

a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.

b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

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Media Arts/Responding
#MA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people relate to and interpret media artworks?

Grade 4
MA:Re8.1.4

a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

Grade 5
MA:Re8.1.5

a. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.

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Media Arts/Responding
#MA:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade 4
MA:Re9.1.4

a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

Grade 5
MA:Re9.1.5

a. Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

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Media Arts/Connecting
#MA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.
Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade 4
MA:Cn10.1.4
a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.

b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.

Grade 5
MA:Cn10.1.5
a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.

b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.

Media Arts/Connecting
#MA:Cn11.1
Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.
Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade 4
MA:Cn11.1.4
a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.

b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.

Grade 5
MA:Cn11.1.5
a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.

b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

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Media Arts/Creating
#MA:Cr1.1.1
Process Component: Conceive
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.
Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade 6
MA:Cr1.1.1.6
a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.

Grade 7
MA:Cr1.1.1.7
a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.

Grade 8
MA:Cr1.1.1.8
a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.

Media Arts/Creating
#MA:Cr2.1.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.
Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade 6
MA:Cr2.1.1.6
a. Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.

Grade 7
MA:Cr2.1.1.7
a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.

Grade 8
MA:Cr2.1.1.8
a. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.

Media Arts/Creating
#MA:Cr3.1
Process Component: Construct
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade 6
MA:Cr3.1.6
a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.

b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.

Grade 7
MA:Cr3.1.7
a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.

b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

Grade 8
MA:Cr3.1.8
a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.

b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.

Media Arts/Producing
#MA:Pr4.1
Process Component: Integrate
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.
Essential Question: How are complex media arts experiences constructed?

Grade 6
MA:Pr4.1.6
a. Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.

Grade 7
MA:Pr4.1.7
a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.
Grade 8  
MA:Pr4.1.8  
a.Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.

Media Arts/Producing  
#MA:Pr5.1  
Process Component: Practice  
Anchor Standard: Develop and refine artistic techniques and work for presentation.  
Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.  
Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade 6  
MA:Pr5.1.6  
a.Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.

b.Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.

c.Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.

Grade 7  
MA:Pr5.1.7  
a.Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.

b.Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.

c.Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.

Grade 8  
MA:Pr5.1.8  
a.Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.

b.Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.
c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.

**Media Arts/Producing**  
#MA:Pr6.1  
**Process Component:** Present  
**Anchor Standard:** Convey meaning through the presentation of artistic work.  
**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.  
**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Grade 6**  
MA:Pr6.1.6
a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.

b. Analyze results of and improvements for presenting media artworks.

**Grade 7**  
MA:Pr6.1.7
a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.

b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.

**Grade 8**  
MA:Pr6.1.8
a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.

b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

**Media Arts/Responding**  
#MA:Re7.1  
**Process Component:** Perceive  
**Anchor Standard:** Perceive and analyze artistic work.  
**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one’s artistic appreciation and production.  
**Essential Question:** How do we ‘read’ media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Grade 6**  
MA:Re7.1.6
a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.

Grade 7
MA:Re7.1.7
a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.

b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

Grade 8
MA:Re7.1.8
a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.

b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.

Media Arts/Responding
#MA:Re8.1

Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.
Essential Question: How do people relate to and interpret media artworks?

Grade 6
MA:Re8.1.6
a. Analyze the intent of a variety of media artworks, using given criteria.

Grade 7
MA:Re8.1.7
a. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.

Grade 8
MA:Re8.1.8
a. Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.

Media Arts/Responding
#MA:Re9.1

Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.
Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade 6
MA:Re9.1.6
a. Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.

Grade 7
MA:Re9.1.7

a. Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.

Grade 8
MA:Re9.1.8

a. Evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Media Arts/Connecting
#MA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade 6
MA:Cn10.1.6

a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.

b. Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.

Grade 7
MA:Cn10.1.7

a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.

b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.

Grade 8
MA:Cn10.1.8

a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.

b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.

Media Arts/Connecting
#MA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade 6
MA:Cn11.1.6
a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.

Grade 7
MA:Cn11.1.7
a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.

b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.

Grade 8
MA:Cn11.1.8
a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.

b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.
Media Arts/Creating
#MA:Cr1.1.1

Process Component: Conceive

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade Hs proficient
MA:Cr1.1.1.HSI
a. identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Grade Hs accomplished
MA:Cr1.1.1.HSII
a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

Grade Hs advanced
MA:Cr1.1.1.HSIII
a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Media Arts/Creating
#MA:Cr2.1.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade Hs proficient
MA:Cr2.1.1.HSI
a. aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Grade Hs accomplished
MA:Cr2.1.1.HSII
a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.

Grade Hs advanced
MA:Cr2.1.1.HSIII
a. Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

Media Arts/Creating
#MA:Cr3.1
Process Component: Construct
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade Hs proficient
MA:Cr3.1.HSI
a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.

b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Grade Hs accomplished
MA:Cr3.1.HSII
a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Grade Hs advanced
MA:Cr3.1.HSIII
a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.

b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

Media Arts/Producing
#MA:Pr4.1
Process Component: Integrate
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.
Essential Question: How are complex media arts experiences constructed?

Grade Hs proficient
MA:Pr4.1.HSI
a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

Grade Hs accomplished
MA:Pr4.1.HSII
a. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

**Grade Hs advanced**
**MA:Pr4.1.HSIII**

a. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.

**Media Arts/Producing**
**#MA:Pr5.1**

**Process Component**: Practice

**Anchor Standard**: Develop and refine artistic techniques and work for presentation.

**Enduring Understanding**: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question**: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Grade Hs proficient**
**MA:Pr5.1.HSI**

a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.

c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.

**Grade Hs accomplished**
**MA:Pr5.1.HSII**

a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.

c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.

**Grade Hs advanced**
**MA:Pr5.1.HSIII**

a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.

c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

**Media Arts/Producing**

#MA:Pr6.1

**Process Component:** Present

**Anchor Standard:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Grade Hs proficient**

MA:Pr6.1.HSI

- Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

**Grade Hs accomplished**

MA:Pr6.1.HSII

- Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.

**Grade Hs advanced**

MA:Pr6.1.HSIII

- Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.

- Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.

**Media Arts/Responding**

#MA:Re7.1

**Process Component:** Perceive

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?
Grade Hs proficient  
MA:Re7.1.HSI  
a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

Grade Hs accomplished  
MA:Re7.1.HSII  
a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.

b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.

Grade Hs advanced  
MA:Re7.1.HSIII  
a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.

b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Media Arts/Responding  
#MA:Re8.1  
Process Component: Interpret  
Anchor Standard: Interpret intent and meaning in artistic work.  
Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.  
Essential Question: How do people relate to and interpret media artworks?

Grade Hs proficient  
MA:Re8.1.HSI  
a. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

Grade Hs accomplished  
MA:Re8.1.HSII  
a. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

Grade Hs advanced  
MA:Re8.1.HSIII  
a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Media Arts/Responding  
#MA:Re9.1  
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.
Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade Hs proficient
MA:Re9.1.HSI
a. Evaluate media artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Grade Hs accomplished
MA:Re9.1.HSII
a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

Grade Hs advanced
MA:Re9.1.HSIII
a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Media Arts/Connecting
#MA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.
Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade Hs proficient
MA:Cn10.1.HSI
a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.

Grade Hs accomplished
MA:Cn10.1.HSII
a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

Grade Hs advanced
MA:Cn10.1.HSIII
a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

Media Arts/Connecting
#MA:Cn11.1

Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade Hs proficient
MA:Cn11.1.HSI
a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.

b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

Grade Hs accomplished
MA:Cn11.1.HSII
a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.

b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

Grade Hs advanced
MA:Cn11.1.HSIII
a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.
General Music/Creating
#MU:Cr1.1

**Process Component:** GMS-Imagine - Generate musical ideas for various purposes and contexts.

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

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**Grade K**

**MU:Cr1.1.K**

a. With guidance, explore and experience music concepts (such as beat and melodic contour).

b. With guidance, generate musical ideas (such as movements or motives).

**Grade 1**

**MU:Cr1.1.1**

a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

**Grade 2**

**MU:Cr1.1.2**

a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

**Grade 3**

**MU:Cr1.1.3**

a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

**Grade 4**

**MU:Cr1.1.4**

a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

**Grade 5**

**MU:Cr1.1.5**

a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Grade 6
MU:Cr1.1.6
Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

Novice
MU:Cr1.1.7
Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

Proficient
MU:Cr1.1.8
Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

**General Music/Creating**

#MU:Cr2.1

**Process Component:** GMS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.

**Anchor Standard:** Organize and develop artistic ideas and work.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

Grade K
MU:Cr2.1.K
a. With guidance, demonstrate and choose favorite musical ideas.

b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.

Grade 1
MU:Cr2.1.1
a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

Grade 2
MU:Cr2.1.2
a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

**Grade 3**
**MU:Cr2.1.3**

a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

**Grade 4**
**MU:Cr2.1.4**

a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

**Grade 5**
**MU:Cr2.1.5**

a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

**Grade 6**
**MU:Cr2.1.6**

a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

b. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

**Novice**
**MU:Cr2.1.7**

a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

b. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

**Proficient**
**MU:Cr2.1.8**

a. Select, organize, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and
release, unity and variety, balance, and convey expressive intent.

b. Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

**General Music/Creating**

#MU:Cr3.1

**Process Component:** GMS-Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

**Anchor Standard:** Refine and complete artistic work.

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Grade K**

MU:Cr3.1.K

a. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

**Grade 1**

MU:Cr3.1.1

a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

**Grade 2**

MU:Cr3.1.2

a. Interpret and apply personal, peer, and teacher feedback to revise personal music.

**Grade 3**

MU:Cr3.1.3

a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

**Grade 4**

MU:Cr3.1.4

a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

**Grade 5**

MU:Cr3.1.5

a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

**Grade 6**

MU:Cr3.1.6

a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

**Novice**

MU:Cr3.1.7
a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

Proficient
MU:Cr3.1.8

a. Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

General Music/Creating
#MU:Cr3.2

Process Component: GMS-Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Grade K
MU:Cr3.2.K
With guidance, demonstrate a final version of personal musical ideas to peers.

Grade 1
MU:Cr3.2.1
With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Grade 2
MU:Cr3.2.2
Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Grade 3
MU:Cr3.2.3
Present the final version of personal created music to others, and describe connection to expressive intent.

Grade 4
MU:Cr3.2.4
Present the final version of personal created music to others, and explain connection to expressive intent.

Grade 5
MU:Cr3.2.5
Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Grade 6
MU:Cr3.2.6
Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

Novice

MU:Cr3.2.7
Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

Proficient

MU:Cr3.2.8
Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

General Music/Performing
#MU:Pr4.1

Process Component: GMS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question: How do performers select repertoire?

Grade K
MU:Pr4.1.K
With guidance, demonstrate and state personal interest in varied musical selections.

Grade 1
MU:Pr4.1.1
With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

Grade 2
MU:Pr4.1.2
Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Grade 3
MU:Pr4.1.3
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

Grade 4
MU:Pr4.1.4
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
Grade 5
MU:Pr4.1.5
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill.

Grade 6
MU:Pr4.1.6
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen

Novice
MU:Pr4.1.7
Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

Proficient
MU:Pr4.1.8
Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

General Music/Performing
#MU:Pr4.2
Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.
Essential Question: How does understanding the structure and context of musical works inform performance?

Grade K
MU:Pr4.2.K
a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Grade 1
MU:Pr4.2.1
a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Grade 2
MU:Pr4.2.2
a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**Grade 3**

**MU:Pr4.2.3**

a. Demonstrate understanding of the structure in music selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

c. Describe how context (such as personal and social) can inform a performance.

**Grade 4**

**MU:Pr4.2.4**

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

**Grade 5**

**MU:Pr4.2.5**

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

**Grade 6**

**MU:Pr4.2.6**

a. Explain how understanding the structure and the elements of music are used in music selected for performance.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

c. Identify how cultural and historical context inform performances.

**Novice**

**MU:Pr4.2.7**

a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
c. Identify how cultural and historical context inform performances and result in different music interpretations.

Proficient
MU:Pr4.2.8
a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identify how cultural and historical context inform performances and result in different musical effects.

General Music/Performing
#MU:Pr4.3

Process Component: GMS-Interpret - Develop personal interpretations that consider creators’ intent.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Grade K
MU:Pr4.3.K
With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.

Grade 1
MU:Pr4.3.1
Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).

Grade 2
MU:Pr4.3.2
Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Grade 3
MU:Pr4.3.3
Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

Grade 4
MU:Pr4.3.4
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Grade 5
MU:Pr4.3.5
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
Grade 6
MU:Pr4.3.6
Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Novice
MU:Pr4.3.7
Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Proficient
MU:Pr4.3.8
Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

General Music/Performing
#MU:Pr5.1
Process Component: GMS-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

Grade K
MU:Pr5.1.K
a. With guidance, apply personal, teacher, and peer feedback to refine performances.

b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

Grade 1
MU:Pr5.1.1
a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.

b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

Grade 2
MU:Pr5.1.2
a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

**Grade 3**
**MU:Pr5.1.3**

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

**Grade 4**
**MU:Pr5.1.4**

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

**Grade 5**
**MU:Pr5.1.5**

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

**Grade 6**
**MU:Pr5.1.6**

a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

**Novice**
**MU:Pr5.1.7**

a. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

**Proficient**
**MU:Pr5.1.8**

a. Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

**General Music/Performing**

#MU:Pr6.1

**Process Component:** GMS-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade K
MU:Pr6.1.K
a. With guidance, perform music with expression.

b. Perform appropriately for the audience.

Grade 1
MU:Pr6.1.1
a. With limited guidance, perform music for a specific purpose with expression.

b. Perform appropriately for the audience and purpose.

Grade 2
MU:Pr6.1.2
a. Perform music for a specific purpose with expression and technical accuracy.

b. Perform appropriately for the audience and purpose.

Grade 3
MU:Pr6.1.3
a. Perform music with expression and technical accuracy.

b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Grade 4
MU:Pr6.1.4
a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Grade 5
MU:Pr6.1.5
a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Grade 6
MU:Pr6.1.6
a. Perform the music with technical accuracy to convey the creator’s intent.
b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

**Novice**

**MU:Pr6.1.7**

a. Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.

b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

**Proficient**

**MU:Pr6.1.8**

a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.

b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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**General Music/Responding**

#MU:Re7.1

**Process Component:** GMS-Select - Choose music appropriate for a specific purpose or context.

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?

**Grade K**

**MU:Re7.1.K**

With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

**Grade 1**

**MU:Re7.1.1**

With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

**Grade 2**

**MU:Re7.1.2**

Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

**Grade 3**

**MU:Re7.1.3**

Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

**Grade 4**

**MU:Re7.1.4**

Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
Grade 5
MU:Re7.1.5
Demonstrate and explain, citing evidence, how selected music connects to and is
influenced by specific interests, experiences, purposes, or contexts.

Grade 6
MU:Re7.1.6
Select or choose music to listen to and explain the connections to specific interests or
experiences for a specific purpose.

Novice
MU:Re7.1.7
Select or choose contrasting music to listen to and compare the connections to specific
interests or experiences for a specific purpose.

Proficient
MU:Re7.1.8
Select programs of music (such as a CD mix or live performances) and demonstrate the
connections to an interest or experience for a specific purpose.

General Music/Responding
#MU:Re7.2
Process Component: GMS-Analyze - Analyze how the structure and context of varied musical
works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural,
and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a
response?

Grade K
MU:Re7.2.K
With guidance, demonstrate how a specific music concept (such as beat or melodic
direction) is used in music.

Grade 1
MU:Re7.2.1
With limited guidance, demonstrate and identify how specific music concepts (such
as beat or pitch) are used in various styles of music for a purpose.

Grade 2
MU:Re7.2.2
Describe how specific music concepts are used to support a specific purpose in music.

Grade 3
MU:Re7.2.3
Demonstrate and describe how a response to music can be informed by the structure,
the use of the elements of music, and context (such as personal and social).

Grade 4
MU:Re7.2.4
Demonstrate and explain how responses to music are informed by the structure, the
use of the elements of music, and context (such as social and cultural).
Grade 5
MU:Re7.2.5
Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Grade 6
MU:Re7.2.6
a. Describe how the elements of music and expressive qualities relate to the structure of the pieces
b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice
MU:Re7.2.7
a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient
MU:Re7.2.8
a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.
b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

General Music/Responding
#MU:Re8.1

Process Component: GMS-Interpret - Support interpretations of musical works that reflect creators’/performers’ expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Grade K
MU:Re8.1.K
With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.

Grade 1
MU:Re8.1.1
With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.

Grade 2
MU:Re8.1.2
Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent.

**Grade 3**
**MU:Re8.1.3**
Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent.

**Grade 4**
**MU:Re8.1.4**
Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ and personal interpretations to reflect expressive intent.

**Grade 5**
**MU:Re8.1.5**
Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers’ and personal interpretations to reflect expressive intent.

**Grade 6**
**MU:Re8.1.6**
Describe a personal interpretation of how creators’ and performers’ application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

**Novice**
**MU:Re8.1.7**
Describe a personal interpretation of contrasting works and explain how creators’ and performers’ application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

**Proficient**
**MU:Re8.1.8**
Support personal interpretation of contrasting programs of music and explain how creators’ or performers’ apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

**General Music/Responding**
**#MU:Re9.1**

**Process Component:** GMS-Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

**Anchor Standard:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Grade K**
**MU:Re9.1.K**
With guidance, apply personal and expressive preferences in the evaluation of music.

**Grade 1**
**MU:Re9.1.1**
With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

**Grade 2**
**MU:Re9.1.2**
Apply personal and expressive preferences in the evaluation of music for specific purposes.

**Grade 3**
**MU:Re9.1.3**
Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

**Grade 4**
**MU:Re9.1.4**
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

**Grade 5**
**MU:Re9.1.5**
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

**Grade 6**
**MU:Re9.1.6**
Apply teacher-provided criteria to evaluate musical works or performances.

**Novice**
**MU:Re9.1.7**
Select from teacher-provided criteria to evaluate musical works or performances.

**Proficient**
**MU:Re9.1.8**
Apply appropriate personally-developed criteria to evaluate musical works or performances.

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**General Music/Connecting**
#MU:Cn10.0

**Process Component:** GMS-Connect #10- Synthesize and relate knowledge and personal experiences to make music.

**Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Grade K**
**MU:Cn10.0.K**
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade 1  
MU:Cn10.0.1  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Grade 2  
MU:Cn10.0.2  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Grade 3  
MU:Cn10.0.3  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Grade 4  
MU:Cn10.0.4  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Grade 5  
MU:Cn10.0.5  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Grade 6  
MU:Cn10.0.6  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Novice  
MU:Cn10.0.7  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Proficient  
MU:Cn10.0.8  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  

General Music/Connecting  
#MU:Cn11.0  
Process Component: GMS-Connect #11- Relate musical ideas and works with varied context to deepen understanding.  
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.  
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.  
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?  
Grade K  
MU:Cn11.0.K
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 1
MU:Cn11.0.1
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 2
MU:Cn11.0.2
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 3
MU:Cn11.0.3
 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 4
MU:Cn11.0.4
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 5
MU:Cn11.0.5
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 6
MU:Cn11.0.6
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Novice
MU:Cn11.0.7
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Proficient
MU:Cn11.0.8
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

General Music Theory Composition/Responding
#MU:Re7.2.C

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Grade K
MU:Re7.2.C.K
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Grade 1

MU:Re7.2.C.1
With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Grade 2

MU:Re7.2.C.2
Describe how specific music concepts are used to support a specific purpose in music.

Grade 3

MU:Re7.2.C.3
Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Grade 4

MU:Re7.2.C.4
Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Grade 5

MU:Re7.2.C.5
Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Grade 6

MU:Re7.2.C.6
a. Describe how the elements of music and expressive qualities relate to the structure of the pieces

b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice

MU:Re7.2.C.7
a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient

MU:Re7.2.C.8
a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.

b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
General Music Harmonizing Instruments/Performing (ie. Keyboard/Guitar)

#MU:Pr4.2.H

**Process Component**: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance

**Anchor Standard**: Select, analyze and interpret artistic work for presentation.

**Enduring Understanding**: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question**: How does understanding the structure and context of musical works inform performance?

**Grade K**

MU:Pr4.2.H.K

a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

**Grade 1**

MU:Pr4.2.H.1

a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

**Grade 2**

MU:Pr4.2.H.2

a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**Grade 3**

MU:Pr4.2.H.3

a. Demonstrate understanding of the structure in music selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

c. Describe how context (such as personal and social) can inform a performance.

**Grade 4**

MU:Pr4.2.H.4

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

**Grade 5**
**MU:Pr4.2.H.5**

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

**Grade 6**

**MU:Pr4.2.H.6**

a. Explain how understanding the structure and the elements of music are used in music selected for performance.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

c. Identify how cultural and historical context inform performances.

**Grade 7**

**MU:Pr4.2.H.7**

a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

c. Identify how cultural and historical context inform performances and result in different music interpretations.

**Grade 8**

**MU:Pr4.2.H.8**

a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identify how cultural and historical context inform performances and result in different musical effects.

**General Music Theory Composition/Responding**

**#MU:Re7.2.C**

**Process Component:** GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Essential Question: How does understanding the structure and context of music inform a response?

Grade K
MU:Re7.2.C.K
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Grade 1
MU:Re7.2.C.1
With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Grade 2
MU:Re7.2.C.2
Describe how specific music concepts are used to support a specific purpose in music.

Grade 3
MU:Re7.2.C.3
Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Grade 4
MU:Re7.2.C.4
Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Grade 5
MU:Re7.2.C.5
Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Grade 6
MU:Re7.2.C.6
a. Describe how the elements of music and expressive qualities relate to the structure of the pieces

b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice
MU:Re7.2.C.7
a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient
MU:Re7.2.C.8
a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.
b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
Music Harmonizing Instruments/Creating
#MU:Cr1.1

Process Component: MHI-Imagine - Generate musical ideas for various purposes and contexts.
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?
  
  Grade Novice
  MU:Cr1.1. Novice
  Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

  Grade Intermediate
  MU:Cr1.1. Intermediate
  Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

  Grade Proficient
  MU:Cr1.1. I
  Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

  Grade Advanced
  MU:Cr1.1. III
  Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Music Harmonizing Instruments/Creating
#MU:Cr2.1.H

Process Component: MHI-Plan and Make - Select and develop musical ideas for defined purposes and contexts.
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?
  
  Grade Novice
  MU:Cr2.1.H. Novice
  a. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

  Grade Intermediate
  MU:Cr2.1.H. Intermediate
  Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

  Grade Proficient
MU:Cr2.1.H. I
Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Grade   Advanced

MU:Cr2.1.H. III
Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Music Harmonizing Instruments/Creating
#MU:Cr3.1.H

Process Component: MHI-Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Grade   Novice

MU:Cr3.1.H. Novice
Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Grade   Intermediate

MU:Cr3.1.H. Intermediate
Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Grade   Proficient

MU:Cr3.1.H. I
Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Grade   Advanced

MU:Cr3.1.H. III
Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Music Harmonizing Instruments/Creating
#MU:Cr3.2.H

Process Component: MHI-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Grade   Novice

MU:Cr3.2.H. Novice
a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

**Grade Intermediate**
MU:Cr3.2.H. Intermediate

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

**Grade Proficient**
MU:Cr3.2.H. I

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

**Grade Advanced**
MU:Cr3.2.H. III

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

**Music Harmonizing Instruments/Performing**

#MU:Pr4.1.H

**Process Component:** MHI-Select- Select varied musical works to present based on interest, knowledge, technical skill, and context.

**Anchor Standard:** Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Performers’ interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Grade Novice**
MU:Pr4.1.H. Novice

a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

**Grade Intermediate**
MU:Pr4.1.H. Intermediate

a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

**Grade Proficient**
MU:Pr4.1.H. I
a. Explain the criteria used when selecting a varied repertoire of music for individual or small
group performances that include melodies, repertoire pieces, improvisations, and chordal
accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger
picking patterns).

**Grade**  Advanced
**MU:** Pr4.1.H. III

a. Develop and apply criteria for selecting a varied repertoire for a program of music for
individual and small group performances that include melodies, repertoire pieces, stylistically
appropriate accompaniments, and improvisations in a variety of contrasting styles.

**Music Harmonizing Instruments/Performing**
#MU: Pr4.2.H

**Process Component:** GMS-Analyze - Analyze the structure and context of varied musical works and their
implications for performance

**Anchor Standard:** Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Analyzing creators’ context and how they manipulate elements of
music provides insight into their intent and informs performance.

**Essential Question:** How does understanding the structure and context of musical works inform
performance?

**Grade**  Novice
**MU:** Pr4.2.H.7

a. Explain and demonstrate the structure of contrasting pieces of music selected for
performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols
for rhythm, pitch articulation, dynamics, tempo, and form.

c. Identify how cultural and historical context inform performances and result in different music
interpretations.

**Grade**  Proficient
**MU:** Pr4.2.H.8

a. Compare the structure of contrasting pieces of music selected for performance, explaining
how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic,
and/or harmonic notation.

c. Identify how cultural and historical context inform performances and result in different
musical effects.

**Music Harmonizing Instruments/Performing**
#MU: Pr4.3.H

**Process Component:** MHI-Interpret - Develop personal interpretations that consider creators’ intent.

**Anchor Standard:** Select, analyze and interpret work for presentation.

**Enduring Understanding:** Performers make interpretive decisions based on their understanding
of context and expressive intent.

**Essential Question:** How do performers interpret musical works?

**Grade**  Novice
MU:Pr4.3.H. Novice
Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

Grade Intermediate
MU:Pr4.3.H. Intermediate
Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

Grade Proficient
MU:Pr4.3.H. I
Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Grade Advanced
MU:Pr4.3.H. III
Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Music Harmonizing Instruments/Performing
#MU:Pr5.1.H

Process Component: MHI-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Grade Novice
MU:Pr5.1.H. Novice
a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.

Grade Intermediate
MU:Pr5.1.H. Intermediate
a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

Grade Proficient
MU:Pr5.1.H. I
a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

**Grade Advanced**

**MU:Pr5.1.H. III**

a. Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.

**Music Harmonizing Instruments/Performing**

#MU:Pr6.1.H

**Process Component:** MHI-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Anchor Standard:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Grade Novice**

**MU:Pr6.1.H. Novice**

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

**Grade Intermediate**

**MU:Pr6.1.H. Intermediate**

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

**Grade Proficient**

**MU:Pr6.1.H. I**

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

**Grade Advanced**

**MU:Pr6.1.H. III**

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
Music Harmonizing Instruments/Responding  
#MU:Re7.1.H  

**Process Component:** MHI-Select: Choose music appropriate for a specific purpose or context.  
**Anchor Standard:** Perceive and analyze artistic work.  
**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.  
**Essential Question:** How do individuals choose music to experience?  

**Grade Novice**  
**MU:Re7.1.H. Novice**  
a. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.  

**Grade Intermediate**  
**MU:Re7.1.H. Intermediate**  
a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.  

**Grade Proficient**  
**MU:Re7.1.H. I**  
a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.  

**Grade Advanced**  
**MU:Re7.1.H. III**  
a. Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.  

Music Harmonizing Instruments/Responding  
#MU:Re7.2.H  

**Process Component:** MHI-Analyze - Analyze how the structure and context of varied musical works inform the response.  
**Anchor Standard:** Perceive and analyze artistic work.  
**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
**Essential Question:** How does understanding the structure and context of music inform a response?  

**Grade Novice**  
**MU:Re7.2.H. Novice**  
a. Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.  

**Grade Intermediate**  
**MU:Re7.2.H. Intermediate**  
a. Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.  

**Grade Proficient**  
**MU:Re7.2.H. I**  
a. Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.  

**Grade Advanced**
MU:Re7.2.H. III
a. Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

Music Harmonizing Instruments/Responding
#MU:Re8.1.H
Process Component: MHI-Interpret - Support interpretations of musical works that reflect creators’/performers’ expressive intent.
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Grade Novice
MU:Re8.1.H. Novice
a. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

Grade Intermediate
MU:Re8.1.H. Intermediate
a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.

Grade Proficient
MU:Re8.1.H. I
a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Grade Advanced
MU:Re8.1.H. III
a. Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

Music Harmonizing Instruments/Responding
#MU:Re9.1.H
Process Component: MHI-Evaluate - Support their personal evaluations of musical work(s) and performance(s) based on analysis, interpretation, and established criteria.
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Novice
MU:Re9.1.H. Novice
a. Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

Grade Intermediate
MU:Re9.1.H. Intermediate

a. Explain the influence of experiences and contexts (personal, social, or cultural) on interest in
and the evaluation of a varied repertoire of music.

**Grade Proficient**

**MU:Re9.1.H. I**

a. Develop and apply teacher-provided and established criteria based on personal
preference, analysis, and context (personal, social, and cultural) to evaluate individual and small
group musical selections for listening.

**Grade Advanced**

**MU:Re9.1.H. III**

a. Develop and justify evaluations of a variety of individual and small group musical selections for
listening based on personally-developed and established criteria, personal decision making, and
knowledge and understanding of context.

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**Music Harmonizing Instruments/Connecting**

#MU:Cn10.0.H

**Process Component:** MHI-Connect #10- Synthesize and relate knowledge and personal experiences to
make music.

**Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge
to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and
responding?

**Grade Novice**

**MU:Cn10.0.H. Novice**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when
creating, performing, and responding to music.

**Grade Intermediate**

**MU:Cn10.0.H. Intermediate**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when
creating, performing, and responding to music.

**Grade Proficient**

**MU:Cn10.0.H. I**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when
creating, performing, and responding to music.

**Grade Advanced**

**MU:Cn10.0.H. III**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when
creating, performing, and responding to music.

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**Music Harmonizing Instruments/Connecting**

#MU:Cn11.0.H

**Process Component:** MHI-Connect #11- Relate musical ideas and works to varied contexts and daily life
to deepen understanding.

**Anchor Standard:** Relate artistic ideas and works with societal, cultural and historical context to deepen
understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances
musicians’ creating, performing, and responding.
**Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

**Grade Novice**

**MU:Cn11.0.H. Novice**
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**Grade Intermediate**

**MU:Cn11.0.H. Intermediate**
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**Grade Proficient**

**MU:Cn11.0.H. I**
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**Grade Advanced**

**MU:Cn11.0.H. III**
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Music Technology/Creating
#MU:Cr1.1.T

Process Component: MTS-Imagine - Generate musical ideas for various purposes and contexts.
Anchor Standard: Generate and conceptualize artistic ideas and works.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Grade Hs proficient
MU:Cr1.1.T.HSI
Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

Grade Hs accomplished
MU:Cr1.1.T.HSII
Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.

Grade Hs advanced
MU:Cr1.1.T.HSIII
Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

Music Technology/Creating
#MU:Cr2.1.T

Process Component: MTS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?

Grade Hs proficient
MU:Cr2.1.T.HSI
Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

Grade Hs accomplished
MU:Cr2.1.T.HSII
Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.

Grade Hs advanced
MU:Cr2.1.T.HSIII
Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

Music Technology/Creating
#MU:Cr3.1.T

Process Component: MTS-Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Grade Hs proficient
MU:Cr3.1.T.HSI
Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Grade Hs accomplished
MU:Cr3.1.T.HSII
Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Grade Hs advanced
MU:Cr3.1.T.HSIII
Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Music Technology/Creating
#MU:Cr3.2.T

Process Component: MTS-Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Grade Hs proficient
MU:Cr3.2.T.HSI
Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Grade Hs accomplished
MU:Cr3.2.T.HSII
Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

Grade Hs advanced
MU:Cr3.2.T.HSIII
Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.

Music Technology/Performing
#MU:Pr4.1.T

Process Component: MTS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?
Music Technology/Performing
#MU:Pr4.1.T

**Process Component:** MTS-Analyze - Analyze the structure and context of varied musical works and their implications for performance.

**Anchor Standard:** Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question:** How does understanding the structure and context of musical works inform performance?

**Grade Hs proficient**

**MU:Pr4.1.T.HSI**

Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer’s technical and technological skill.

**Grade Hs accomplished**

**MU:Pr4.1.T.HSII**

Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer’s technical skill using digital tools and resources.

**Grade Hs advanced**

**MU:Pr4.1.T.HSIII**

Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer’s technical skill using digital tools, resources, and systems.

Music Technology/Performing
#MU:Pr4.2.T

**Process Component:** MTS-Interpret - Develop personal interpretations that consider creators’ intent.

**Anchor Standard:** Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and intent.

**Essential Question:** How do performers interpret musical works?

**Grade Hs proficient**

**MU:Pr4.2.T.HSI**

Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

**Grade Hs accomplished**

**MU:Pr4.2.T.HSII**

Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

**Grade Hs advanced**

**MU:Pr4.2.T.HSIII**

Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

Music Technology/Performing
#MU:Pr4.3.T

**Process Component:** MTS-Interpret - Develop personal interpretations that consider creators’ intent.

**Anchor Standard:** Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and intent.

**Essential Question:** How do performers interpret musical works?
Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

**Grade Hs accomplished**
**MU:Pr4.3.T.HSII**
Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers’ ability to connect with audiences.

**Grade Hs advanced**
**MU:Pr4.3.T.HSIII**
Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

**Music Technology/Performing**
**#MU:Pr5.1.T**

**Process Component:** MTS-Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Anchor Standard:** Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Musicians’ creative choices are influenced by their context, expressive intent, and established criteria.

**Essential Question:** How do musicians make creative decisions?

**Grade Hs proficient**
**MU:Pr5.1.T.HSI**
Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

**Grade Hs accomplished**
**MU:Pr5.1.T.HSII**
Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

**Grade Hs advanced**
**MU:Pr5.1.T.HSIII**
Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

**Music Technology/Performing**
**#MU:Pr6.1.T**

**Process Component:** MTS-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Anchor Standard:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Grade Hs proficient**
**MU:Pr6.1.T.HSI**
a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
b. Demonstrate an understanding of the context of music through prepared and improvised performances.

**Grade Hs accomplished**

**MU:Pr6.1.T.HSII**

a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

**Grade Hs advanced**

**MU:Pr6.1.T.HSIII**

a. Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.

b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

**Music Technology/Responding**

#MU:Re7.2.T

**Process Component:** MTS – Analyze - Analyze how the structure and context of varied musical works inform the response.

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question:** How does understanding the structure and context of music inform a response?

**Grade Hs proficient**

**MU:Re7.2.T.HSI**

Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

**Grade Hs accomplished**

**MU:Re7.2.T.HSII**

Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

**Grade Hs advanced**

**MU:Re7.2.T.HSIII**

Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

**Music Technology/Responding**

#MU:Re7.1.T

**Process Component:** MTS – Select - Choose music appropriate for a specific purpose or context.

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?
Grade Hs proficient
MU:Re7.1.T.HSI
Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

Grade Hs accomplished
MU:Re7.1.T.HSI
Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.

Grade Hs advanced
MU:Re7.1.T.HSII
Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.

Music Technology/Responding
#MU:Re8.1.T
Process Component: MTS – Interpret - Support interpretations of musical works that reflect creators’/performers’ expressive intent.
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question: How do we discern musical creators’ and performers’ expressive intent?

Grade Hs proficient
MU:Re8.1.T.HSI
Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Grade Hs accomplished
MU:Re8.1.T.HSI
Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Grade Hs advanced
MU:Re8.1.T.HSII
Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Music Technology/Responding
#MU:Re9.1.T
Process Component: MTS – Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Hs proficient
MU:Re9.1.T.HSI
Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Grade Hs accomplished
MU:Re9.1.T.HSII
Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.
**Grade Hs advanced**

MU:Re9.1.T.HSIII
Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context.

**Music Technology/Connecting**
#MU:Cn10.0.T
**Process Component:** MTS – Connect #10 - Synthesize and relate knowledge and personal experiences to make music.
**Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.
**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing and responding.
**Essential Question:** How do musicians make meaningful connections to creating, performing and responding?
**Grade Hs proficient**
MU:Cn10.0.T.HSI
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

**Grade Hs accomplished**
MU:Cn10.0.T.HSII
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

**Grade Hs advanced**
MU:Cn10.0.T.HSIII
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

**Music Technology/Connecting**
#MU:Cn11.0.T
**Process Component:** MTS - Connect #11- Relate musical ideas and works to varied contexts and daily life to deepen understanding.
**Anchor Standard:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.
**Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
**Grade Hs proficient**
MU:Cn11.0.T.HSI
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**Grade Hs accomplished**
MU:Cn11.0.T.HSII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Grade Hs advanced
MU:Cn11.0.T.HSIII
Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts and daily life.
Music Theory Composition/Creating
#MU:Cr1.1.C

**Process Component:** MTC - Imagine - Generate musical ideas for various purposes and contexts.

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

- **Grade Hs proficient**
  - **MU:Cr1.1.C.HSI**
    - Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

- **Grade Hs accomplished**
  - **MU:Cr1.1.C.HSII**
    - Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

- **Grade Hs advanced**
  - **MU:Cr1.1.C.HSIII**
    - Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

Music Theory Composition/Creating
#MU:Cr2.1.C

**Process Component:** MTC - Plan and Make - Select and develop musical ideas for defined purposes and contexts.

**Anchor Standard:** Organize and develop artistic ideas and work.

**Enduring Understanding:** Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

- **Grade Hs proficient**
  - **MU:Cr2.1.C.HSI**
    - a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

    b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).

- **Grade Hs accomplished**
  - **MU:Cr2.1.C.HSII**
    - a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.

    b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).

- **Grade Hs advanced**
  - **MU:Cr2.1.C.HSIII**
    - a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.
b. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

**Music Theory Composition/Creating**  
#MU:Cr3.1.C

**Process Component:** MTC - Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

**Anchor Standard:** Refine and complete artistic work.

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

- **Grade Hs proficient**  
  MU:Cr3.1.C.HSI
  Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- **Grade Hs accomplished**  
  MU:Cr3.1.C.HSII
  Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- **Grade Hs advanced**  
  MU:Cr3.1.C.HSIII
  Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

**Music Theory Composition/Creating**  
#MU:Cr3.2.C

**Process Component:** MTC - Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Anchor Standard:** Refine and complete artistic work.

**Enduring Understanding:** Musicians’ presentation of creative work is the culmination of a process of creation and communication.

**Essential Question:** When is creative work ready to share?

- **Grade Hs proficient**  
  MU:Cr3.2.C.HSI
  Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

- **Grade Hs accomplished**  
  MU:Cr3.2.C.HSII
  Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

- **Grade Hs advanced**  
  MU:Cr3.2.C.HSIII
Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.

Music Theory Composition/Performing
#MU:Pr4.1.C

Process Component: MTC - Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers’ interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Grade Hs proficient
MU:Pr4.1.C.HSI
Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).

Grade Hs accomplished
MU:Pr4.1.C.HSII
Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.

Grade Hs advanced
MU:Pr4.1.C.HSIII
Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

Music Theory Composition/Performing
#MU:Pr4.2

Process Component: MTC - Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Hs proficient
MU:Pr4.2.HSI
Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.

Grade Hs accomplished
MU:Pr4.2.HSII
Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance.

Grade Hs advanced
Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.

Music Theory Composition/Performing
#MU:Pr5.1.C

Process Component: MTC - Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Grade Hs proficient

MU:Pr5.1.C.HSI

a. Create rehearsal plans for works, identifying repetition and variation within the form.

b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.

c. Identify and implement strategies for improving the technical and expressive aspects of multiple works.

Grade Hs accomplished

MU:Pr5.1.C.HSII

a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.

b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.

c. Identify and implement strategies for improving the technical and expressive aspects of varied works.

Grade Hs advanced

MU:Pr5.1.C.HSIII

a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.

b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.

c. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

Music Theory Composition/Performing
#MU:Pr6.1.C

**Process Component:** MTC - Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Anchor Standard:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

- **Grade Hs proficient**
  - MU:Pr6.1.C.HSI
    - a. Share live or recorded performances of works (both personal and others’), and explain how the elements of music are used to convey intent.
  - b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

- **Grade Hs accomplished**
  - MU:Pr6.1.C.HSII
    - a. Share live or recorded performances of works (both personal and others’), and explain how the elements of music and compositional techniques are used to convey intent.
    - b. Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

- **Grade Hs advanced**
  - MU:Pr6.1.C.HSIII
    - a. Share live or recorded performances of works (both personal and others’), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
    - b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

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#MU:Re7.1.C

**Process Component:** MTC - Select - Choose music appropriate for a specific purpose or context.

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?

- **Grade Hs proficient**
  - MU:Re7.1.C.HSI
    - Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.

- **Grade Hs accomplished**
  - MU:Re7.1.C.HSII
Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.

**Grade Hs advanced**
**MU:Re7.1.C.HSIII**
Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.

**Music Theory Composition/Responding**
**#MU:Re8.1.C**
**Process Component:** MTC - Interpret - Support interpretations of musical works that reflect creators'/performers’ expressive intent.
**Anchor Standard:** Interpret intent and meaning in artistic work.
**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
**Essential Question:** How do we discern musical creators’ and performers’ expressive intent?

**Grade Hs proficient**
**MU:Re8.1.C.HSI**
Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work.

**Grade Hs accomplished**
**MU:Re8.1.C.HSII**
Develop and support interpretations of varied works, demonstrating an understanding of the composers’ intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

**Grade Hs advanced**
**MU:Re8.1.C.HSIII**
Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers’ intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

**Music Theory Composition/Responding**
**#MU:Re9.1.C**
**Process Component:** MTC - Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
**Anchor Standard:** Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
**Enduring Understanding:** The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Grade Hs proficient**
**MU:Re9.1.C.HSI**
Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.
Describe the way(s) in which critiquing others’ work and receiving feedback from others can be applied in the personal creative process.

**Grade Hs accomplished**

**MU:Re9.1.C.HSII**

Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.

Describe ways in which critiquing others’ work and receiving feedback from others have been specifically applied in the personal creative process.

**Grade Hs advanced**

**MU:Re9.1.C.HSIII**

Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.

Describe and evaluate ways in which critiquing others’ work and receiving feedback from others have been specifically applied in the personal creative process.

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**Music Theory Composition/Connecting**

**#MU:Cn10.0.C**

**Process Component:** MTC - Connect #10 - Synthesize and relate knowledge and personal experiences to make music.

**Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Grade Hs proficient**

**MU:Cn10.0.C.HSI**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**Grade Hs accomplished**

**MU:Cn10.0.C.HSII**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**Grade Hs advanced**

**MU:Cn10.0.C.HSIII**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

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**Music Theory Composition/Connecting**

**#MU:Cn11.0.C**

**Process Component:** MTC - Connect #11 - Relate musical ideas and works to varied contexts and daily life to deepen understanding.
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Hs proficient
MU:Cn11.0.C.HSI
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs accomplished
MU:Cn11.0.C.HSII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs advanced
MU:Cn11.0.C.HSIII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Music Traditional And Emerging Ensembles/Creating
#MU:Cr1.1.E
Process Component: MTE - Imagine - Generate musical ideas for various purposes and contexts.
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?
   Grade Hs novice
   MU:Cr1.1.E.Hs novice
   Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
   Grade Hs intermediate
   MU:Cr1.1.E.Hs intermediate
   Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
   Grade Hs proficient
   MU:Cr1.1.E.HSI
   Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.
   Grade Hs accomplished
   MU:Cr1.1.E.HSII
   Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.
   Grade Hs advanced
   MU:Cr1.1.E.HSIII
   Compose and improvise musical ideas for a variety of purposes and contexts.

Music Traditional And Emerging Ensembles/Creating
#MU:Cr2.1.E
Process Component: MTE - Plan and Make - Select and develop musical ideas for defined purposes and contexts.
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?
   Grade Hs novice
   MU:Cr2.1.E.Hs novice
   a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
   b. Preserve draft compositions and improvisations through standard notation and audio recording.
   Grade Hs intermediate
   MU:Cr2.1.E.Hs intermediate
a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
b. Preserve draft compositions and improvisations through standard notation and audio recording.

**Grade Hs proficient**

**MU:Cr2.1.E.HSI**

a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
b. Preserve draft compositions and improvisations through standard notation and audio recording.

**Grade Hs accomplished**

**MU:Cr2.1.E.HSII**

a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
b. Preserve draft compositions and improvisations through standard notation, audio, or video recording.

**Grade Hs advanced**

**MU:Cr2.1.E.HSIII**

a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
b. Preserve draft musical works through standard notation, audio, or video recording.

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**Music Traditional And Emerging Ensembles/Creating**

#MU:Cr3.1.E

**Process Component:** MTE – Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

**Anchor Standard:** Refine and complete artistic work.

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Grade Hs novice**

**MU:Cr3.1.E.Hs novice**

a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

**Grade Hs intermediate**

**MU:Cr3.1.E.Hs intermediate**

a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

**Grade Hs proficient**

**MU:Cr3.1.E.HSI**

a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

**Grade Hs accomplished**
MU:Cr3.1.E.HSII
a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
Grade Hs advanced
MU:Cr3.1.E.HSIII
a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Creating
#MU:Cr3.2.E
Process Component: MTE – Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication.
Essential Question: When is creative work ready to share?
Grade Hs novice
MU:Cr3.2.E.Hs novice
a. Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Grade Hs intermediate
MU:Cr3.2.E.Hs intermediate
a. Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Grade Hs proficient
MU:Cr3.2.E.HSI
a. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.
Grade Hs accomplished
MU:Cr3.2.E.HSII
a. Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.
Grade Hs advanced
MU:Cr3.2.E.HSIII
a. Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Performing
#MU:Pr4.1.E
Process Component: MTE – Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Grade Hs novice
MU:Pr4.1.E.Hs novice
a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

Grade Hs intermediate
MU:Pr4.1.E.Hs intermediate
a. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

Grade Hs proficient
MU:Pr4.1.E.HSI
a. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Grade Hs accomplished
MU:Pr4.1.E.HSII
a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Grade Hs advanced
MU:Pr4.1.E.HSIII
a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Music Traditional And Emerging Ensembles/Performing
#MU:Pr4.2.E

Process Component: MTE – Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Hs novice
MU:Pr4.2.E.Hs novice
a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Grade Hs intermediate
MU:Pr4.2.E.Hs intermediate
a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

**Grade Hs proficient**
MU:Pr4.2.E.HSI

a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

**Grade Hs accomplished**
MU:Pr4.2.E.HSII

a. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

**Grade Hs advanced**
MU:Pr4.2.E.HSIII

a. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

**Music Traditional And Emerging Ensembles/Performing**

#MU:Pr4.3.E

**Process Component:** MTE – Interpret - Develop personal interpretations that consider creators’ intent.

**Anchor Standard:** Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Question:** How do performers interpret musical works?

**Grade Hs novice**
MU:Pr4.3.E.Hs novice

a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

**Grade Hs intermediate**
MU:Pr4.3.E.Hs intermediate

a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

**Grade Hs proficient**
MU:Pr4.3.E.HSI

a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

**Grade Hs accomplished**
MU:Pr4.3.E.HSII

a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skill to connect with the audience.

**Grade Hs advanced**
MU:Pr4.3.E.HSIII
a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers’ technical skill to connect with the audience.

Music Traditional And Emerging Ensembles/Performing
#MU:Pr5.1.E
Process Component: MTE – Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

Grade Hs novice
MU:Pr5.1.E.Hs novice
a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

Grade Hs intermediate
MU:Pr5.1.E.Hs intermediate
a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

Grade Hs proficient
MU:Pr5.1.E.HSI
a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

Grade Hs accomplished
MU:Pr5.1.E.HSI
a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

Grade Hs advanced
MU:Pr5.1.E.HSIII
a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Performing
#MU:Pr6.1.E
Process Component: MTE – Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Essential Question: When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

Grade Hs novice
MU:Pr6.1.E.Hs novice
a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

Grade Hs intermediate
MU:Pr6.1.E.Hs intermediate
a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

Grade Hs proficient
MU:Pr6.1.E.HSI
a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Grade Hs accomplished
MU:Pr6.1.E.HSII
a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

Grade Hs advanced
MU:Pr6.1.E.HSIII
a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
b. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

Music Traditional And Emerging Ensembles/Responding
#MU:Re7.1.E

Process Component: MTE – Select - Choose music appropriate for a specific purpose or context.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question: How do individuals choose music to experience?

Grade Hs novice
MU:Re7.1.E.Hs novice
Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
Grade Hs intermediate
MU:Re7.1.E.Hs intermediate
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

Grade Hs proficient
MU:Re7.1.E.HSI
Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Grade Hs accomplished
MU:Re7.1.E.HSII
Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

Grade Hs advanced
MU:Re7.1.E.HSIII
Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

Music Traditional And Emerging Ensembles/Responding
#MU:Re7.2.E
Process Component: MTE – Analyze - Analyze how the structure and context of varied musical works inform the response.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.
Essential Question: How does understanding the structure and context of the music influence a response?

Grade Hs novice
MU:Re7.2.E.Hs novice
Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Grade Hs intermediate
MU:Re7.2.E.Hs intermediate
Describe how understanding context and the way the elements of music are manipulated inform the response to music.

Grade Hs proficient
MU:Re7.2.E.HSI
Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

Grade Hs accomplished
MU:Re7.2.E.HSII
Explain how the analysis of structures and contexts inform the response to music.

Grade Hs advanced
MU:Re7.2.E.HSIII
Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
Music Traditional And Emerging Ensembles/Responding
#MU:Re8.1.E

Process Component: MTE – Interpret - Support an interpretation of musical works that reflect creators’/performers’ expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Grade Hs novice
MU:Re8.1.E.Hs novice
Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Grade Hs intermediate
MU:Re8.1.E.Hs intermediate
Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

Grade Hs proficient
MU:Re8.1.E.HSI
Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Grade Hs accomplished
MU:Re8.1.E.HSII
Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

Grade Hs advanced
MU:Re8.1.E.HSIII
Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

Music Traditional And Emerging Ensembles/Responding
#MU:Re9.1.E

Process Component: MTE – Evaluate - Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Hs novice
MU:Re9.1.E.Hs novice
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Grade Hs intermediate
MU:Re9.1.E.Hs intermediate
Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

**Grade Hs proficient**
**MU:Re9.1.E.HSI**
Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

**Grade Hs accomplished**
**MU:Re9.1.E.HSII**
Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

**Grade Hs advanced**
**MU:Re9.1.E.HSIII**
Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

### Music Traditional And Emerging Ensembles/Connecting

**#MU:Cn10.0.E**

**Process Component:** MTC - Connect #10 - Synthesize and relate knowledge and personal experiences to make music.

**Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Grade Hs proficient**
**MU:Cn10.0.E.HSI**
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**Grade Hs accomplished**
**MU:Cn10.0.E.HSII**
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**Grade Hs advanced**
**MU:Cn10.0.E.HSIII**
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

### Music Traditional And Emerging Ensembles/Connecting

**#MU:Cn11.0.E**

**Process Component:** MTE – Connect #11 - Relate musical ideas and works to varied contexts and daily life to deepen understanding.

**Anchor Standard:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Hs novice
MU:Cn11.0.E.Hs novice
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs intermediate
MU:Cn11.0.E.Hs intermediate
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs proficient
MU:Cn11.0.E.HSI
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs accomplished
MU:Cn11.0.E.HSII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs advanced
MU:Cn11.0.E.HSIII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
COMMUNICATION

Goal: Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations

Enduring Understanding: Communication and collaboration in more than one language is vital for success in an interconnected world.

Essential Question(s)?

- What is the purpose of language?
- What do humans do with language and to what end?
- How does an increasingly interconnected world impact language learning?

Standards and Objectives:

- **Interpersonal communication Standard COMM 1:** Interact with others in the target language and gain meaning from interactions in the target language.
  - Objective COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- **Interpretive communication Standard COMM 2:** Discover meaning from what is heard, read or viewed on a variety of topics in the target language
  - Objective COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational communication Standard COMM 3:** Utilize appropriate media to present an idea to an audience
  - Objective COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
  - Objective COMM 3.2: Adapt presentation to various audiences of listeners, readers, or viewers.
CULTURES

Goal: Interact with cultural competence and understanding in an interconnected world.

Enduring Understanding: The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures’ perspectives is critical in the development of global competence.

Essential Question(s):

- How do a variety of cultures impact our daily lives?
- Why is cultural sensitivity an important part of gaining global competence?
- What is their perspective?
- How does their perspective influence what people do/create?

Standards and Objectives:

- Relating cultural practices to perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.
  - Objective CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
  - Objective CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.
  - Objective CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- Relating cultural products to perspective Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.
  - Objective CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
  - Objective CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the culture.
  - Objective CLTR 2.3: Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.
Goal: Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Enduring Understanding: Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content

Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

Essential Question(s):

- What role does language learning play in the educational experience of students?
- How does connecting to other disciplines make students well-informed global citizens?
- How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

Standards and Objectives:

- Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.
  - Objective CONN 1.1: Compare and contrast information acquired from other content areas.
  - Objective CONN 1.2: Relate information studied in other subjects to the target language and culture.
- Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
  - Objective CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
  - Objective CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
  - Objective CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.
COMPARISONS

Goal: Develop insight and understanding of target culture and language in order to interact with cultural competence.

Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

Essential Question(s):
- How does the target language differ from the learner’s first language?
- How do the target culture’s perspectives compare to the learner’s perspective?

Standards and Objectives:

- Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.
  - Objective COMP 1.1: Observe formal and informal forms of language.
  - Objective COMP 1.2: Identify patterns and explain discrepancies the sounds and the writing system in the target language.
  - Objective COMP 1.3: Compare and analyze idiomatic expressions in the target language.
- Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.
  - Objective COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner’s culture.
  - Objective COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner’s culture.
  - Objective COMP 2.3: Compare and contrast authentic materials from the target culture with the learner’s culture.
COMMUNITIES

Goal: Communicate and interact with cultural competence in multilingual communities at home and around the world.

Enduring Understanding: The increasing interconnectedness of the world’s economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.

Essential Question(s):

- How are language proficiency and cultural competence developed?
- How do continued opportunities to learn and use language increase language proficiency over a period of time?
- What personal benefits are there to becoming a lifelong language learner?

Standards and Objectives:

- School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.
  - Objective COMT 1.1: Participate in multilingual communities at home and around the world.
  - Objective COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom.
  - Objective COMT 1.3: Utilize knowledge of the target language to tutor English language learners that know the target language.

- Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.
  - Objective COMT 2.1: Interpret materials and/or use media from the language and culture for enjoyment.
  - Objective COMT 2.2: Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.
Theatre/Creating
#TH:Cr1.1
Process Component: Envision, Conceptualize
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade K
TH:Cr1.1.K
a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Cr1.1.1
a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

Grade 2
TH:Cr1.1.2
a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

Grade 3
TH:Cr1.1.3
a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.

b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.

c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
#TH: Cr2.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning
Essential Question: How, when, and why do theatre artists' choices change?

Grade K
TH: Cr2.1.K
a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).

Grade 1
TH: Cr2.1.1
a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).
b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH: Cr2.1.2
a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH: Cr2.1.3
a. Participate in methods of investigation to devise original ideas for a drama/theatre work.
b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

Theatre/Creating
#TH: Cr3.1
Process Component: Rehearse
Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.
Essential Question: How do theatre artists transform and edit their initial ideas?

Grade K
TH: Cr3.1.K
a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH: Cr3.1.1
a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

**Grade 2**

**TH:Cr3.1.2**

a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

**Grade 3**

**TH:Cr3.1.3**

a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.

b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

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**Theatre/Performing**

**#TH:Pr4.1**

**Process Component:** Select

**Anchor Standard:** Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Theatre artists make strong choices to effectively convey meaning.

**Essential Question:** Why are strong choices essential to interpreting a drama or theatre piece?

**Grade K**

**TH:Pr4.1.K**

a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**Grade 1**

**TH:Pr4.1.1**

a. Describe a story’s character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 2
TH:Pr4.1.2
a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Pr4.1.3
a. Apply the elements of dramatic structure to a story and create a drama/theatre work.

b. Investigate how movement and voice are incorporated into drama/theatre work.

Theatre/Performing
#TH:Pr5.1
Process Component: Prepare
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
Essential Question: What can I do to fully prepare a performance or technical design?

Theatre/Performing
#TH:Pr6.1
Process Component: Share, Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade K
TH:Pr6.1.K
a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Pr6.1.1
a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Pr6.1.2
a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.

Grade 3
TH:Pr6.1.3
a. Practice drama/theatre work and share reflections individually and in small groups.

Theatre/Responding
#TH:Re7.1
Process Component: Reflect
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade K
TH:Re7.1.K
a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Re7.1.1
a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Re7.1.2
a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Re7.1.3
a. Understand why artistic choices are made in a drama/theatre work.

Theatre/Responding
#TH:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question: How can the same work of art communicate different messages to different people?

Grade K
TH:Re8.1.K
a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Re8.1.1
a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

c. Explain or use text and pictures to describe how personal emotions and choices compare to
the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Re8.1.2
a. Explain how personal preferences and emotions affect an observer’s response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

c. Explain or use text and pictures to describe how others’ emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Re8.1.3
a. Consider multiple personal experiences when participating in or observing a drama/theatre work.

b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.

c. Examine how connections are made between oneself and a character’s emotions in drama/theatre work.

Theatre/Responding
#TH:Re9.1
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist’s processes and the audience's perspectives impacted by analysis and synthesis?

Grade K
TH:Re9.1.K
a. With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).

Grade 1
TH:Re9.1.1
a. Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Re9.1.2
a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.

c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Re9.1.3
a. Understand how and why groups evaluate drama/theatre work.

b. Consider and analyze technical elements from multiple drama/theatre works.

c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

Theatre/Connecting
#TH:Cn10.1

Process Component: Empathize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade K
TH:Cn10.1.K
a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Cn10.1.1
a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

Grade 2
TH:Cn10.1.2
a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Cn10.1.3
a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.
Theatre/Connecting
#TH:Cn11.1
Process Component: Interrelate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade K
TH:Cn11.1.K
a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Cn11.1.1
a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Cn11.1.2
a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Cn11.1.3
a. Identify connections to community, social issues and other content areas in drama/theatre work.

Theatre/Connecting
#TH:Cn11.2
Process Component: Research
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade K
TH:Cn11.2.K
a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Cn11.2.1
a. Identify similarities and differences in stories from one’s own community in a guided drama experience (e.g., process drama, story drama, creative drama).
b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Cn11.2.2
a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Cn11.2.3
a. Explore how stories are adapted from literature to drama/theatre work.

b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.
Theatre/Creating
#TH:Cr1.1

Process Component: Envision, Conceptualize

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade 4
TH:Cr1.1.4
a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.

c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

Grade 5
TH:Cr1.1.5
a. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.

b. Propose design ideas that support the story and given circumstances in a drama/theatre work.

c. Imagine how a character’s inner thoughts impact the story and given circumstances in a drama/ theatre work.

Theatre/Creating
#TH:Cr2.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning

Essential Question: How, when, and why do theatre artists' choices change?

Grade 4
TH:Cr2.1.4
a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.

b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

Grade 5
TH:Cr2.1.5
a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

Theatre/Creating
#TH:Cr3.1
Process Component: Rehearse
Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.
Essential Question: How do theatre artists transform and edit their initial ideas?

Grade 4
TH:Cr3.1.4
a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.

b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.

c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Grade 5
TH:Cr3.1.5
a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.

b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.

c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Theatre/Performing
#TH:Pr4.1
Process Component: Select
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade 4
TH:Pr4.1.4
a. Modify the dialogue and action to change the story in a drama/theatre work.

b. Make physical choices to develop a character in a drama/theatre work.

Grade 5
TH:Pr4.1.5
a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
b. Use physical choices to create meaning in a drama/theatre work.

**Theatre/Performing**

### #TH:Pr5.1

**Process Component:** Prepare

**Anchor Standard:** Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.

**Essential Question:** What can I do to fully prepare a performance or technical design?

**Grade 4**

**TH:Pr5.1.4**

a. Practice selected exercises that can be used in a group setting for drama/theatre work.

b. Propose the use of technical elements in a drama/theatre work.

**Grade 5**

**TH:Pr5.1.5**

a. Choose acting exercises that can be applied to a drama/theatre work.

b. Demonstrate the use of technical elements in a drama/theatre work.

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**Theatre/Performing**

### #TH:Pr6.1

**Process Component:** Share, Present

**Anchor Standard:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share a creative experience?

**Grade 4**

**TH:Pr6.1.4**

a. Share small-group drama/theatre work, with peers as audience.

**Grade 5**

**TH:Pr6.1.5**

a. Present drama/theatre work informally to an audience.

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**Theatre/Responding**

### #TH:Re7.1

**Process Component:** Reflect

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

**Grade 4**

**TH:Re7.1.4**

a. Identify artistic choices made in a drama/theatre work through participation and observation.
Grade 5
TH:Re7.1.5
a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

Theatre/Responding
#TH:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question: How can the same work of art communicate different messages to different people?

Grade 4
TH:Re8.1.4
a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.

b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.

c. Identify and discuss physiological changes connected to emotions in drama/theatre work.

Grade 5
TH:Re8.1.5
a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.

b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Theatre/Responding
#TH:Re9.1
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade 4
TH:Re9.1.4
a. Propose a plan to evaluate drama/theatre work.

b. Investigate how technical elements may support a theme or idea in a drama/theatre work.
c. Observe how a character’s choices impact an audience’s perspective in a drama/theatre work.

Grade 5
TH:Re9.1.5
a. Develop and implement a plan to evaluate drama/theatre work.

b. Assess how technical elements represent the theme of a drama/theatre work.

c. Recognize how a character’s circumstances impact an audience’s perspective in a drama/theatre work.

Theatre/Connecting
#TH:Cn10.1
Process Component: Empathize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade 4
TH:Cn10.1.4
a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

Grade 5
TH:Cn10.1.5
a. Explain how drama/theatre connects oneself to a community or culture.

Theatre/Connecting
#TH:Cn11.1
Process Component: Interrelate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade 4
TH:Cn11.1.4
a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

Grade 5
TH:Cn11.1.5
a. Investigate historical, global and social issues expressed in drama/theatre work.

Theatre/Connecting
#TH:Cn11.2
Process Component: Research
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade 4
TH:Cn11.2.4
a. Investigate cross-cultural approaches to storytelling in drama/theatre work.

b. Compare the drama/theatre conventions of a given time period with those of the present.

Grade 5
TH:Cn11.2.5
a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.

b. Identify historical sources that explain drama/theatre terminology and conventions.
Theatre/Creating
#TH:Cr1.1
Process Component: Envision, Conceptualize
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade 6
TH:Cr1.1.6
a. Identify possible solutions to staging challenges in a drama/theatre work.

b. Identify solutions to design challenges in a drama/theatre work.

c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

Grade 7
TH:Cr1.1.7
a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

b. Explain and present solutions to design challenges in a drama/theatre work.

c. Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.

Grade 8
TH:Cr1.1.8
a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

c. Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work.

Theatre/Creating
#TH:Cr2.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning
Essential Question: How, when, and why do theatre artists' choices change?

Grade 6
TH:Cr2.1.6
a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.
Grade 7
TH:Cr2.1.7
a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Grade 8
TH:Cr2.1.8
a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Theatre/Creating
#TH:Cr3.1
Process Component: Rehearse
Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.
Essential Question: How do theatre artists transform and edit their initial ideas?

Grade 6
TH:Cr3.1.6
a. Articulate and examine choices to refine a devised or scripted drama/theatre work.

b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

Grade 7
TH:Cr3.1.7
a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

Grade 8
TH:Cr3.1.8
a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.

b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.
c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.

Theatre/Performing
#TH:Pr4.1
Process Component: Select
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade 6
TH:Pr4.1.6
a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

b. Experiment with various physical choices to communicate character in a drama/theatre work.

Grade 7
TH:Pr4.1.7
a. Consider various staging choices to enhance the story in a drama/theatre work.

b. Use various character objectives in a drama/theatre work.

Grade 8
TH:Pr4.1.8
a. Explore different pacing to better communicate the story in a drama/theatre work.

b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Theatre/Performing
#TH:Pr5.1
Process Component: Prepare
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
Essential Question: What can I do to fully prepare a performance or technical design?

Grade 6
TH:Pr5.1.6
a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.

b. Articulate how technical elements are integrated into a drama/theatre work.

Grade 7
TH:Pr5.1.7
a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Grade 8
TH:Pr5.1.8
a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

Theatre/Performing
#TH:Pr6.1
Process Component: Share, Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade 6
TH:Pr6.1.6
a. Adapt a drama/theatre work and present it informally for an audience.

Grade 7
TH:Pr6.1.7
a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Grade 8
TH:Pr6.1.8
a. Perform a rehearsed drama/theatre work for an audience.

Theatre/Responding
#TH:Re7.1
Process Component: Reflect
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade 6
TH:Re7.1.6
a. Describe and record personal reactions to artistic choices in a drama/theatre work.

Grade 7
TH:Re7.1.7
a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.

Grade 8
TH:Re7.1.8
a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

Theatre/Responding
#TH:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question: How can the same work of art communicate different messages to different people?
Grade 6
TH:Re8.1.6
a. Explain how artists make choices based on personal experience in a drama/theatre work.

b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.

Grade 7
TH:Re8.1.7
a. Identify the artistic choices made based on personal experience in a drama/theatre work.

b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.

c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

Grade 8
TH:Re8.1.8
a. Recognize and share artistic choices when participating in or observing a drama/theatre work.

b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.

c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

Theatre/Responding
#TH:Re9.1

Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade 6
TH:Re9.1.6
a. Use supporting evidence and criteria to evaluate

b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

c. Identify a specific audience or purpose for a drama/theatre work.

Grade 7
TH:Re9.1.7
a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.

b. Consider the aesthetics of the production elements in a drama/theatre work.

c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Grade 8
TH:Re9.1.8
a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.

b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

c. Assess the impact of a drama/theatre work on a specific audience.

Theatre/Connecting
#TH:Cn10.1
Process Component: Empathize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade 6
TH:Cn10.1.6
a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

Grade 7
TH:Cn10.1.7
a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Grade 8
TH:Cn10.1.8
a. Examine a community issue through multiple perspectives in a drama/theatre work.

Theatre/Connecting
#TH:Cn11.1
Process Component: Interrelate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade 6
TH:Cn11.1.6
a. Identify universal themes or common social issues and express them through a drama/theatre work.

Grade 7
TH:Cn11.1.7
a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.

Grade 8
TH:Cn11.1.8
a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.
Theatre/Connecting
#TH:Cn11.2

Process Component: Research

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade 6
TH:Cn11.2.6
a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.

b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

Grade 7
TH:Cn11.2.7
a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.

b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

Grade 8
TH:Cn11.2.8
a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.

b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.
Theatre/Creating  
#TH:Cr1.1  
Process Component: Envision, Conceptualize  
Anchor Standard: Generate and conceptualize artistic ideas and work.  
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.  
Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?  

Grade Hs proficient  
TH:Cr1.1.HSI  
- a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.  
- b. Explore the impact of technology on design choices in a drama/theatre work.  
- c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.  

Grade Hs accomplished  
TH:Cr1.1.HSII  
- a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.  
- b. Understand and apply technology to design solutions for a drama/theatre work.  
- c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.  

Grade Hs advanced  
TH:Cr1.1.HSIII  
- a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.  
- b. Create a complete design for a drama/theatre work that incorporates all elements of technology.  
- c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.  

Theatre/Creating  
#TH:Cr2.1  
Process Component: Develop  
Anchor Standard: Organize and develop artistic ideas and work.  
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning  
Essential Question: How, when, and why do theatre artists' choices change?  

Grade Hs proficient  
TH:Cr2.1.HSI  
- a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

**Grade Hs accomplished**

**TH:Cr2.1.HSII**
a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

**Grade Hs advanced**

**TH:Cr2.1.HSIII**
a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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**Theatre/Creating**

**#TH:Cr3.1**

**Process Component:** Rehearse

**Anchor Standard:** Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question:** How do theatre artists transform and edit their initial ideas?

**Grade Hs proficient**

**TH:Cr3.1.HSI**
a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

d. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

**Grade Hs accomplished**

**TH:Cr3.1.HSII**
a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

**Grade Hs advanced**

**TH:Cr3.1.HSIII**
a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Theatre/Performing
#TH:Pr4.1

Process Component: Select
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade Hs proficient
TH:Pr4.1.HSI
a. Examine how character relationships assist in telling the story of a drama/theatre work.

b. Shape character choices using given circumstances in a drama/theatre work.

Grade Hs accomplished
TH:Pr4.1.HSII
a. Discover how unique choices shape believable and sustainable drama/theatre work.

b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.

Grade Hs advanced
TH:Pr4.1.HSIII
a. Apply reliable research of directors’ styles to form unique choices for a directorial concept in a drama/theatre work.

b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

Theatre/Performing
#TH:Pr5.1

Process Component: Prepare
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
Essential Question: What can I do to fully prepare a performance or technical design?

Grade Hs proficient
TH:Pr5.1.HSI
a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
b. Use researched technical elements to increase the impact of design for a drama/theatre production.

**Grade Hs accomplished**

TH:Pr5.1.HSII

a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

**Grade Hs advanced**

TH:Pr5.1.HSIII

a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

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**Theatre/Performing**

#TH:Pr6.1

**Process Component:** Share, Present

**Anchor Standard:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share a creative experience?

**Grade Hs proficient**

TH:Pr6.1.HSI

a. Perform a scripted drama/theatre work for a specific audience.

**Grade Hs accomplished**

TH:Pr6.1.HSII

a. Present a drama/theatre work using creative processes that shape the production for a specific audience.

**Grade Hs advanced**

TH:Pr6.1.HSIII

a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

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**Theatre/Responding**

#TH:Re7.1

**Process Component:** Reflect

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

**Grade Hs proficient**
TH:Re7.1.HSI
a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Grade Hs accomplished
TH:Re7.1.HSII
a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

Grade Hs advanced
TH:Re7.1.HSIII
a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Theatre/Responding
#TH:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

Grade Hs proficient
TH:Re8.1.HSI

a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Grade Hs accomplished
TH:Re8.1.HSII

a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

Grade Hs advanced
TH:Re8.1.HSIII

a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.

b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.
c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

Theatre/Responding
#TH:Re9.1
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade Hs proficient
TH:Re9.1.HSI
a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

b. Consider the aesthetics of the production elements in a drama/theatre work.

c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

Grade Hs accomplished
TH:Re9.1.HSII
a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.

c. Verify how a drama/theatre work communicates for a specific purpose and audience.

Grade Hs advanced
TH:Re9.1.HSIII
a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Theatre/Connecting
#TH:Cn10.1
Process Component: Empathize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

**Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

- **Grade Hs proficient**
  - TH:Cn10.1.HSI
    - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

- **Grade Hs accomplished**
  - TH:Cn10.1.HSII
    - a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

- **Grade Hs advanced**
  - TH:Cn10.1.HSIII
    - a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

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**Theatre/Connecting #TH:Cn11.1**

**Process Component:** Interrelate

**Anchor Standard:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

**Essential Question:** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

- **Grade Hs proficient**
  - TH:Cn11.1.HSI
    - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

- **Grade Hs accomplished**
  - TH:Cn11.1.HSII
    - a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

- **Grade Hs advanced**
  - TH:Cn11.1.HSIII
    - a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

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**Theatre/Connecting #TH:Cn11.2**

**Process Component:** Research

**Anchor Standard:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade Hs proficient
TH:Cn11.2.HSI
a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Grade Hs accomplished
TH:Cn11.2.HSII
a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

Grade Hs advanced
TH:Cn11.2.HSIII
a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.
Visual Arts/Creating
#VA:Cr1.1

**Process Component:** Investigate, Plan, Make

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.

**Essential Question:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- **Grade K**
  - VA:Cr1.1.K
    - Engage in exploration and imaginative play with materials.

- **Grade 1**
  - VA:Cr1.1.1
    - Engage collaboratively in exploration and imaginative play with materials.

- **Grade 2**
  - VA:Cr1.1.2
    - Brainstorm collaboratively multiple approaches to an art or design problem.

- **Grade 3**
  - VA:Cr1.1.3
    - Elaborate on an imaginative idea.

Visual Arts/Creating
#VA:Cr1.2

**Process Component:** Investigate, Plan, Make

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

**Essential Question:** How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?

- **Grade K**
  - VA:Cr1.2.K
    - Engage collaboratively in creative art-making in response to an artistic problem.

- **Grade 1**
  - VA:Cr1.2.1
    - Use observation and investigation in preparation for making a work of art.

- **Grade 2**
  - VA:Cr1.2.2
    - Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

- **Grade 3**
  - VA:Cr1.2.3
    - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Visual Arts/Creating
#VA:Cr2.1
**Process Component:** Investigate
**Anchor Standard:** Organize and develop artistic ideas and work.
**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
**Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

- **Grade K**
  - VA:Cr2.1.K
    - Through experimentation, build skills in various media and approaches to art-making.

- **Grade 1**
  - VA:Cr2.1.1
    - Explore uses of materials and tools to create works of art or design.

- **Grade 2**
  - VA:Cr2.1.2
    - Experiment with various materials and tools to explore personal interests in a work of art or design.

- **Grade 3**
  - VA:Cr2.1.3
    - Create personally satisfying artwork using a variety of artistic processes and materials.

Visual Arts/Creating
#VA:Cr2.2
**Process Component:** Investigate
**Anchor Standard:** Organize and develop artistic ideas and work.
**Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
**Essential Question:** How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

- **Grade K**
  - VA:Cr2.2.K
    - Identify safe and non-toxic art materials, tools, and equipment.

- **Grade 1**
  - VA:Cr2.2.1
    - Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

- **Grade 2**
  - VA:Cr2.2.2
    - Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

- **Grade 3**
  - VA:Cr2.2.3
    - Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
Visual Arts/Creating
#VA:Cr2.3

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade K
VA:Cr2.3.K
Create art that represents natural and constructed environments.

Grade 1
VA:Cr2.3.1
Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Grade 2
VA:Cr2.3.2
Repurpose objects to make something new.

Grade 3
VA:Cr2.3.3
Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Visual Arts/Creating
#VA:Cr3.1

Process Component: Reflect, Refine, Continue

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade K
VA:Cr3.1.K
Explain the process of making art while creating.

Grade 1
VA:Cr3.1.1
Use art vocabulary to describe choices while creating art.

Grade 2
VA:Cr3.1.2
Discuss and reflect with peers about choices made in creating artwork.

Grade 3
VA:Cr3.1.3
Elaborate visual information by adding details in an artwork to enhance emerging meaning.
Visual Arts/Presenting
#VA:Pr.4.1
Process Component: Relate
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
  Grade K
  VA:Pr.4.1.K
  Select art objects for personal portfolio and display, explaining why they were chosen.
  Grade 1
  VA:Pr.4.1.1
  Explain why some objects, artifacts, and artwork are valued over others.
  Grade 2
  VA:Pr.4.1.2
  Categorize artwork based on a theme or concept for an exhibit.
  Grade 3
  VA:Pr.4.1.3
  Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Visual Arts/Presenting
#VA:Pr5.1
Process Component: Select
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
  Grade K
  VA:Pr5.1.K
  Explain the purpose of a portfolio or collection.
  Grade 1
  VA:Pr5.1.1
  Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
  Grade 2
  VA:Pr5.1.2
  Distinguish between different materials or artistic techniques for preparing artwork for presentation.
  Grade 3
Identify exhibit space and prepare works of art including artists’ statements, for presentation.

**Visual Arts/Presenting**

**#VA:Pr6.1**

**Process Component:** Analyze

**Anchor Standard:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Question:** What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

**Grade K**

**VA:Pr6.1.K**

Explain what an art museum is and distinguish how an art museum is different from other buildings.

**Grade 1**

**VA:Pr6.1.1**

Identify the roles and responsibilities of people who work in and visit museums and other art venues.

**Grade 2**

**VA:Pr6.1.2**

Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

**Grade 3**

**VA:Pr6.1.3**

Identify and explain how and where different cultures record and illustrate stories and history of life through art.

**Visual Arts/Responding**

**#VA:Re7.1**

**Process Component:** Share

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

**Grade K**

**VA:Re7.1.K**

Identify uses of art within one’s personal environment.

**Grade 1**

**VA:Re7.1.1**

Select and describe works of art that illustrate daily life experiences of one’s self and others.

**Grade 2**
VA:Re7.1.2
Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.
Grade 3
VA:Re7.1.3
Speculate about processes an artist uses to create a work of art.

Visual Arts/Responding
#VA:Re7.2
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
Grade K
VA:Re7.2.K
Describe what an image represents.
Grade 1
VA:Re7.2.1
Compare images that represent the same subject.
Grade 2
VA:Re7.2.2
Categorize images based on expressive properties.
Grade 3
VA:Re7.2.3
Determine messages communicated by an image.

Visual Arts/Responding
#VA:Re8.1
Process Component: Perceive
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
Grade K
VA:Re8.1.K
Interpret art by identifying subject matter and describing relevant details.
Grade 1
VA:Re8.1.1
Interpret art by categorizing subject matter and identifying the characteristics of form.
Grade 2
VA:Re8.1.2
Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
Visual Arts/Responding
#VA:Re9.1
Process Component: Analyze
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: People evaluate art based on various criteria.
Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade K
VA:Re9.1.K
Explain reasons for selecting a preferred artwork.

Grade 1
VA:Re9.1.1
Classify artwork based on different reasons for preferences.

Grade 2
VA:Re9.1.2
Use learned art vocabulary to express preferences about artwork.

Grade 3
VA:Re9.1.3
Evaluate an artwork based on given criteria.

Visual Arts/Connecting
#VA:Cn10.1
Process Component: Interpret
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade K
VA:Cn10.1.K
Create art that tells a story about a life experience.

Grade 1
VA:Cn10.1.1
Identify times, places, and reasons by which students make art outside of school.

Grade 2
VA:Cn10.1.2
Create works of art about events in home, school, or community life.

Grade 3
VA:Cn10.1.3
Develop a work of art based on observations of surroundings.
Visual Arts/Connecting
#VA:Cn11.1
Process Component: Synthesize
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade K
VA:Cn11.1.K
Identify a purpose of an artwork.
Grade 1
VA:Cn11.1.1
Understand that people from different places and times have made art for a variety of reasons.
Grade 2
VA:Cn11.1.2
Compare and contrast cultural uses of artwork from different times and places.
Grade 3
VA:Cn11.1.3
Recognize that responses to art change depending on knowledge of the time and place in which it was made.
Visual Arts/Creating
#VA:Cr1.1
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade 4
VA:Cr1.1.4
Brainstorm multiple approaches to a creative art or design problem.

Grade 5
VA:Cr1.1.5
Combine ideas to generate an innovative idea for art-making.

Visual Arts/Creating
#VA:Cr1.2
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade 4
VA:Cr1.2.4
Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Grade 5
VA:Cr1.2.5
Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Visual Arts/Creating
#VA:Cr2.1
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade 4
VA:Cr2.1.4
Explore and invent art-making techniques and approaches.

Grade 5
VA:Cr2.1.5
Experiment and develop skills in multiple art-making techniques and approaches through practice.

**Visual Arts/Creating**  
#VA:Cr2.2

**Process Component:** Investigate  
**Anchor Standard:** Organize and develop artistic ideas and work.  
**Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.  
**Essential Question:** How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

- **Grade 4**  
  VA:Cr2.2.4
  
  When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

- **Grade 5**  
  VA:Cr2.2.5
  
  Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

**Visual Arts/Creating**  
#VA:Cr2.3

**Process Component:** Investigate  
**Anchor Standard:** Organize and develop artistic ideas and work.  
**Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.  
**Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

- **Grade 4**  
  VA:Cr2.3.4
  
  Document, describe, and represent regional constructed environments.

- **Grade 5**  
  VA:Cr2.3.5
  
  Identify, describe, and visually document places and/or objects of personal significance.

**Visual Arts/Creating**  
#VA:Cr3.1

**Process Component:** Reflect, Refine, Continue  
**Anchor Standard:** Refine and complete artistic work.  
**Enduring Understanding:** Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.  
**Essential Question:** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- **Grade 4**
VA:Cr3.1.4
Revise artwork in progress on the basis of insights gained through peer discussion.
Grade 5
VA:Cr3.1.5
Create artist statements using art vocabulary to describe personal choices in art-making.

Visual Arts/Presenting
#VA:Pr.4.1
Process Component: Relate
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade 4
VA:Pr.4.1.4
Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Grade 5
VA:Pr.4.1.5
Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

Visual Arts/Presenting
#VA:Pr5.1
Process Component: Select
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade 4
VA:Pr5.1.4
Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Grade 5
VA:Pr5.1.5
Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Visual Arts/Presenting
#VA:Pr6.1
Process Component: Analyze
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade 4
VA:Pr6.1.4
Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Grade 5
VA:Pr6.1.5
Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Visual Arts/Responding
#VA:Re7.1
Process Component: Share
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade 4
VA:Re7.1.4
Compare responses to a work of art before and after working in similar media.

Grade 5
VA:Re7.1.5
Compare one’s own interpretation of a work of art with the interpretation of others.

Visual Arts/Responding
#VA:Re7.2
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade 4
VA:Re7.2.4
Analyze components in visual imagery that convey messages.

Grade 5
VA:Re7.2.5
Identify and analyze cultural associations suggested by visual imagery.
Visual Arts/Responding
#VA:Re8.1
Process Component: Perceive
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade 4
VA:Re8.1.4
Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Grade 5
VA:Re8.1.5
Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Visual Arts/Responding
#VA:Re9.1
Process Component: Analyze
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: People evaluate art based on various criteria.
Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade 4
VA:Re9.1.4
Apply one set of criteria to evaluate more than one work of art.

Grade 5
VA:Re9.1.5
Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

Visual Arts/Connecting
#VA:Cn10.1
Process Component: Interpret
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade 4
VA:Cn10.1.4
Create works of art that reflect community cultural traditions.

Grade 5
VA:Cn10.1.5
Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Visual Arts/Connecting
#VA:Cn11.1
Process Component: Synthesize
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade 4
VA:Cn11.1.4
Through observation, infer information about time, place, and culture in which a work of art was created.

Grade 5
VA:Cn11.1.5
Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
Visual Arts/Creating
#VA:Cr1.1

**Process Component:** Investigate, Plan, Make

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.

**Essential Question:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

**Grade 6**

VA:Cr1.1.6  
Combine concepts collaboratively to generate innovative ideas for creating art.

**Grade 7**

VA:Cr1.1.7  
Apply methods to overcome creative blocks.

**Grade 8**

VA:Cr1.1.8  
Document early stages of the creative process visually and/or verbally in traditional or new media.

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Visual Arts/Creating
#VA:Cr1.2

**Process Component:** Investigate, Plan, Make

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

**Essential Question:** How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?

**Grade 6**

VA:Cr1.2.6  
Formulate an artistic investigation of personally relevant content for creating art.

**Grade 7**

VA:Cr1.2.7  
Develop criteria to guide making a work of art or design to meet an identified goal.

**Grade 8**

VA:Cr1.2.8  
Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

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Visual Arts/Creating
#VA:Cr2.1

**Process Component:** Investigate

**Anchor Standard:** Organize and develop artistic ideas and work.

**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade 6
VA:Cr2.1.6
Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Grade 7
VA:Cr2.1.7
Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Grade 8
VA:Cr2.1.8
Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

Visual Arts/Creating
#VA:Cr2.2
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade 6
VA:Cr2.2.6
Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.

Grade 7
VA:Cr2.2.7
Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

Grade 8
VA:Cr2.2.8
Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Visual Arts/Creating
#VA:Cr2.3
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
**Essential Question**: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Grade 6**
- **VA:Cr2.3.6**
  Design or redesign objects, places, or systems that meet the identified needs of diverse users.

**Grade 7**
- **VA:Cr2.3.7**
  Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

**Grade 8**
- **VA:Cr2.3.8**
  Select, organize, and design images and words to make visually clear and compelling presentations.

**Visual Arts/Creating**
- **#VA:Cr3.1**
  **Process Component**: Reflect, Refine, Continue
  **Anchor Standard**: Refine and complete artistic work.
  **Enduring Understanding**: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
  **Essential Question**: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

  **Grade 6**
  - **VA:Cr3.1.6**
    Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
  
  **Grade 7**
  - **VA:Cr3.1.7**
    Reflect on and explain important information about personal artwork in an artist statement or another format.
  
  **Grade 8**
  - **VA:Cr3.1.8**
    Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

**Visual Arts/Presenting**
- **#VA:Pr.4.1**
  **Process Component**: Relate
  **Anchor Standard**: Select, analyze and interpret artistic work for presentation.
  **Enduring Understanding**: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects/artifacts, and artworks for preservation and presentation.
  **Essential Question**: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
Grade 6
VA:Pr.4.1.6
Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

Grade 7
VA:Pr.4.1.7
Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Grade 8
VA:Pr.4.1.8
Develop and apply criteria for evaluating a collection of artwork for presentation.

Visual Arts/Presenting
#VA:Pr5.1
Process Component: Select
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade 6
VA:Pr5.1.6
Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

Grade 7
VA:Pr5.1.7
Based on criteria, analyze and evaluate methods for preparing and presenting art.

Grade 8
VA:Pr5.1.8
Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Visual Arts/Presenting
#VA:Pr6.1
Process Component: Analyze
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade 6
VA:Pr6.1.6
Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Grade 7
VA:Pr6.1.7
Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Grade 8
VA:Pr6.1.8
Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Visual Arts/Responding
#VA:Re7.1
Process Component: Share
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade 6
VA:Re7.1.6
Identify and interpret works of art or design that reveal how people live around the world and what they value.

Grade 7
VA:Re7.1.7
Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Grade 8
VA:Re7.1.8
Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Visual Arts/Responding
#VA:Re7.2
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade 6
VA:Re7.2.6
Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

Grade 7
VA:Re7.2.7
Analyze multiple ways that images influence specific audiences.

Grade 8
Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Visual Arts/Responding
#VA:Re8.1
Process Component: Perceive
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade 6
VA:Re8.1.6
Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Grade 7
VA:Re8.1.7
Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Grade 8
VA:Re8.1.8
Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Visual Arts/Responding
#VA:Re9.1
Process Component: Analyze
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: People evaluate art based on various criteria.
Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade 6
VA:Re9.1.6
Develop and apply relevant criteria to evaluate a work of art.

Grade 7
VA:Re9.1.7
Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Grade 8
VA:Re9.1.8
Create a convincing and logical argument to support an evaluation of art.
Visual Arts/Connecting
#VA:Cn10.1

**Process Component:** Interpret

**Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**Grade 6**
VA:Cn10.1.6
Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

**Grade 7**
VA:Cn10.1.7
Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

**Grade 8**
VA:Cn10.1.8
Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Visual Arts/Connecting
#VA:Cn11.1

**Process Component:** Synthesize

**Anchor Standard:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Grade 6**
VA:Cn11.1.6
Analyze how art reflects changing times, traditions, resources, and cultural uses.

**Grade 7**
VA:Cn11.1.7
Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

**Grade 8**
VA:Cn11.1.8
Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

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Visual Arts/Creating
#VA:Cr1.1

**Process Component:** Investigate, Plan, Make

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.

**Essential Question:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

**Grade Hs proficient**

VA:Cr1.1.HSI

Use multiple approaches to begin creative endeavors.

**Grade Hs accomplished**

VA:Cr1.1.HSII

Individually or collaboratively formulate new creative problems based on student’s existing artwork.

**Grade Hs advanced**

VA:Cr1.1.HSIII

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

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Visual Arts/Creating
#VA:Cr1.2

**Process Component:** Investigate, Plan, Make

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

**Essential Question:** How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

**Grade Hs proficient**

VA:Cr1.2.HSI

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

**Grade Hs accomplished**

VA:Cr1.2.HSII

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

**Grade Hs advanced**

VA:Cr1.2.HSIII

Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

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Visual Arts/Creating
#VA:Cr2.1
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade Hs proficient
VA:Cr2.1.HSI
Engage in making a work of art or design without having a preconceived plan.

Grade Hs accomplished
VA:Cr2.1.HSII
Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Grade Hs advanced
VA:Cr2.1.HSIII
Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Visual Arts/Creating
#VA:Cr2.2
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade Hs proficient
VA:Cr2.2.HSI
Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Grade Hs accomplished
VA:Cr2.2.HSII
Demonstrate awareness of ethical implications of making and distributing creative work.

Grade Hs advanced
VA:Cr2.2.HSIII
Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Visual Arts/Creating
#VA:Cr2.3
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade Hs proficient
VA:Cr2.3.HSI
Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Grade Hs accomplished
VA:Cr2.3.HSII
Redesign an object, system, place, or design in response to contemporary issues.

Grade Hs advanced
VA:Cr2.3.HSIII
Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Visual Arts/Creating
#VA:Cr3.1
Process Component: Reflect, Refine, Continue
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade Hs proficient
VA:Cr3.1.HSI
Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Grade Hs accomplished
VA:Cr3.1.HSII
Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Grade Hs advanced
VA:Cr3.1.HSIII
Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Visual Arts/Presenting
#VA:Pr.4.1
Process Component: Relate
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade Hs proficient
VA:Pr.4.1.HSI
Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Grade Hs accomplished
VA:Pr.4.1.HSII
Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Grade Hs advanced
VA:Pr.4.1.HSIII
Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Visual Arts/Presenting
#VA:Pr5.1
Process Component: Select
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade Hs proficient
VA:Pr5.1.HSI
Analyze and evaluate the reasons and ways an exhibition is presented.

Grade Hs accomplished
VA:Pr5.1.HSII
Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Grade Hs advanced
VA:Pr5.1.HSIII
Investigate, compare, and contrast methods for preserving and protecting art.

Visual Arts/Presenting
#VA:Pr6.1
Process Component: Analyze
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade Hs proficient
VA:Pr6.1.HSI
Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Grade Hs accomplished

VA:Pr6.1.HSII
Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Grade Hs advanced

VA:Pr6.1.HSIII
Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.

Visual Arts/Responding
#VA:Re7.1
Process Component: Share
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade Hs proficient
VA:Re7.1.HSI
Hypothesize ways in which art influences perception and understanding of human experiences.
Grade Hs accomplished
VA:Re7.1.HSII
Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Grade Hs advanced
VA:Re7.1.HSIII
Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Visual Arts/Responding
#VA:Re7.2
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade Hs proficient
VA:Re7.2.HSI
Analyze how one’s understanding of the world is affected by experiencing visual imagery.
Grade Hs accomplished
VA:Re7.2.HSII
Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**Grade Hs advanced**

**VA:Re7.2.HSIII**

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

**Visual Arts/Responding**

#VA:Re8.1

**Process Component:** Perceive

**Anchor Standard:** Interpret intent and meaning in artistic work.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

**Grade Hs proficient**

**VA:Re8.1.HSI**

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

**Grade Hs accomplished**

**VA:Re8.1.HSII**

Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

**Grade Hs advanced**

**VA:Re8.1.HSIII**

Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

**Visual Arts/Responding**

#VA:Re9.1

**Process Component:** Analyze

**Anchor Standard:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Question:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Grade Hs proficient**

**VA:Re9.1.HSI**

Establish relevant criteria in order to evaluate a work of art or collection of works.

**Grade Hs accomplished**

**VA:Re9.1.HSII**

Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

**Grade Hs advanced**

**VA:Re9.1.HSIII**

Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Visual Arts/Connecting
#VA:Cn10.1
Process Component: Interpret
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade Hs proficient
VA:Cn10.1.HSI
Document the process of developing ideas from early stages to fully elaborated ideas.

Grade Hs accomplished
VA:Cn10.1.HSII
Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Grade Hs advanced
VA:Cn10.1.HSIII
Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Visual Arts/Connecting
#VA:Cn11.1
Process Component: Synthesize
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade Hs proficient
VA:Cn11.1.HSI
Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Grade Hs accomplished
VA:Cn11.1.HSII
Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Grade Hs advanced
VA:Cn11.1.HSIII
Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
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<th>Discipline</th>
<th>Region</th>
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ASSESSMENT GLOSSARY TO ACCOMPANY IDAHO FINE ARTS STANDARDS

This glossary was developed by the members of SCASS/Arts Education Assessment Consortium. The terms below are words/phrases in general use in the field of assessment.

**Accommodations:** Approved/standardized administrative or scoring adjustments (e.g., large print or Braille test booklets, individual or small group administrations, reading the test to the student) made for special populations taking standardized assessments

**Accountability testing:** Using student achievement tests to measure the effectiveness of an educational program. Usually summative in nature and in the form of state or other large-scale test designed to conform to psychometric standards, an accountability test purports to assign responsibility for the success or failure of an educational program or system by demanding that schools demonstrate the impact and effectiveness of educational programs in order to justify the money invested in education. Accountability testing is designed to provide achievement data that is used to evaluate and presumably improve the system

**Achievement test:** A test designed to measure students’ “school taught” learning, as opposed to their initial aptitude or intelligence

**Alternative assessment:** Assessments other than traditional multiple-choice tests; most often used to describe performance assessments or other assessments that provide more feedback about student learning than whether the answer is correct or incorrect (Also see Accommodations) SCASS/AEAC Glossary of Assessment Terms Page 2 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

**Analytic scoring:** A method of scoring performance assessments that yields multiple scores for the same task/performance. Performance is separated into major components, traits, or dimensions and each is independently scored. (e.g., a particular sample of a student’s writing may be assessed as grammatically correct at the same time it is assessed as poorly organized.) Analytic scoring is especially effective as a diagnostic tool

**Anchor (Also called exemplars or benchmarks):** A sample of student work (product or performance) used to illustrate each level of a scoring rubric; critical for training scorers of performances since it serves as a standard against which other student work is compared

**Aptitude test:** A test which uses past learning and ability to predict what a person can do in the future; aptitude tests depend heavily on out-of-school experiences rather than in-school learning (Also see intelligence test)

**Assessment:** The process of collecting and analyzing data for the purpose of evaluation. The assessment of student learning involves describing, collecting, recording, scoring, and interpreting information about performance. A complete assessment of student learning should include measures with a variety
of formats as developmentally appropriate. Assessments and the tests they use are usually classified by how the data are used; either formative, benchmark or interim, and summative

Authentic assessments: Assessments that emulate the performance that would be required of the student in real-life situations

Benchmarks: Identifiable points on a continuum toward a goal or standard. The term may be used to describe content standards when interim targets (benchmarks) have been set by age, grade, or developmental level; the term is also used interchangeably with “anchor” papers or performances which illustrate points of progress on an assessment scale (i.e., student works which exemplify the different levels of a scoring rubric) SCASS/AEAC Glossary of Assessment Terms Page 3 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

CIA: Acronym for curriculum, instruction, and assessment

Cohort: A group of students whose progress is followed and measured at different points in time

Competency test: A test intended to verify that a student has met standards (usually minimal) of skills and knowledge and therefore should be promoted, graduated, or perhaps deemed competent

Context: The surrounding circumstances or environment in which an assessment takes place (e.g., embedded in the instruction or under standardized conditions [e.g., part of a large scale assessment])

Cornerstone assessment tasks: Curriculum-embedded assessment tasks that are intended to engage students in applying their knowledge and skills in an authentic context. These tasks are described by their originator Jay McTighe as: • Curriculum embedded (as opposed to externally imposed) • Recurring across the grades, becoming increasingly sophisticated over time • Establishing authentic contexts for performance • Calling for understanding and transfer via genuine performance • Used as rich learning activities or assessments • Integrating 21st century skills (e.g., critical thinking, technology use, teamwork) with subject area content • Evaluating performance with established rubrics • Engaging students in meaningful learning while encouraging the best teaching • Providing content for student portfolios so that students graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken SCASS/AEAC Glossary of Assessment Terms Page 4 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

Criteria (Sometimes used as synonym for traits or attributes): The rules or guidelines used for categorizing or judging; in arts assessment, the rules or guidelines used to judge the quality of a student’s performance (Also see rubric, scoring guide, and scoring criteria)

Criterion-referenced assessment: An assessment designed to measure performance against a set of clearly defined criteria. Such assessments are used to identify student strengths and weaknesses with regard to specified knowledge and skills (which are the goals or standards of the instruction). Synonyms
include: standard-based or - referenced, objective-referenced, content-referenced, domain-referenced, or universe-referenced

**Curricular alignment:** The degree to which a curriculum’s scope, sequence, and content match standards, instruction, assessment, or instructional resources. Cut score (also called performance standard) performance level or numerical score established by the assessment system to describe how well the student performed. The cut score can be manipulated to increase or decrease the number “passing” or “failing” a test (Also see standard-setting)

**Descriptors:** Explanations that define the levels of scoring scales (Also see criteria)

**Dimension:** Specific traits, characteristics, or aspects of performance which are fairly independent of each other and can be scored separately (e.g., rhythm and melody can be scored separately for the same musical performance)

**Disaggregate (As in disaggregated data):** Pulling information apart (e.g., looking at the performance of various sub-groups instead of only the performance of the large group)

**Educational outcome:** An educational goal, expectation, or result that occurs at the end of an educational program or event (usually a culminating activity, product, or other measurable performance). Enhanced/extended multiple-choice assessments Selected-response assessments with additional parts (for more points); this additional part often requires the students to justify their answers, show their work, or explain why they marked a particular option

**Essay test:** A paper-and-pencil test that requires students to construct their entire brief or extensive responses to the question(s); should be limited to measuring higher levels of learning

**Extended-response assessments:** An essay question or performance assessment, which requires an elaborated or graphic response that expresses ideas and their interrelationships in a literate and organized manner

**Evaluation:** A judgment about the worth or quality of something. In education, data from tests, tasks, or performances are used to make judgments about the success of the student or program

**Formative Assessment (Sometimes referred to as Assessment for Learning):** A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Short interval and usually classroom-based assessments that have immediate information for teachers and students to inform the instructional process and determine what comes next in the learning process

**Generalizability:** The degree to which the performances measured by a set of assessment items/tasks are representative of the entire domain being assessed (E.g., is one performance assessment sufficient for drawing conclusions about a student’s ability to critique works of art?); may also be an issue in drawing a sample of students from a population (i.e. the degree to which a sample of students is representative of the population from which it is drawn).
Grade equivalent: A score, available from some standardized tests, which describes the performance of students according to how it resembles the performance of students in various grades. A GE of 5.5 means that the student is performing like a student in the fifth month of the fifth grade.

Grading: A rating system for evaluating student work; grades are usually letters or numbers and their meaning varies widely across teachers, subjects, and systems.

High-stakes testing: Any testing program for which the results have highly significant consequences for students, teachers, schools, and/or districts. These summative tests are frequently used as accountability devices to determine effectiveness or success.

Holistic method: A scoring method which assigns a single score based on an overall appraisal or impression of performance rather than analyzing the various dimensions separately. A holistic scoring rubric can be specifically linked to focused (written) or implied (general impression) criteria. Some forms of holistic assessment do not use written criteria at all but rely solely on anchor papers for training and scoring.

Intelligence tests: Tests designed to measure general cognitive functioning; group or individually administered tests used to determine mental age as compared to chronological age (MA/CA x 100 = IQ [intelligence quotient]); i.e., the “average” IQ of the population is 100. Some intelligence tests do not calculate mental age but compare an individual’s performance to the performance of a norm group at various developmental levels, generating verbal and performance scores with a mean or “average” score of 100.

Item Analysis: A statistical analysis of the items on a selected-response test to determine the relationship of the item to the test’s validity and reliability as a whole. The number and nature of the students selecting each option are analyzed.

Matrix sampling: A process used to estimate the performance of large groups through testing a representative sample of the students. Each student in the sample may be given only a small segment of the total assessment.

Mean: The arithmetic average of a group of scores; one of three measures of central tendency, a way to describe a group of scores with a single number.

Median: A measure of central tendency, which identifies the point on the scale that separates a group of scores so that there is an equal number of scores above and below it.

Metacognition: The ability to think about one’s own thinking; the knowledge that individuals have of their own thinking processes and strategies and their ability to monitor and regulate those processes.

Multiple-choice test: A test consisting of items (questions or incomplete statements) followed by a list of choices from which students have to select the correct or best response.
Multiple Measures: The use of a variety of assessments to evaluate performance in a subject area (e.g., using multiple-choice items, short answer questions, and performance tasks to assess student achievement in a subject); the use of multiple measures is advocated to obtain a fair and comprehensive measurement of performance

Mode: A measure of central tendency which identifies the most frequent score in a group of scores (e.g., in the group of scores: 1, 2, 8, 9, 9, 10, the mode is 9)

Norm: The midpoint or “average” score for the group of students to which a norm-referenced test was initially administered (the norm group). By design, 50% of the students score below and 50% above this score SCASS/AEAC Glossary of Assessment Terms Page 8 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

Norm group: A group of students that is first administered a standardized norm-referenced test by its developers in order to establish scores for interpreting the performance of future testtakers

Norm-referenced test: A standardized test which compares the performance of students to an original group that took the test (the norm group); results usually reported in terms of percentile scores (e.g., a score of 90 means that the student did better than 90% of the norm group)

Normal curve equivalent (NCE): A normalized standard score used to compare scores across tests with different scales and/or between students on the same test (since arithmetic manipulations should not use percentiles); it has a mean of 50, a standard deviation of 21.06 and is often required for reporting by federal funding agencies such as Title I

Open-ended assessments: Constructed assessments (frequently tasks or problems) that require students to generate a solution to a problem for which there is no single correct answer (e.g., create a drawing that uses symbols of the Renaissance)

Percentile: A statistic provided by standardized norm-referenced tests which describes the performance of a student as compared to that of the norm group. The range is 1 to 99 with 50 denoting average performance. A student scoring at the 65th percentile performed better than, or as well as, 65% of the norm group

Performance assessment: A task/event/performance designed to measure a student’s ability to directly demonstrate particular knowledge and skills. E.g., a student may be asked to demonstrate some physical or artistic achievement: play a musical instrument, create or critique a work of art, or improvise a dance or a scene. These kinds of assessments (e.g., tasks, projects, portfolios, etc.) are scored using rubrics: established criteria for acceptable performance

Portfolio: A purposeful collection of student work across time which exhibits a student’s efforts, progress, or level of proficiency. Examples of types of portfolios include: showcase (best work), instructional, assessment (used to evaluate the student, and process or project (shows all phases in the development of a product or performance)
Primary trait scoring: A type of rubric scoring constructed to assess a specific trait, skill or format or the impact on a designated audience. (Also see analytic scoring.) Project a type of performance assessment which is complex, usually requiring more than one type of activity, process, or product for completion.

Quartile: A way of describing the position of a score on a norm referenced test, e.g., the score falls in one of four groups: 0-25th percentile, 26th-40th percentile, etc.

Quintile: A way of describing the position of a score on a norm referenced test, e.g., the score falls in one of five groups: 0-20th percentile, 21-40th percentile, etc.

Range: The most rudimentary method of describing how much a group of scores vary; range is determined by subtracting the lowest from the highest score in the group.

Rating scale: A scale used to evaluate student learning using a gradation of numbers or labels; a Likert rating scale is frequently used to measure attitudes or perceptions.

Reliability: A measure of the consistency of an assessment across time, judges and subparts of the assessment (assuming no real change in what is being measured).

Rating scale: A scale used to evaluate student learning using numbers or labels (e.g., a Likert scale).

Rubric (Sometime referred to as a scoring guide or scoring criteria): An established, ordered set of criteria for judging student performance/products; it includes performance descriptors of student work at various levels of achievement.

Sampling: A way to get information about a large group by examining a smaller representative number of the group (the sample).

Scale score: A score indicating an individual’s performance on a standardized test, which allows comparisons across sub-groups and time (e.g., one could use scale scores to compare test results among classes, schools, and districts; or across grades from year to year).

Scaffolded assessments: A set of context-dependent assessments, which are sequenced to measure ascending levels of learning; this set usually contains a variety of item formats (from multiple-choice to performance tasks) about a single stimulus (e.g., a specific set of materials: a particular situation, scenario, problem, or event). Since these kinds of assessments can measure a variety of kinds of learning, they provide the opportunity for diagnosis of instruction and identification of student strengths and weaknesses.

Scoring criteria: The rules or guidelines used to assign a score (a number or a label) indicating the quality of a performance; in the analytic scoring of a performance, different rules may be applied to different dimensions or traits of the performance.

Scoring guide: Directions for scoring and/or interpreting scores; the guide may include general instructions for raters, training notes, rating scales, rubric, and student work. Selected-response items a
kind of test item for which students have to select the best or correct answer from a list of options (multiple-choice, etc.) or indicate the truth or falsity of a statement

**Self-assessment:** Collecting data about one’s own performance for the purpose of evaluating it. Self-evaluation may include the comparison of one’s own performance against established criteria, change in performance over time, and/or a description of current performance. Three types of educational standards are frequently used in education today

**Standard deviation:** A measure of the variability of a group of scores. When the standard deviation is high, students are performing very differently from each other; if it is low, students are performing similarly to one another

**Standard error of measurement:** A statistic used to indicate the consistency and reliability of a measurement instrument; a large standard error of measurement indicates that we have less confidence in the obtained score

**Standards-based instruction:** Instruction designed, taught, and assessed using Standards • Content standards specify what students should know and be able to do in a specific content area—-the essential knowledge, skills, processes, and procedures students must learn and be able to demonstrate. They answer the question: “What should be learned in this subject?” Student standards have been developed for periods of time ranging from individual grade levels to lifelong learning • Performance standards specify the degree or quality of learning students are expected to demonstrate in the subject. They answer the question: “How good is good enough?” The national standards for the arts use the term “achievement standards” to avoid confusion between arts performance and performance assessment (Some states refer to established levels of proficiency instead of performance standards) • Opportunity-to-learn standards specify what schools must provide to enable students to meet content and performance standards. student standards (achievement targets)

**Stanine:** A standard 9-point scale used to report the results of norm-referenced tests in order to allow comparison of scores across students, schools, districts, tests, grades, etc. The mean is 5 and the standard deviation approximately 2. Stanines of 1-3 are considered below average; 4-6 average; and 7-9 above average

**Standardized test:** A test administered to a group of persons under the same specific conditions so student results can be fairly compared

**Summative Assessment:** The effort to summarize student learning at a particular point in time such as the end of a chapter, unit, grading period, semester, year, or end of course

**Test:** A sample of behavior or performance administered in order to provide a basis for inferences about a larger subject area or domain of study. E.g., a teacher may administer a 30-minute test to provide evidence of the student’s learning for the last two weeks or for a particular unit of instruction. The test may be norm- or criterion-referenced, traditional (e.g., multiple-choice, short answer, essay, etc.), or
performance-based. A teacher-made test is one prepared and administered by the teacher, usually for use in the classroom

Validity: A characteristic of a measure which refers to its ability to measure what it is intended to measure AND do so reliably (i.e., measures consistently across time, judges, and subparts). A valid measure is both accurate and consistent; e.g., a bathroom scale may record 100 pounds every time a person gets on it, but if he or she actually weighs 120, the scale is reliable but not valid. Types of validity include: • Content validity—The assessment has content validity if it measures the content or area it intends to measure • Concurrent validity—The assessment has concurrent validity if it is correlated with other measures of that particular content or area • Predictive validity—The assessment has predictive validity if it predicts later actual performance of the individual in that subject or area. Predictive validity is related to generalizability
DANCE GLOSSARY OF TERMS

**Aesthetic:** A set of principles concerned with the nature and appreciation of beauty

**Alignment:** The process of adjusting the skeletal and muscular system to gravity to support effective functionality

**Alternative performance venue:** A performance site other than a standard Western style theater (for example, classroom, site specific venue, or natural environment)

**Anatomical principles:** The way the human body’s skeletal, muscular and vascular systems work separately and in coordination

**Artistic criteria:** Aspects of craft and skill used to fulfill artistic intent

**Artistic expression:** The manifestations of artistic intent though dance, drama music, poetry, fiction, painting, sculpture or other artistic media.

**Artistic statement:** An artist’s verbal or written introduction of their work from their own perspective to convey the deeper meaning or purpose

**Body patterning:** Neuromuscular patterns (for example, core-distal, head-tail, homologous [upper-lower], homo-lateral [same-side], cross-lateral [crossing the body midline])

**Body-mind principles:** Concepts explored and/or employed to support body-mind connections (for example, breath, awareness of the environment, grounding, movement initiation, use of imagery, intention, inner-outer, stability-mobility)

**Body-use:** The ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns

**Bound movement:** An “effort element” from Laban Movement Analysis in which energy flow is constricted

**Capstone Project:** A culminating performance-based assessment that determines what 12th graders should know and be able to do in various educational disciplines; usually based on research and the development of a major product or project that is an extension of the research

**Choreographic devices:** Manipulation of dance movement, sequences or phrases (repetition, inversion, accumulation, cannon, retrograde, call and response)

**Codified movement:** Common motion or motions set in a particular style that often have specific names and expectations associated with it

**Context clues:** Information obtained from the dance that helps one understand or comprehend meaning and intent from a movement, group of movements, or a dance as a whole; requires seeing
Contrapuntal: An adjective that describes the noun counterpoint; music that has at least two melodic lines (voices) played simultaneously against each other; in dance, at least two movement patterns, sequences or phrases danced simultaneously using different body parts or performed by different dancers

Cultural movement practice: Physical movements of a dance that are associated with a particular country, community, or people

Dance literacy: The total experience of dance learning that includes the doing and knowing about dance: dance skills and techniques, dance making, knowledge and understanding of dance vocabulary, dance history, dance from different cultures, dance genres, repertory, performers and choreographers, dance companies, and dance notation and preservation

Dance movement principles: Fundamentals related to the craft and skill with which dance movement is performed (for example, the use of dynamic alignment, breath support, core support, rotation, initiation and sequencing, and weight shift)

Dance phrase: A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

Dance structures: The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA or theme and variation); often referred to as choreographic form

Dance study: A short dance that is comprised of several dance phrases based on an artistic idea

Dance techniques: The tools and skills needed to produce a particular style of movement

Dance terminology: Vocabulary used to describe dance and dance experiences Simple dance terminology (for example, locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march, and gallop; and non-locomotor words, bend, twist, turn, open and close). Vocabulary used to describe dance movement techniques, structures, works, and experiences that are widely shared in the field of dance; Genre-specific dance terminology used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap, and others.

Dance work: A complete dance that has a beginning, middle (development), and end

Dynamics: The qualities or characteristics of movement which lend expression and style; also called “efforts,” or “energy (for example, lyrical, sustained, quick, light, or strong)

Elements of dance: The key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement

Embody: To physicalize a movement, concept, or idea throughout the body

Energy: The dynamic quality, force attach, weight, and flow of movement
Evaluative Criteria: The definition of values and characteristics with which dance can be assessed; factors to be considered to attain an aesthetically satisfying dance composition or performance

Explore: Investigate multiple movement possibilities to learn more about an idea

Free flowing movement: An “effort element” from Laban Movement Analysis in which energy is continuous

Functional alignment: The organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing

General Space: Spatial orientation that is not focused towards one area of a studio or stage

Genre: A category of dance characterized by similarities in form, style, purpose, or subject matter (for example, ballet, hip hop, modern, ballroom, cultural practices)

Kinesthetic awareness: Pertaining to sensations and understanding of bodily movement

Locomotor: Movement that travels from one location to another or in a pathway through space (for example, in PreK, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop; in Kindergarten, the addition of prance, hop, skip, slide, leap)

Movement Characteristics: The qualities, elements, or dynamics that describe or define a movement

Movement phrase: A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

Movement problem: A specific focus that requires one to find a solution and complete a task; gives direction and exploration in composition

Movement vocabulary: Codified or personal movement characteristics that define a movement style

Negative space: The area (space) around and between the dancer(s) or dance images(s) in a dance

Non-locomotor: Movement that remains in place; movement that does not travel from one location to another or in a pathway through space for example, in PreK, bend, twist, turn, open, close; in Kindergarten, swing, sway, spin, reach, pull)

Performance etiquette: Performance values and expected behaviors when rehearsing or performing (for instance, no talking while the dance is in progress, no chewing gum, neat and appropriate appearance, dancers do not call out to audience members who are friends)

Personal space: The area of space directly surrounding one’s body extending as far as a person can reach; also called the kinesphere

Polyrhythmic: In music, several rhythms layered on top of one another and played simultaneously; in dance, embodying several rhythms simultaneously in different body parts
**Production elements:** Aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props)

**Production terminology:** Words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation

**Rhythm:** The patterning or structuring of time through movement or sound

**See.Think.Wonder:** An inquiry-based Visual Thinking Strategy (VTS) used for critical analysis from Harvard Project Zero, in which children respond to simple questions (What do you see? What do you think? What do you wonder?) which enable a child to begin make meaning from an observed (dance) work of art

**Sound Environment:** Sound accompaniment for dancing other than music (for example, street noise, ocean surf, bird calls, spoken word)

**Space:** Components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments

**Spatial design:** Pre-determined use of directions, levels, pathways, formations, and body shapes

**Stimuli:** A thing or event that inspires action, feeling, or thought

**Style:** Dance that has specific movement characteristics, qualities, or principles that give it distinctive identity (for example, Graham technique is a style of Modern Dance; rhythm tap is a style of Percussive Dance; Macedonian folk dance is a style of International Folk dance; Congolese dance is a style of African Dance)

**Technical dance skills:** The degree of physical proficiency a dancer achieves within a dance style or technique (for example, coordination, form, strength, speed and range)

**Tempi:** Different paces or speeds of music, or underlying beats or pulses, used in a dance work or composition (singular: tempo)

**Tempo:** The pace or speed of a pulse or beat underlying music or movement (plural: tempi or tempos)

**Theme:** A dance idea that is stated choreographically
MEDIA ARTS GLOSSARY OF TERMS

Balance: Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture.

Components: Discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

Composition: Principle of arrangement and balancing of components of a work for meaning and message.

Constraints: Limitations on what is possible, both real and perceived.

Contrast: Principle of using the difference between items, such as elements, qualities and components, to mutually complement them.

Continuity: The maintenance of uninterrupted flow, continuous action or self-consistent detail. across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

Context: The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.)

Convention: An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a ‘hero’ in storytelling.

Copyright: The exclusive right to make copies, license, and otherwise exploit a produced work.

Digital identity: How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

Divergent thinking: Unique, original, uncommon, idiosyncratic ideas; thinking “outside of the box”.

Design thinking: A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design.

Emphasis: Principle of giving greater compositional strength to a particular element or component in a media artwork.

Ethics: Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments.

Exaggeration: Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.
**Experiential Design:** Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design

**Fairness:** Complying with appropriate, ethical and equitable rules and guidelines

**Fair use:** Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

**Force:** Principle of energy or amplitude within an element, such as the speed and impact of a character’s motion

**Generative methods:** Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rulebending, etc.

**Hybridization:** Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia

**Interactivity:** A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles

**Juxtaposition:** Placing greatly contrasting items together for effect

**Legal:** The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

**Manage audience experience:** The act of designing and forming user sensory episodes through multisensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer’s attention, or constructing thematic spaces in virtual or experiential design

**Markets:** The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

**Media arts contexts:** The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations

**Media environments:** Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online

**Media literacy:** A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages – National Association for Media Literacy Education

**Media messages:** Various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks
Meaning: The formulation of significance and purposefulness in media artworks

Modeling /concept modeling: Creating a digital or physical representation or sketch of an idea, usually for testing; prototyping

Movement: Principle of motion of diverse items within media artworks

Multimodal perception: Coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks

Multimedia theatre: The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience

Narrative structure: The framework for a story, usually consisting of an arc of beginning, conflict and resolution

Personal aesthetic: An individually formed, idiosyncratic style or manner of expressing oneself; an artist’s “voice”

Perspective: Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition

Point of view: The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters

Positioning: The principle of placement or arrangement

Production processes: The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design

Prototyping: Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

Resisting closure: Delaying completion of an idea, process or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

Responsive use of failure: Incorporating errors towards persistent improvement of an idea, technique, process or product

Rules: The laws, or guidelines for appropriate behavior; protocols

Safety: Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups

Soft skills: Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.
Stylistic convention: A common, familiar, or even “formulaic” presentation form, style, technique or construct, such as the use of tension building techniques in a suspense film.

Systemic Communications: Socially or technologically organized and higher-order media arts communications such as networked multimedia, television formats and broadcasts, “viral” videos, social multimedia (e.g. “vine” videos), remixes, transmedia, etc.

System(s): The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving.

Technological: The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

Tone: Principle of “color”, “texture” or “feel” of a media arts element or component, as for sound, lighting, mood, sequence, etc.

Transdisciplinary production: Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work.

Transmedia production: Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms.

Virtual channels: Network based presentation platforms such as: Youtube, Vimeo, Deviantart, etc.

Virtual worlds: Online, digital, or synthetic environments (e.g. Minecraft, Second Life).

Vocational: The workforce aspects and contexts of media arts.
MUSIC GLOSSARY OF TERMS

**AB**: Musical form consisting of two sections, A and B, which contrast with each other (binary form)

**ABA**: Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form)

**Ability**: Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction

**Academic vocabulary**: words that traditionally are used in academic dialogue and text

**Analog tools**: Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers

**Analyze**: Examine in detail the structure and context of music

**Arrangement**: Setting or adaptation of an existing musical composition

**Arranger**: Person who creates alternative settings or adaptations of existing music

**Articulation**: Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones)

**Artistic literacy**: Knowledge and understanding required to participate authentically in the Arts

**Atonality**: Music in which no tonic or key center is apparent

**Audiate**: Hear and comprehend sounds in one’s head (inner hearing), even when no sound is present

**Audience etiquette**: Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed

**Beat**: Underlying steady pulse present in most music

**Benchmark**: Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set)

**Binary form**: (See AB)

**Body percussion**: Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping

**Bordun**: Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating
Chant: Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm

Chart: Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes

Chord progression: Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music

Collaboratively: Working together on a common (musical) task or goal

Collaboratively-developed criteria: Qualities or traits for assessing achievement level that have been through a process of collective decision-making

Complex formal structure: Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections

Composer: One who creates music compositions

Composition: Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording

Compositional devices: Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form

Compositional techniques: Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, soundsilence, motion-stasis, in addition to compositional devices

Concepts, music: Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas

Connection: Relationship among artistic ideas, personal meaning, and/or external context

Context: Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

Context, cultural: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Context, historical: Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience
Context, personal: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Context, social environment: Surrounding something or someone’s creation or intended audience that reflects and influences how people use and interpret the musical experience

Craftsmanship: Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance

Create: Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work

Creative intent: Shaping of the elements of music to express and convey emotions, thoughts, and ideas

Creator: One who originates a music composition, arrangement, or improvisation

Criteria: Guidelines used to judge the quality of a student’s performance (See Rubric)

Cultural context: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Culturally authentic performance: Presentation that reflects practices and interpretation representative of the style and traditions of a culture

Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food

Cyclical structure: Musical form characterized by the return or “cycling around” of significantly recognizable themes, motives, and/or patterns across movements

Demonstrate: Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

Diatonic: Seven-tone scale consisting of five whole steps and two half steps

Digital environment: Simulated place made or created through the use of one or more computers, sensors, or equipment

Digital notation: A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers

Digital resources: Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone

Digital systems: Platforms that allow interaction and the conversion between and through the audio and digital domains
Digital tools: Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software

Dynamics: Level or range of loudness of a sound or sounds

Elements of music: Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

Enduring understanding: Overarching (aka, “big”) ideas that are central to the core of the music discipline and may be transferred to new situations

Ensemble: Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming

Essential question: Question that is central to the core of a discipline—in this case, music—and promotes investigation to uncover corresponding enduring understanding(s)

Established criteria: Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time

Expanded form: Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda

Explore: Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

Expression: Feeling conveyed through music

Expressive aspects: Characteristics that convey feeling in the presentation of musical ideas

Expressive intent: Emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music

Expressive qualities: Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity

Form: Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form

Formal design: Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece

Fret: Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch
**Function:** Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising

**Fundamentals of music theory:** Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords

**Fusion:** Type of music created by combining contrasting styles into a new style

**Genre:** Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country

**Guidance:** Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student’s capacity to eventually perform the task independently

**Harmonic sequences:** Series of two or more chords commonly used to support melody(ies)

**Harmonizing instruments:** Musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs

**Harmonization:** Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material

**Harmony:** Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions

**Heterophonic:** Musical texture in which slightly different versions of the same melody sound simultaneously

**Historical context:** Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience

**Historical periods:** Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900)

**Homophonic:** Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords

**Iconic notation:** Representation of sound and its treatment using lines, drawings, pictures

**Imagine:** Generate musical ideas for various purposes and contexts

**Imagination:** Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (See Audiate)
Improvisation: Music created and performed spontaneously or “in-the-moment,” often within a framework determined by the musical style

Improviser: One who creates music spontaneously or “in-the-moment”

Independently: Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed

Intent: Meaning or feeling of the music planned and conveyed by a creator or performer

Interpret: Determine and demonstrate music’s expressive intent and meaning when responding and performing

Interpretation: Intent and meaning that a performer realizes in studying and performing a piece of music

Intervals: Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively

Intonation: Singing or playing the correct pitch in tune

Key signature: Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode

Lead-sheet notation: System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played

Lyrics: Words of a song

Major scale: Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half

Melodic contour: Shape of a melody created by the way its pitches repeat and move up and down in steps and skips

Melodic passage: Short section or series of notes within a larger work that constitutes a single coherent melodic idea

Melodic pattern: Grouping, generally brief, of tones or pitches

Melody: Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

Meter: Grouping of beats and divisions of beats in music, often in sets of twos (dupe meter) or threes (triple meter)
Minor scale: Scale in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic

Modal: Music based on a mode other than major or minor

Modes: Seven-tone scales that include five whole steps and two half steps; the seven possible modes — Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian — were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged

Model cornerstone assessment: Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components

Moderately complex formal structure: Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic, melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way

Mood: Over-all feeling that a section or piece of music conveys

Monophonic: Musical texture consisting of a single, unaccompanied melodic line

Motif/motive: Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element

Movement: Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds

Music literacy: Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding

Music theory: Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works

Music vocabulary: Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary)

Musical criteria: Traits relevant to assessing music attributes of a work or performance

Musical idea: Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

Musical range: Span between the highest and lowest pitches of a melody, instrument, or voice

Musical work: Piece of music preserved as a notated copy or sound recording or passed through oral tradition
Non-pitched instruments: Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones

Notation: Visual representation of musical sounds

One-part formal structure: Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as throughcomposed

Open-ended assessment: Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting

Pentatonic scale: Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible

Perform: Process of realizing artistic ideas and work through interpretation and presentation

Performing, performance: Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing)

Performance decorum: Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire

Performance practice: Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work

Performance technique: Personal technical skills developed and used by a performer

Personal context: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Personally-developed criteria: Qualities or traits for assessing achievement level developed by students individually

Phrase: Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

Phrasing: Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling

Piece: General, non-technical term referring to a composition or musical work

Pitch: Identification of a tone or note with respect to highness or lowness (i.e., frequency)

Plan: Select and develop musical ideas for creating a musical work

Polyphonic: Musical texture in which two or more melodies sound simultaneously
Polytonal: Music in which two or more tonalities (keys) sound simultaneously

Present: Share artistic work (e.g., a composition) with others

Program: Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting

Purpose: Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression

Refine: Make changes in musical works or performances to more effectively realize intent through technical quality or expression

Repertoire: Body or set of musical works that can be performed

Respond: Understand and evaluate how the arts convey meaning

Rhythm: Duration or length of sounds and silences that occur in music; organization of sounds and silences in time

Rhythmic passage: Short section or series of notes within a larger work that constitutes a single coherent rhythmic idea

Rhythmic pattern: Grouping, generally brief, of long and short sounds and silences

Rondo: Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA

Rubric: Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement

Scale: Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps

Score: Written notation of an entire music composition

Section: One of a number of distinct segments that together comprise a composition; a section consists of several phrases

Select: Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context

Sensitivity: Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression

Set: Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording
Setting: Specified or implied instrumentation, voicing, or orchestration of a musical work

Setting of the text: Musical treatment of text as presented in the music

Share: Present artistic work (e.g., a composition) to others

Sight-reading: First attempt to perform a notated musical work

Simple formal structure: Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections

Social context: Environment surrounding something or someone’s creation or intended audience that reflects and influences how people use and interpret the musical experience

Sonic events: Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical

Sonic experience: Perception and understanding of the sounds and silences of a musical work and their inter-relationship

Stage presence: Performer’s ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression

Staging: Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance

Standard notation: System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation

Storyline: Extra-musical narrative that inspires or explains the structure of a piece of music

Strophic form: Vocal music in which the music repeats with a new set of text each time

Structure: Totality of a musical work

Style: Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre

Stylistic expression: Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin

Tablature: System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board

Teacher-provided criteria: Qualities or traits for assessing achievement level that are provided to students by the teacher
**Technical aspects:** Characteristics enabling the accurate representation/presentation of musical ideas

**Technical challenges:** Requirements of a particular piece of music that stretch or exceed a performer’s current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution

**Technical accuracy, technical skill:** Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work

**Tempo:** Rate or speed of the beat in a musical work or performance

**Tension/release:** Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling

**Ternary form:** (See ABA)

**Texture:** Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound

**Theme and variations:** Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody

**Timbre:** Tone color or tone quality that distinguishes one sound source, instrument, or voice from another

**Tonal pattern:** Grouping, generally brief, of tones or pitches

**Tonality:** Tonic or key tone around which a piece of music is centered

**Transfer:** Use music knowledge and skills appropriately in a new context

**Unity:** Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See Variety)

**Variety:** Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See Unity)

**Venue:** Physical setting in which a musical event takes place

**Vocables:** Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent

**Vocalizations:** Vocal exercises that include no text and are sung to one or more vowels
Acting techniques: Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance

Believability: Theatrical choices thought to be “true” based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction

Character traits: Observable embodied actions that illustrate a character’s personality, values, beliefs, and history

Conflict: The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural

Creative drama: A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama

Creative processes: The application of production and technical elements (see the definitions) to a theatrical production

Devised drama: Creation of an original performance piece by an ensemble

Dialogue: A conversation between two or more characters

Dramatic play: Make-believe where children naturally assign and accept roles, then act them out

Focus: Commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

Genre: Relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce

Gesture: An expressive and planned movement of the body or limbs

Given circumstances: The underlying actions and events that have happened before the play, story, or devised piece begins

Guided drama experience: A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role
**Improvise:** The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed

**Imaginary elsewhere:** An imagined location which can be historical, fictional, or realistic

**Imagined worlds:** An imaginary world created collectively by participants in a drama experience

**Inner thoughts:** The underlying and implied meaning or intentions in the character’s dialogue or actions (also known as subtext)

**Motivation:** Reasons why a character behaves or reacts in a particular way in a scene or play

**Non-representational materials:** Objects which can be transformed into specific props through the imagination

**Objective:** A goal or particular need or want that a character has within a scene or play

**Plot:** A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action

**Process drama:** A non-linear, episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves

**Production elements:** Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts

**Scripted drama:** A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters

**Script analysis:** The study of a script to understand the underlying structure and themes of the play’s story, and the motives and objectives of its characters

**Staging:** Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning

**Story drama:** Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves

**Story elements:** Characters, setting, dialogue, and plot that create a story
**Style**: The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor.

**Tactic**: The means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb.

**Technical elements**: The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production.

**Theatrical conventions**: Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside.

**Theme**: The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas.

**Visual composition**: The arrangement of actors and scenery on a stage for a theatrical production, sometimes known as mise en scène.
Art: In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, “The Role of Theory in Aesthetics,” Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art. In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean “an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.” An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of “good art.”

Artist statement: Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature.

Artistic investigations: In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing.

Art-making approaches: Diverse strategies and procedures by which artists initiate and pursue making a work.

Artwork: Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.

Brainstorm: Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment.

Characteristic(s): Attribute, feature, property, or essential quality. Characteristics of form (and structure) terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others.

Collaboration: Joint effort of working together to formulate and solve creative problems.

Collaboratively: Joining with others in attentive participation in an activity of imagining, exploring, and/or making.

Concepts: Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form.
**Constructed environment:** Human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play.

**Contemporary artistic practice:** Processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces.

**Context:** Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork’s creation and reception.

**Copyright:** Form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works.

**Creative commons:** Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker’s choice ([http://creativecommons.org](http://creativecommons.org)).

**Creativity:** Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.

**Criteria:** In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success.

**Contemporary criteria:** Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings.

**Established criteria:** Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design.

**Personal criteria:** Principles for evaluating art and design based on individual preferences.

**Relevant criteria:** Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work.

**Critique:** Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design.
Cultural contexts: Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art

Cultural traditions: Pattern of practices and beliefs within a societal group

Curate: Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits

Curator: Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

Design: Application of creativity to planning the optimal solution to a given problem and communication of that plan to others

Digital format: Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device

Engagement: Attentive participation in an activity of imagining, exploring, and making

Exhibition narrative: Written description of an exhibition intended to educate viewers about its purpose

Expressive properties: Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

Fair use: Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one’s work is “fair,” such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

Formal and conceptual vocabularies: Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures

Genre: Category of art or design identified by similarities in form, subject matter, content, or technique

Image: Visual representation of a person, animal, thing, idea, or concept

Imaginative play: Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating

Innovative thinking: Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems

Material culture: Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals
Materials: Substances out of which art is made or composed, ranging from the traditional to “nonart” material and virtual, cybernetic, and simulated materials

Medium/Media: Mode(s) of artistic expression or communication; material or other resources used for creating art

Open source: Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (http://opensource.org/)

Play: Spontaneous engaged activity through which children learn to experience, experiment, discover, and create

Portfolio: Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual’s creative growth and artistic literacy

Preservation: Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means

Preserve: Protect, save, and care for (curate) objects, artifacts, and artworks

Style: Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist

Technologies: Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments

Text: That form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps

Venue: Place or setting for an art exhibition, either a physical space or a virtual environment

Visual components: Properties of an image that can be perceived

Visual imagery: Group of images; images in general Visual organization approaches and strategies Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work

Visual plan: Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue
Idaho Dance Standards White Paper

Introduction
We, the Dance Standards Revision Executive Committee, upon review of the new dance standards as presented by the State Educational Agency Directors for Arts Education (SEADAE), recommend the adoption of these standards for the State of Idaho. These standards provide the guidelines for assisting Idaho students to move sequentially from public education towards college and career readiness.

Dance Education
Dance education provides all students with opportunities to participate in, understand, create, reflect and value the art of dance. Students exposed and trained in dance develop dance literacy, and participate in multiple ways of communicating and collaborating. Dance enhances any and all students’ abilities to develop creativity, imagination, innovation, critical thinking and problem solving.

An education in dance fosters movement experiences where students are engaged in creating, performing, responding, and connecting. “The art of dance uses movement to communicate meaning about the human experience. It is far more than exercise or entertainment. It is a powerful medium to express one’s values, thoughts, and aspirations about the lives we live and the world in which we live.” (National Dance Education Organization).

Dance Literacy Defined
‘Dance literacy is the ability to identify, understand, interpret, create, communicate and analyze, using movement, spoken language, written materials, and symbolic means in varying contexts. Dance literacy involves a continuum of learning by enabling individuals to achieve their goals, develop their art, knowledge and potential, as well as participate fully in their community and wider society’ (Curran 28). In comparing the current Idaho Humanities Standards for Dance, the new standards more clearly reflect our values in dance as art in education.

The new Dance Standards are designed:

- To build upon essential questions and enduring understandings that connect all art forms through eleven anchor standards.
- To identify the learning that we want for all of our students and to drive improvement in the system that delivers learning.
- To guide the delivery of arts education in the classroom in new ways of thinking, learning and creating.
  To clarify through clear, concise, flexible standards for educators.
- To inform educators about implementation of arts programs for the traditional and emerging models and structures of education.
- To frame the artistic literacy, as outlined in philosophical foundations, lifelong goals and artistic processes.
- To focus a framework that delivers the educational nuance of standards in only four artistic processes (creating, performing, responding and connecting), bringing together what artists do and what we want our students to do.
**Conclusion**
The Idaho Dance Standards Revision Executive Committee, comprised of a group of experienced and qualified dance educators, recognize the extensive work that has gone into the creation of the new Arts Standards and value how they will support a quality arts education for Idaho’s youth.

**Resources:**
National Dance Education Organization website [www.ndeo.org](http://www.ndeo.org)

**Dance Committee Members:**
Kay Braden, Idaho Commission on the Arts Teaching Dance Artist: Freelance Teacher/Choreographer
Leah Stephens Clark, Foothills School of Arts and Sciences, Boise: Performing Arts Specialist
Molly S. Jorgensen, Idaho State University School of Performing Arts: Dance Faculty
Sandee Nelson, Minidoka County School District: Teacher/Dance Coach Minico High School
Rachel Swenson, Idaho Fine Arts Academy Middle School Dance Specialist, Idaho Commission on the Arts Teaching Dance Artist
Idaho Interdisciplinary Humanities Standards White Paper

Definition:

The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of two or more of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.

Purpose:

In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives.

Design:

The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from two or more arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines.

Pedagogy:

In the Interdisciplinary Humanities classroom, the teacher(s) will have extensive expertise in two or more disciplines and will enable students to identify and apply authentic connections. Instruction will integrate essential concepts that transcend individual disciplines. The integration must be balanced in content, practices, and assessments. Structured around themes, issues, and/or movements, instruction will maintain a balance of academic study, performance, and project-based learning. The instructor will foster a collaborative environment that encourages academic risk-taking and inquiry.

Interdisciplinary Humanities Committee Members:

Chair: Heather Ohrtman Rogers, Lewiston: English, Spanish, Graphic Design Instructor

Steve Besel, Midvale, Music: Theatre, Interdisciplinary Humanities Instructor

Melissa Hegg, Boise: Sage International Charter School, English and Interdisciplinary Humanities Instructor

Kate Hunter, West Ada School District: Arts and Humanities Coordinator

Peggy Fiske, Lapwai Schools: Art Instructor
Maura Goodard, Boise School District: History Instructor

Jamie Keller-Mann, West Ada District: History, Interdisciplinary Humanities Instructor

Ted McManus, McCall/Donnelly School District: History, Interdisciplinary Humanities Instructor

Dave Marotz, Rexburg: Principal

Lisa Nelson, Troy: Art Instructor

Dr. Dan Prinzing, Boise: Wassmuth Center for Human Rights

Carrie Seymour, Boise State University: Interdisciplinary Studies Associate Professor
Idaho Media Arts White Paper

Media Arts Standards Recommendation

We, the Executive Committee on Media Arts Standards Revision, make recommendation that the Idaho State Department of Education adopt the State Educational Agency Directors for Arts Education new Media Arts Standards. As a new strand that has been adopted as a fifth arts discipline, Media Arts combines art and technology as an avenue that drives, critical, creative thinking. The flexibility and broad application of the new arts standards are particularly beneficial for Media Arts given the diversity and rapid evolution of the field. These standards are inclusive of at-risk and culturally diverse students. These standards will help ensure that students are not forced to work with outdated tools or strategies by allowing educators to incorporate new and emerging technologies into their programs on a continuing basis.

What are Media Arts?

Media Arts is a collection of expressive media that lie between two historical trajectories: computing and communications media. Included within that field of media arts are intentionally expressive work that are defined by what they are not. For instance, Media Arts are neither traditional media manipulated by hand (stone, ceramics, paint) nor are they productivity or visualization products not intended for expressivity (MRI scans, word processing, and other productivity tools). The technological products on the periphery of defined media arts can be included if the creator developed the product with intentional expressivity.

Media Arts consumes or augments many longstanding artistic and design oriented curricula. For instance, Graphic Design courses fit well within the Media Arts as do Photo- and Video-journalism courses. Students practicing Media Arts can and should synthesize tools and disciplinary approaches for creative problem solving. Due to the field’s broad nature, Media Arts are changing constantly, and it is important to not specify software packages or skills sets too narrowly.

Where do we see Media Arts currently?

Media Arts is currently woven into a variety of classes that are listed in the 9-12th grade Idaho Career Clusters. In the K-8 curriculum, Media Arts has been already integrated throughout inquiry and project-based learning; however, it might not have been identified as such. In the past, there have been no media arts standards, so current standards exist within Idaho’s Professional Technical Standards, Information and Communication Technology Standards, The International Society for Technology in Education (ISTE), Visual Arts, English Language Arts, Engineering, or other content areas. When the process and/or product of a class/course results in an intentional artistic expression using media arts, the instructor and students should refer to the new Media Arts to find objectives, goals, and resources for that course.

The Future of Media Arts

Media Arts is critical for college and career readiness in today’s technologically driven society. It is essential for students to become creative contributors in a collaborative, digital global workforce.
Although the current courses address some opportunities for students to learn and produce elements of media arts such as storytelling, coding, design thinking, and communication design, there is an identified need and desire to have a Media Arts adopted curriculum. Some suggestions for further implementation of this adopted curriculum could include the following topics.

- User Interface Design (website development, mobile applications, kiosks)
- Understanding and Creating with Programming Language (coding)
- Game Design
- Animation (3D, stop-motion, web)
- Video Production
- Conceptual Development (makerspace)
- Lighting Design
- Sound Design
- Communication Design

**Media Arts Committee Members:**

Jacob Carder, Twin Falls High School, Art Instructor
Shelly McElliott, Xavier Charter School: Technology Coordinator
Katy Shanafelt, Boise High School: Visual Art Instructor
Georgina Goodlander, Idaho Fall Arts Council: Visual Arts Director
Dr. Greg Turner Rahman, University of Idaho: Professor of Media Arts
Marita Diffenbaugh, Boise School District: K-12 Instructional Technology Manager
Idaho Music Standards White Paper

The Problem: Current Music Standards are Inadequate for 21st Century Music Classrooms

It is well-known that learning music concepts enhances learning in all subject areas, yet the current Idaho Standards for music, which were adopted in 2008, are primarily skill-based standards. The new Idaho Music Standards emphasize concepts, allowing districts to write skill-based curricula guided by the principles of the Enduring Understandings and Essential Questions under each major category. In addition, the current standards do not differentiate between the many different strands of music. The new proposed standards have 5 strands, with specialized standards for each strand.

New Music Standards Organization

In the past four years, SEADAE (State Education Agencies Directors of Arts Education) have organized a new framework for teaching and learning in the arts. The new standards revolve around four artistic processes: Creating, Performing/Producing/ Presenting, Responding, and Connecting. The strand of Performing has been enlarged to include Producing and Presenting, which are expanded aspects of performing. The new strand of Connecting brings the classroom study of music into a larger context of its place in the arts and in the community of overall learning. This overall organization provides music educators with a framework of “Enduring Understandings” and “Essential Questions.” Using the new standards, Idaho teachers and school districts may create effective curriculum and lessons, providing a complete and thorough music education.

Committee recommendations:

Music Strand:
- Add parenthetical explanation to the title – (e.g. General Music, Music Appreciation)
- Extend the standards through HS Advanced to allow for high school classes such as music history or music appreciation

Music-Traditional and Emerging Ensemble Strands:
- Add parenthetical explanation to the title – (i.e. Performing Ensembles)
- Copy music strand standard MU:Pr6.1.8.e to also be MU:Pr6.1.E.5c for the purpose of including performing etiquette in performing classes
- Remove HS from all proficiency levels for the purpose of differentiation of instruction at both MS and HS. Listing would read: Novice, Intermediate, Proficient, Accomplished, Advanced

Music-Harmonizing Instruments Strand
- Add parenthetical explanation to the title (e.g.: guitar, keyboard)Remove HS from proficiency levels

Music-Composition and Theory Strand
- Re-title to Music-Composition and/or Theory Strand
Request Adoption:

Because we believe the new standards better serve Idaho students and will allow Idaho teachers to build curriculum more appropriate to the classroom needs of our teachers and learners, the music committee requests adoption of the 2015 music standards. The standards will be presented both in chart format, to allow teachers to view standards across K-12 and outline format, which will allow teachers to copy and paste the standards into daily lesson plans.

Music Committee Members:

Chair: Barbara Oldenburg, West Ada School District: General Music Instructor
Aimee Atkinson, Renaissance High School: Choral Music Director
Matt Barkley, Post Falls High School: Band Director
Julie Burke, Lewiston High School: Choral Music Director
Quentin DeWitt, Rocky Mountain High School: Band Director
Tyler Eriksen, Eagle High School: Band Director
Shirley Van Paepeghem, North Star Charter School: General Music Instructor
Dr. Greg Springer, Boise State University: Music Education Professor
Idaho Theatre Arts Standards White Paper

Background
As Theatre Arts Educators, we strive to provide an enriched curriculum that fosters vibrant imaginative skills, empowered personal expression, and an appreciation and support of cultural diversity. A theatre arts curriculum provides an environment where student learning and experience are fused together to create innovative and influential works. A solid foundation of theatre standards will provide Idaho students with a highly sought after set of interpersonal skills that transcend the classroom.

We, the Executive Committee on Humanities Theatre Standards Revision, make recommendation for the adoption of the new Theatre arts Standards recently developed by the State Education Agency Directors of Arts Education. As the Theatre Arts Association states, “Arts standards create a pathway to quality arts learning and teaching; prepare students for college and career; and affirm the arts as a core academic subject.”

The adoption of the new Theatre Arts Standards supports:
• Clarity through concise, flexible standards for educators
• The opportunity to deepen the understandings of each content area
• A framework for individual teacher creativity and flexibility
• The students’ learning in the four artistic processes of Creating, Performing, Responding, and Connecting
• Intentional focus on relating personal learning and experience to artistic expression and other disciplines
• Contemporary thought, practices, and technologies
• All arts disciplines, fostering a greater degree of cross collaboration
• Literacy that embraces artistic expression through reading, writing and analysis of contemporary and historical texts

Grade-by-grade performance standards from kindergarten to the three high school levels of achievement articulate student achievement in theatre and translate the standards into measurable goals.

We submit that with the adoption of these standards, Idaho educators will have a comprehensive document to advance their theatre arts objectives, thereby preparing their students to be critical thinkers and contributing citizens.

Theatre committee Members:

D. Sterling Blackwell, Centennial High School: Theatre Instructor
Brett Eshelman, Boise High School: Theatre Instructor
James Haycock, Twin Falls High School: Theatre Instructor
Tracy Harrison, Eagle High School: Theatre Instructor
Idaho Visual Arts Standards White Paper

Introduction
We, the Visual Arts Standards Revision Executive Committee, upon review of the new Visual Arts Standards as presented by the State Education Agency Directors of Arts Education (SEADAE) enthusiastically recommend the adoption of these standards for the State of Idaho. We recognize the extensive research, time and collaboration that went into developing these standards. We found that these standards are inclusive of at-risk and culturally diverse students reflected in the student population in Idaho. These standards provide the guidelines for assisting Idaho students to move sequentially from public education towards college and career readiness.

The new Visual Arts Standards provide a broad, flexible and sequential framework that meets the needs of educators in developing curriculum at a local level. The standards will guide teachers in instructing students in problem solving, collaboration, artistic practice, visual literacy, reflection, and experimentation, all contributing to educated citizens in our increasingly creative global economy.

Visual Arts Standards
In comparing the current Idaho Humanities Standards for Visual Arts, the new standards more clearly reflect our values in Visual Arts education and assist in the creation of curriculum.

The new Visual Arts Standards are designed:

- To clarify through clear, concise, flexible standards for educators
- To promote critical thinking, creative thinking, and problem solving skills
- To build upon essential questions and enduring understandings that connect all art forms through eleven anchor standards
- To encourage individual investigation as well as collaborative practice
- To support 21st Century skills, practice, and technologies
- To provide objective learning and assessment opportunities with accountability for instruction and achievement
- To help students develop awareness and understand the lives of people of different times and cultures
- To relate artistic ideas and works with societal, cultural and historical context to deepen understanding

What are Visual Arts?
The visual arts include the traditional fine arts, such as painting, drawing, sculpture, ceramics and the design arts. Visual art is defined by self-expression through creative art making. Additionally, the visual arts provide students with diverse backgrounds and needs an opportunity for discovery, self-expression, and communication. The Idaho visual arts standards committee members understand the importance of having rigorous standards in order to create a strong curriculum. We know that the Idaho Visual Arts Standards will encompass this shared belief.
Visual Arts Committee members:

Chair: Camille Johnson, Twin Falls High School: Art Instructor
Michele Emery, Frank Church Alternative High School, Boise: Art Instructor
Peggy Fiske, Lapwai School District: Art Instructor
Lola Johnson, Lowell Scott Middle School, West Ada School District: Art Instructor
Dr. Kathleen Keys, Boise State University: Professor of Art Education
Sally Machlis, University of Idaho: Chair, Department of Art and Design
Ruth Piispanen, Idaho Commission on the Arts: Director of Arts Education
Idaho World Language Standards White Paper

Introduction

We, the World Language Executive Standards Revision Committee, upon review and discussion of the present World Language Standards as presented by The American Council of Teachers of Foreign Language highly recommend the adoption of the five main goal areas (Communication, Cultures, Connections, Comparisons and Communities) as a the basis for standards for the State of Idaho. We recognize the valid and extensive research, and the time and collaboration that went into developing the World Language Standards. These goals areas meet the needs of all Idaho students. We are proposing that Idaho utilize our own standards within each goal area to meet the needs of our students. The standards we are proposing are equally applicable to learners at all levels, native speakers and heritage speakers (including English Language Learners), American Sign Language, and Classical Languages (Latin and Greek). The proposed standards include language to reflect the current educational landscape in Idaho and will strongly serve the needs of all students in our state. These standards and performance indicators provide flexible and sequential guidelines that serve the needs of World Language Educators in all levels of language instruction in all districts.

Rationale for Change

Problem:
Current Idaho State World Language Standards (adopted in 2008) do not complement the 2012 ACTFL World-Readiness Standards for Learning Languages nor the Idaho Core and its mandate for literacy, 21st century skills, and College and Career readiness in all content areas. "The standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility..." The 2008 Idaho State World Language Standards do not require the same depth that the ACTFL World-readiness standards recommend, though many Idaho educators are currently incorporating these more rigorous essential competencies into their classrooms.

Solution:
ACTFL and IATLC (Idaho Association of Teachers of Languages and Cultures – the state professional organization) have taken a lead in language research and education in the nation and state respectively. As a part of that process, ACTFL has established robust and rigorous World Readiness Standards for Learning Languages that align directly with the goals of the Idaho Core.

As such we propose that the State of Idaho support aligning the main goal areas in Idaho’s World Language Standards with those in the ACTFL World Readiness Standards for Learning Languages. This will provide local flexibility while still preparing Idaho’s students for colleges and careers. The goal areas are written globally and encompass instructional and proficiency levels ranging from ‘novice low’ to ‘distinguished’, regardless of age, grade level, or instructional program.

The new set of standards would provide a statewide common language (terminology), targeted outcomes to determine proficiency regardless of age or program, and a clear articulation of the power of language learning within an increasingly global economy.
These standards focus instruction on performance-based tasks and applicable outcomes, and therefore directly correlate to and support the movement in Idaho toward assessments that measure students’ communication skills.

**The five goal areas are designed:**

- To guide learners to interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- To prepare learners to use the language to investigate, explain, and reflect upon the relationship between the practices and perspectives of the cultures studied.
- To encourage learners to build, reinforce, and expand their knowledge of the other disciplines while using the language to develop critical thinking and to solve problems creatively.
- To prepare learners to use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- To give learners the tools to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- To clarify through clear, concise, flexible standards for educators.
- To guide the delivery of World Language education in the classroom in new ways of thinking learning and creating.
- To build upon essential questions and enduring understandings through anchor standards.

**World Language Standards Committee Members:**

Cynthia Cook, Mountain Home High School: German Instructor
Helga Frankenstein, Boise School District: World Language Supervisor
Andrew Horning, Kuna High School: French Instructor
Kate Hunter, West Ada School District: World Language Supervisor
Sheila Miller, Borah High School: Spanish/Japanese Instructor
Heather Ohrtman-Rogers, Jenifer Junior High School, Lewiston: Spanish Instructor
Craig Sheehy, Columbia High School, Nampa: Spanish Instructor
Becca Sibrian, Boise State University: German Senior Lecturer
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Elementary School (Kindergarten)

PS: Physical Sciences

PS1-K Motion and Stability: Forces and Interactions

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<tr>
<th>Disciplinary Core Ideas (DCI)</th>
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<tbody>
<tr>
<td><strong>PS2.A: Forces and Motion</strong></td>
</tr>
<tr>
<td>• Pushes and pulls can have different strengths and directions. (PS1-K-1, PS1-K-2)</td>
</tr>
<tr>
<td>• Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (PS1-K-1, PS1-K-2)</td>
</tr>
<tr>
<td><strong>PS2.B: Types of Interactions</strong></td>
</tr>
<tr>
<td>• When objects touch or collide, they push on one another and can change motion. (PS1-K-1)</td>
</tr>
<tr>
<td><strong>PS3.C: Relationship Between Energy and Forces</strong></td>
</tr>
<tr>
<td>• A bigger push or pull makes things speed up or slow down more quickly. (PS1-K-1)</td>
</tr>
<tr>
<td><strong>ETS1.A: Defining Engineering Problems</strong></td>
</tr>
<tr>
<td>• A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (PS1-K-2)</td>
</tr>
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<table>
<thead>
<tr>
<th>Performance Expectations (PE)</th>
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</thead>
<tbody>
<tr>
<td><strong>PS1-K-1.</strong> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</td>
</tr>
<tr>
<td>• Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.</td>
</tr>
<tr>
<td><strong>PS1-K-2.</strong> Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</td>
</tr>
<tr>
<td>• Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.</td>
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<table>
<thead>
<tr>
<th>Science and Engineering Practices (SEP)</th>
<th>Crosscutting Concepts (CCC)</th>
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<tbody>
<tr>
<td><strong>Planning and Carrying Out Investigations</strong></td>
<td></td>
</tr>
<tr>
<td>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</td>
<td></td>
</tr>
<tr>
<td>• With guidance, plan and conduct an investigation in collaboration with peers. (PS1-K-1)</td>
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</tr>
<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
<td></td>
</tr>
<tr>
<td>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</td>
<td></td>
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<tr>
<td>• Analyze data from tests of an object or tool to determine if it works as intended. (PS1-K-2)</td>
<td></td>
</tr>
<tr>
<td><strong>Cause and Effect</strong></td>
<td></td>
</tr>
<tr>
<td>Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-K-1, PS1-K-2)</td>
<td></td>
</tr>
</tbody>
</table>
Connections to the Nature of Science

Scientific Investigations Use a Variety of Methods
Scientists use different ways to study the world. (PS1-K-1)

Idaho Common Core Connections

ELA/Literacy
RI.K.1 With prompting and support, ask and answer questions about key details in a text (PS1-K-2)
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (PS1-K-1)
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (PS1-K-2)

Mathematics
MP.2 Reason abstractly and quantitatively. (PS1-1-K-1)
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (PS1-1-K-1)
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of/less of” the attribute and describe the difference. (PS1-K-1)

PS2-K Energy

Disciplinary Core Ideas (DCI)

PS3.B: Conservation of Energy and Energy Transfer
- Sunlight warms Earth’s surface. (PS2-K-1, PS2-K-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS2-K-1. Make observations to determine the effect of sunlight on Earth’s surface.
- Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water.
- Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.

PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.
- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (PS2-K-1)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.
- Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)

Crosscutting Concepts (CCC)

Cause and Effect
Events have causes that generate observable patterns. (PS2-K-1, PS2-K-2)
### Connections to Nature of Science

**Scientific Investigations Use a Variety of Methods**
Scientists use different ways to study the world. (PS2-K-1)

**Idaho Common Core Connections**

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (PS2-K-2)</td>
<td>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more or less of” the attribute and describe the difference. (PS2-K-1),(PS2-K-2)</td>
</tr>
</tbody>
</table>

## LS: Life Sciences

**LS1-K Molecules to Organisms: Structure and Processes**

### Disciplinary Core Ideas (DCI)

**LS1.C: Organization for Matter and Energy Flow in Organisms**
- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (LS1-K-1)
- Living and non-living things have distinct characteristics. (LS1-K-2)

### Performance Expectations (PE)

**Students who demonstrate understanding can:**

**LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.**
- Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

**LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.**
- Clarification Statement: Use chart or Venn diagram to sort objects or pictures into living and not-living items.

### Science and Engineering Practices (SEP)

**Analyzing and Interpreting Data**
Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.
- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (LS1-K-1)

### Crosscutting Concepts (CCC)

**Patterns**
Patterns in the natural and human designed world can be observed and used as evidence. (LS1-K-1)

**Connections to Nature of Science**

**Scientists Knowledge is Based on Empirical Evidence**
Scientists look for patterns and order when making observations about the world. (LS1-K-1)
Idaho Common Core Connections

**ELA/Literacy**

- **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (LS1-K-1),(LS1-K-2)

**Mathematics**

- **K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. (LS1-K-1),(LS1-K-2)

---

### ESS: Earth and Space Sciences

**ESS1-K Earth’s Systems**

<table>
<thead>
<tr>
<th>Disciplinary Core Ideas (DCI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESS2.D: Weather and Climate</strong></td>
</tr>
<tr>
<td>• Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS1-K-1)</td>
</tr>
<tr>
<td>• The four seasons occur in a specific order due to their weather patterns. (ESS1-K-1)</td>
</tr>
<tr>
<td><strong>ESS2.E: Biogeology</strong></td>
</tr>
<tr>
<td>• Plants and animals can change their environment. (ESS1-K-2)</td>
</tr>
<tr>
<td><strong>ESS3.C: Human Impacts on Earth Systems</strong></td>
</tr>
<tr>
<td>• Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS1-K-2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Expectations (PE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td><strong>ESS1-K-1.</strong> <strong>Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.</td>
</tr>
<tr>
<td><strong>ESS1-K-2.</strong> <strong>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.</td>
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</tbody>
</table>

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<tbody>
<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
</tr>
<tr>
<td>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</td>
</tr>
<tr>
<td>• Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (ESS1-K-1)</td>
</tr>
<tr>
<td><strong>Engaging in Argument from Evidence</strong></td>
</tr>
<tr>
<td>Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</td>
</tr>
<tr>
<td>• Construct an argument with evidence to support a claim. (ESS1-K-2)</td>
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<table>
<thead>
<tr>
<th>Crosscutting Concepts (CCC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patterns</strong></td>
</tr>
<tr>
<td>Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (ESS1-K-1)</td>
</tr>
<tr>
<td><strong>Systems and System Models</strong></td>
</tr>
<tr>
<td>Systems in the natural and designed world have parts that work together. (ESS1-K-2)</td>
</tr>
</tbody>
</table>
### Connections to Nature of Science

**Science Knowledge is Based on Empirical Evidence**

Scientists look for patterns and order when making observations about the world. (ESS1-K-1)

### Idaho Common Core Connections

**ELA/Literacy**

- **R.K.1** With prompting and support, ask and answer questions about key details in a text. (ESS1-K-2)
- **W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (ESS1-K-2)
- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (ESS1-K-2)
- **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (ESS1-K-1, ESS1-K-2)

**Mathematics**

- **MP.2** Reason abstractly and quantitatively. (ESS1-K-1)
- **MP.4** Model with mathematics. (ESS1-K-1)
- **K.CC.A** Know number names and the count sequence. (ESS1-K-1)
- **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (ESS1-K-1)
- **K.MD.B.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count. (ESS1-K-1)

### ESS2-K Earth and Human Activity

**Disciplinary Core Ideas (DCI)**

- **ESS3.A: Natural Resources**
  - Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (ESS2-K-1)

- **ESS3.B: Natural Hazards**
  - Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS2-K-2)

- **ESS3.C: Human Impacts on Earth Systems**
  - Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS2-K-3)

**ETS1.A: Defining and Delimiting an Engineering Problem**

- Asking questions, making observations, and gathering information are helpful in thinking about problems. (ESS2-K-2)

**ETS1.B: Developing Possible Solutions**

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (ESS2-K-3)

### Performance Expectations (PE)

**ESS2-K-1.** Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

- **Clarification Statement:** Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.

**ESS2-K-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

- **Clarification Statement:** Emphasis is on local forms of severe weather.
ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

### Science and Engineering Practices (SEP)

<table>
<thead>
<tr>
<th>Asking Questions and Defining Problems</th>
<th>Crosscutting Concepts (CCC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td>• Ask questions based on observations to find more information about the designed world. (ESS2-K-2)</td>
<td>Events have causes that generate observable patterns. (ESS2-K-2, ESS2-K-3)</td>
</tr>
<tr>
<td><strong>Developing and Using Models</strong></td>
<td>Systems and System Models</td>
</tr>
<tr>
<td>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.</td>
<td>Systems in the natural and designed world have parts that work together. (ESS2-K-1)</td>
</tr>
<tr>
<td>• Use a model to represent relationships in the natural world. (ESS2-K-1)</td>
<td>Connections to Engineering, Technology, and Applications of Science</td>
</tr>
<tr>
<td><strong>Obtaining, Evaluating, and Communicating Information</strong></td>
<td>Interdependence of Science, Engineering, and Technology</td>
</tr>
<tr>
<td>Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</td>
<td>People encounter questions about the natural world every day. (ESS2-K-2)</td>
</tr>
<tr>
<td>• Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (ESS2-K-2)</td>
<td>Influence of Engineering, Technology, and Science on Society and the Natural World</td>
</tr>
<tr>
<td>• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (ESS2-K-3)</td>
<td>People depend on various technologies in their lives; human life would be very different without technology. (ESS2-K-2)</td>
</tr>
</tbody>
</table>

### Idaho Common Core Connections

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R.K.1</strong> With prompting and support, ask and answer questions about key details in a text. (ESS2-K-2)</td>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (ESS2-2-K-1)</td>
</tr>
<tr>
<td><strong>W.K.2</strong> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (ESS2-K-2)</td>
<td><strong>MP.4</strong> Model with mathematics. (ESS2-K-1), (ESS2-K-2)</td>
</tr>
<tr>
<td><strong>SL.K.3</strong> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (ESS2-K-2)</td>
<td><strong>K.CC</strong> Counting and Cardinality (ESS2-K-1), (ESS2-K-2)</td>
</tr>
<tr>
<td><strong>SL.K.5</strong> Add drawings or other visual displays to descriptions as desired to provide additional detail. (ESS2-K-1)</td>
<td></td>
</tr>
</tbody>
</table>
Elementary School (1\textsuperscript{st} Grade)

PS: Physical Sciences

PS1-1 Waves

<table>
<thead>
<tr>
<th>Disciplinary Core Ideas (DCI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS4.A: Wave Properties</strong></td>
</tr>
<tr>
<td>- Sound can make matter vibrate, and vibrating matter can make sound. (PS1-1)</td>
</tr>
<tr>
<td><strong>PS4.B: Electromagnetic Radiation (light)</strong></td>
</tr>
<tr>
<td>- Objects can be seen if light is available to illuminate them or if they give off their own light. (PS1-2)</td>
</tr>
<tr>
<td>- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (PS1-3)</td>
</tr>
<tr>
<td><strong>PS4.C: Information Technologies and Instrumentation</strong></td>
</tr>
<tr>
<td>- People also use a variety of devices to communicate (send and receive information) over long distances. (PS1-4)</td>
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<tr>
<th>Performance Expectations (PE)</th>
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<tbody>
<tr>
<td><strong>PS1-1-1.</strong> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.</td>
</tr>
<tr>
<td><strong>PS1-1-2.</strong> Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.</td>
</tr>
<tr>
<td><strong>PS1-1-3.</strong> Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).</td>
</tr>
<tr>
<td>Assessment Boundary: Assessment does not include the speed of light.</td>
</tr>
<tr>
<td><strong>PS1-1-4.</strong> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.</td>
</tr>
<tr>
<td>Assessment Boundary: Assessment does not include technological details for how communication devices work.</td>
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<table>
<thead>
<tr>
<th>Science and Engineering Practices (SEP)</th>
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</thead>
<tbody>
<tr>
<td>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</td>
</tr>
<tr>
<td>Plan and conduct investigations collaboratively to produce evidence to answer a question. (PS1-1, PS1-3)</td>
</tr>
<tr>
<td><strong>Constructing Explanations and Designing Solutions</strong></td>
</tr>
<tr>
<td>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of</td>
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<th>Crosscutting Concepts (CCC)</th>
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<tr>
<td><strong>Cause and Effect</strong></td>
</tr>
<tr>
<td>Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-1, PS1-2, PS1-3)</td>
</tr>
<tr>
<td><strong>Connections to Engineering, Technology, and Applications of Science</strong></td>
</tr>
<tr>
<td><strong>Influence of Engineering, Technology, and Science, on Society and the Natural World</strong></td>
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</table>
natural phenomena and designing solutions.
- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (PS1-1-2)
- Use tools and materials provided to design a device that solves a specific problem. (PS1-1-4)

People depend on various technologies in their lives; human life would be very different without technology. (PS1-1-4)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods
Science investigations begin with a question. (PS1-1-1)
Scientists use different ways to study the world. (PS1-1-1)

Idaho Common Core Connections

ELA/Literacy

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (PS1-1-2)
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (PS1-1-1),(PS1-1-2),(PS1-1-3),(PS1-1-4)
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (PS1-1-1),(PS1-1-2),(PS1-1-3)
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (PS1-1-1),(PS1-1-2),(PS1-1-3)

Mathematics

MP.5 Use appropriate tools strategically. (PS1-1-4)
1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (PS1-1-4)
1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (PS1-1-4)

LS: Life Sciences

LS1-1 Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)

LS1.A: Structure and Function
- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1-1-1)

LS1.B: Growth and Development of Organisms
- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LS1-1-2)
- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (LS1-1-3)

LS1.D: Information Processing
- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (LS1-1-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales.
stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

LS1-1-2. **Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.**
- Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

LS1-1-3. **Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**
- Clarification Statement: Changes organisms go through during their life form a pattern.
- Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

### Science and Engineering Practices (SEP)

**Constructing Explanations and Designing Solutions**
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.
- Use materials to design a device that solves a specific problem or a solution to a specific problem. (LS1-1-1)

**Obtaining, Evaluating, and Communicating Information**
Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.
- Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (LS1-1-2)

**Developing and Using Models**
Modeling in K-2 builds on prior experiences and progresses to building and revising simple models and using models to represent events and design solutions.
- Develop models to describe phenomena. (LS1-1-3)

### Connections to Nature of Science

**Scientific Knowledge is Based on Empirical Evidence**
Scientists look for patterns and order when making observations about the world. (LS1-1-2)
Science findings are based on recognizing patterns. (LS1-1-3)

### Idaho Common Core Connections

**ELA/Literacy**
- **RI.1.1** Ask and answer questions about key details in a text. (LS1-1-2)
- **RI.1.2** Identify the main topic and retell key details of a text. (LS1-1-2)
- **RI.1.10** With prompting and support, read informational texts appropriately complex for grade. (LS1-1-2)
- **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine patterns in the natural world. (LS1-1-3)
- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (LS1-1-1)
- **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (LS1-1-3)

**Mathematics**
- **MP.4** Model with mathematics. (LS1-1-3)
- **3.NBT** Number and Operations in Base Ten (LS1-1-3)
- **1.NBT.B.3** Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols >, =, and <. (LS1-1-2)
- **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (LS1-1-2)
- **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (LS1-1-2)
- **1.NBT.C.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations,
LS2-1 Heredity: Inheritance and Variation of Traits

**Disciplinary Core Ideas (DCI)**

**LS3.A: Inheritance of Traits**
- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (LS2-1-1)

**LS3.B: Variation of Traits**
- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LS2-1-1)

**Performance Expectations (PE)**

Students who demonstrate understanding can:

**LS2-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.
- Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

**Science and Engineering Practices (SEP)**

**Constructing Explanations and Designing Solutions**
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.
- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (LS2-1-1)

**Crosscutting Concepts (CCC)**

**Patterns**
Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (LS2-1-1)

**Idaho Common Core Connections**

**ELA/Literacy**

1.RI.1 Ask and answer questions about key details in a text. (LS2-1-1)
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (LS2-1-1)
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (LS2-1-1)

**Mathematics**

MP.2 Reason abstractly and quantitatively. (LS2-1-1)
MP.5 Use appropriate tools strategically. (LS2-1-1)
1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (LS2-1-1)

**ESS: Earth and Space Sciences**

**ESS1-1 Earth’s Place in the Universe**

**Disciplinary Core Ideas (DCI)**

**ESS1.A: The Universe and its Stars**
- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (ESS1-1)

**ESS1.B: Earth and the Solar System**
- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (ESS1-1-2)
- Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons. (ESS1-1-2)

### Performance Expectations (PE)

Students who demonstrate understanding can:

**ESS1-1.** Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- **Clarification Statement:** Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.
- **Assessment Boundary:** Assessment of star patterns is limited to stars being seen at night and not during the day.

**ESS1-1-2.** Make observations at different times of year to relate the amount of daylight to the time of year.

- **Clarification Statement:** Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- **Assessment Boundary:** Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

### Science and Engineering Practices (SEP)

**Planning and Carrying Out Investigations**
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (ESS1-1-2)

**Analyzing and Interpreting Data**
Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (ESS1-1-1)

### Idaho Common Core Connections

**ELA/Literacy**

- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (ESS1-1-1), (ESS1-1-2)
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (ESS1-1-1), (ESS1-1-2)

**Mathematics**

- **MP.2** Reason abstractly and quantitatively. (ESS1-1-2)
- **MP.4** Model with mathematics. (ESS1-1-2)
- **MP.5** Use appropriate tools strategically. (ESS1-1-2)
- **1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (ESS1-1-2)
- **1.MD.C.4** Organize, represent, and interpret data with up to three categories: ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (ESS1-1-2)

### Crosscutting Concepts (CCC)

**Patterns**
Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (ESS1-1-1), (ESS1-1-2)

**Connections to Nature of Science**
Science assumes natural events happen today as they happened in the past. (ESS1-1-1)

Many events are repeated. (ESS1-1-1)
Elementary School (2nd Grade)
PS: Physical Sciences
PS1-2 Matter and Its Interactions

<table>
<thead>
<tr>
<th>Disciplinary Core Ideas (DCI)</th>
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<tbody>
<tr>
<td><strong>PS1.A: Structure and Properties of Matter</strong></td>
</tr>
<tr>
<td>- Different kinds of matter exist and many of them can be solid, liquid, or gas depending on temperature. Matter can be described and classified by its observable properties. (PS1-2-1)</td>
</tr>
<tr>
<td>- Different properties are suited to different purposes. (PS1-2-2),(PS1-2-3)</td>
</tr>
<tr>
<td>- A great variety of objects can be built up from a small set of pieces. (PS1-2-3)</td>
</tr>
<tr>
<td><strong>PS1.B: Chemical Reactions</strong></td>
</tr>
<tr>
<td>- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (PS1-2-4)</td>
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<tr>
<th>Performance Expectations (PE)</th>
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<tbody>
<tr>
<td><strong>PS1-2-1.</strong> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</td>
</tr>
<tr>
<td>- Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.</td>
</tr>
<tr>
<td><strong>PS1-2-2.</strong> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.</td>
</tr>
<tr>
<td>- Assessment Boundary: Assessment of quantitative measurements is limited to length.</td>
</tr>
<tr>
<td><strong>PS1-2-3.</strong> Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.</td>
</tr>
<tr>
<td><strong>PS1-2-4.</strong> Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.</td>
</tr>
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<tr>
<td>- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (PS1-2-1)</td>
<td></td>
</tr>
<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
<td></td>
</tr>
<tr>
<td>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</td>
<td></td>
</tr>
<tr>
<td>- Analyze data from tests of an object or tool to determine if it works as expected. (PS1-2-1)</td>
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</tr>
<tr>
<td><strong>Patterns</strong></td>
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<tr>
<td>Patterns in the natural and human designed world can be observed. (PS1-2-1)</td>
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<tr>
<td><strong>Cause and Effect</strong></td>
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<tr>
<td>Events have causes that generate observable patterns. (PS1-2-4)</td>
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<tr>
<td>Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-2-2)</td>
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<td><strong>Energy and Matter</strong></td>
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<tr>
<td>Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (PS1-2-3)</td>
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Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.
- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (PS1-2-3)

Engaging in Argument from Evidence
Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).
- Construct an argument with evidence to support a claim. (PS1-2-4)

Connections to Nature of Science
Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena
Science searches for cause and effect relationships to explain natural events. (PS1-2-4)

Connections to Engineering, Technology, and Applications of Science
Influence of Engineering, Technology, and Science, on Society and the Natural World
Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (PS1-2-2)

Idaho Common Core Connections
ELA/Literacy
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (PS1-2-4)
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (PS1-2-4)
RI.2.8 Describe how reasons support specific points the author makes in a text. (PS1-2-2),(PS1-2-4)
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (PS1-2-4)
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (PS1-2-1),(PS1-2-2),(PS1-2-3)
W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (PS1-2-1),(PS1-2-2),(PS1-2-3)

Mathematics
MP.2 Reason abstractly and quantitatively. (PS1-2-2)
MP.4 Model with mathematics. (PS1-2-1),(PS1-2-2)
MP.5 Use appropriate tools strategically. (PS1-2-2)
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (PS1-2-1),(PS1-2-2)

LS: Life Sciences
LS1-2 Ecosystems: Interactions, Energy, and Dynamics

Disciplinary Core Ideas (DCI)
LS2.A: Interdependent Relationships in Ecosystems
- Plants depend on water and light to grow. (LS1-2-1)
- Plants depend on animals for pollination or to move their seeds around. (LS1-2-2)

ETS1.B: Developing Possible Solutions
- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (LS1-2-2)
Students who demonstrate understanding can:

**LS1-2.1.** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Assessment Boundary: Assessment is limited to testing one variable at a time.

**LS1-2.2.** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

### Science and Engineering Practices (SEP)

#### Developing and Using Models
Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool. (LS1-2-2)

#### Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (LS1-2-1)

### Crosscutting Concepts (CCC)

#### Cause and Effect
Events have causes that generate observable patterns. (LS1-2-1)

#### Structure and Function
The shape and stability of structures of natural and designed objects are related to their function(s). (LS1-2-2)

### Idaho Common Core Connections

#### ELA/Literacy
**W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (LS1-2-1)

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (LS1-2-1)

**SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (LS1-2-2)

#### Mathematics
**MP.2** Reason abstractly and quantitatively. (LS1-2-1)

**MP.4** Model with mathematics. (LS1-2-1)

**MP.5** Use appropriate tools strategically. (LS1-2-1)

**2.MD.D.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (LS1-2-2)

### LS2-2 Biological Adaptation: Unity and Diversity

#### Disciplinary Core Ideas (DCI)

**LS4.D: Biodiversity and Humans**
- There are many different kinds of living things in any area, and they exist in different places on land and in water. (LS2-2-1)

#### Performance Expectations (PE)

Students who demonstrate understanding can:

**LS2-2.1.** Make observations of plants and animals to compare the diversity of life in different habitats.
- Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.
- Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.
## Science and Engineering Practices (SEP)

### Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (LS2-2-1)

### Crosscutting Concepts (CCC)

Patterns
Patterns in the natural and human designed world can be observed. (LS2-2-1)

## Connections to Nature of Science

### Scientific Knowledge is Based on Empirical Evidence
Scientists look for patterns and order when making observations about the world. (LS2-2-1)

## Idaho Common Core Connections

### ELA/Literacy

- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (LS2-2-1)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (LS2-2-1)

### Mathematics

- **MP.2** Reason abstractly and quantitatively. (LS2-2-1)
- **MP.4** Model with mathematics. (LS2-2-1)
- **2.MD.D.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (LS2-2-1)

## ESS: Earth and Space Sciences

### ESS1-2 Earth’s Place in the Universe

#### Disciplinary Core Ideas (DCI)

**ESS1.C: The History of Planet Earth**
- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (ESS1-2-1)

#### Performance Expectations (PE)

Students who demonstrate understanding can:

**ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.**
- Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.
- Assessment Boundary: Assessment does not include quantitative measurements of timescales.

#### Science and Engineering Practices (SEP)

**Constructing Explanations and Designing Solutions**
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of

#### Crosscutting Concepts (CCC)

**Stability and Change**
Things may change slowly or rapidly. (ESS1-2-1)
natural phenomena and designing solutions.
- Make observations from several sources to construct an evidence-based account for natural phenomena. (ESS1-2-1)

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<td><strong>ELA/Literacy</strong></td>
</tr>
<tr>
<td><em>RI.2.1</em> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (ESS1-2-1)</td>
</tr>
<tr>
<td><em>RI.2.3</em> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (ESS1-2-1)</td>
</tr>
<tr>
<td><em>W.2.6</em> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (ESS1-2-1)</td>
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<td><em>W.2.7</em> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (ESS1-2-1)</td>
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<td><em>W.2.8</em> Recall information from experiences or gather information from provided sources to answer a question. (ESS1-2-1)</td>
</tr>
<tr>
<td><em>SL.2.2</em> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (ESS1-2-1)</td>
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<tr>
<td><em>MP.2</em> Reason abstractly and quantitatively. (ESS1-2-1)</td>
</tr>
<tr>
<td><em>MP.4</em> Model with mathematics. (ESS1-2-1)</td>
</tr>
<tr>
<td><em>2.NBT.A</em> Understand place value. (ESS1-2-1)</td>
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</tbody>
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**ESS2-2 Earth’s Systems**

<table>
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<tr>
<th>Disciplinary Core Ideas (DCI)</th>
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<tbody>
<tr>
<td><strong>ESS2.A: Earth Materials and Systems</strong></td>
</tr>
<tr>
<td>- Wind and water can change the shape of the land. (ESS2-2-1)</td>
</tr>
<tr>
<td><strong>ESS2.B: Plate Tectonics and Large-Scale System Interactions</strong></td>
</tr>
<tr>
<td>- Maps show where things are located. One can map the shapes and kinds of land and water in any area. (ESS2-2-2)</td>
</tr>
<tr>
<td><strong>ESS2.C: The Roles of Water in Earth’s Surface Processes</strong></td>
</tr>
<tr>
<td>- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (ESS2-2-3)</td>
</tr>
<tr>
<td><strong>ETS1.C: Optimizing the Design Solution</strong></td>
</tr>
<tr>
<td>- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (ESS2-2-1)</td>
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<th>Performance Expectations (PE)</th>
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<tr>
<td><strong>ESS2-2.1.</strong> Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.</td>
</tr>
<tr>
<td><strong>ESS2-2.2.</strong> Develop a model to represent the shapes and kinds of land and bodies of water in an area.</td>
</tr>
<tr>
<td>- Assessment Boundary: Assessment does not include quantitative scaling in models.</td>
</tr>
<tr>
<td><strong>ESS2-2.3.</strong> Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.</td>
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<td>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or...</td>
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<th>Crosscutting Concepts (CCC)</th>
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<tbody>
<tr>
<td><strong>Patterns</strong></td>
</tr>
<tr>
<td>Patterns in the natural world can be observed. (ESS2-2-2, ESS2-2-3)</td>
</tr>
<tr>
<td><strong>Stability and Change</strong></td>
</tr>
</tbody>
</table>
storyboard) that represent concrete events or design solutions.
- Develop a model to represent patterns in the natural world. (ESS2-2-2)

### Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.
- Compare multiple solutions to a problem. (ESS2-2-1)

### Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.
- Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (ESS2-2-3)

### Idaho Common Core Connections

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<th>ELA/Literacy</th>
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<tr>
<td><strong>RI.2.3</strong> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (ESS2-2-1)</td>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (ESS2-2-1),(ESS2-2-2)</td>
</tr>
<tr>
<td><strong>RI.2.9</strong> Compare and contrast the most important points presented by two texts on the same topic. (ESS2-2-1)</td>
<td><strong>MP.4</strong> Model with mathematics. (ESS2-2-1),(ESS2-2-2)</td>
</tr>
<tr>
<td><strong>W.2.6</strong> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (ESS2-2-3)</td>
<td><strong>MP.5</strong> Use appropriate tools strategically. (ESS2-2-1)</td>
</tr>
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<td><strong>W.2.8</strong> Recall information from experiences or gather information from provided sources to answer a question. (ESS2-2-3)</td>
<td><strong>2.NBT.A.3</strong> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (ESS2-2-2)</td>
</tr>
<tr>
<td><strong>SL.2.5</strong> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (ESS2-2-2)</td>
<td><strong>2.MD.B.5</strong> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (ESS2-2-1)</td>
</tr>
</tbody>
</table>

### Things may change slowly or rapidly. (ESS2-2-1)

### Connections to Engineering, Technology, and Applications of Science

**Influence of Engineering, Technology, and Science on Society and the Natural World**

Developing and using technology has impacts on the natural world. (ESS2-2-1)

### Connections to Nature of Science

**Science Addresses Questions About the Natural and Material World**

Scientists study the natural and material world. (ESS2-2-1)
Elementary School (3rd Grade)

PS: Physical Sciences

PS1-3 Motion and Stability: Forces and Interactions

**Disciplinary Core Ideas (DCI)**

**PS2.A: Forces and Motion**
- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative additions of forces are used at this level.) (PS1-3-1)
- Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall and at rest. (PS1-3-2)
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (PS1-3-2)

**PS2.B: Types of Interactions**
- Objects in contact exert forces on each other. (PS1-3-1)
- Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (PS1-3-3, PS1-3-4)

**Performance Expectations (PE)**

Students who demonstrate understanding can:

**PS1-3-1.** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.
- Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

**PS1-3-2.** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a swing set.
- Assessment Boundary: Assessment does not include technical terms such as period and frequency.

**PS1-3-3.** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Clarification Statement: Examples of an electric force could include the force on a hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
- Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

**PS1-3-4.** Define a simple design problem that can be solved by applying scientific ideas about magnets.
- Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

**Science and Engineering Practices (SEP)**

**Asking Questions and Defining Problems**
- Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.
- Ask questions that can be investigated based on patterns such as cause and

**Crosscutting Concepts (CCC)**

**Patterns**
- Patterns of change can be used to make predictions. (PS1-3-2)

**Cause and Effect**
- Cause and effect relationships are routinely identified. (PS1-3-1)
Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (PS1-3-1)
- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (PS1-3-2)

Cause and effect relationships are routinely identified, tested, and used to explain change. (PS1-3-3)

Connections to Engineering, Technology, and Applications of Science
Interdependence of Science, Engineering, and Technology
Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (PS1-3-4)

Science Knowledge is Based on Empirical Evidence
Science findings are based on recognizing patterns. (PS1-3-2)

Idaho Common Core Connections

ELA/Literacy
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (PS1-3-1),(PS1-3-3)
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (PS1-3-3)
- **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (PS1-3-3)
- **W.3.7** Conduct short research projects that build knowledge about a topic. (PS1-3-1),(PS1-3-2)
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (PS1-3-1),(PS1-3-2)
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (PS1-3-3)

Mathematics
- **MP.2** Reason abstractly and quantitatively. (PS1-3-1)
- **MP.5** Use appropriate tools strategically. (PS1-3-1)
- **3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (PS1-3-1)

**LS: Life Sciences**

**LS1-3 Ecosystems: Interactions, Energy, and Dynamics**

**Disciplinary Core Ideas (DCI)**

- **LS2.D: Social Interactions and Group Behavior**
  - Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (LS1-3-1)

**Performance Expectations (PE)**

Students who demonstrate understanding can:
### LS1-3.1  Construct an argument that some animals form groups that help members survive

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<td><strong>Engaging in Argument from Evidence</strong></td>
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<tr>
<td>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</td>
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<tr>
<td>• Construct an argument with evidence, data, and/or a model. (LS1-3-1)</td>
<td></td>
</tr>
<tr>
<td><strong>Cause and Effect</strong></td>
<td></td>
</tr>
<tr>
<td>Cause and effect relationships are routinely identified and used to explain change. (LS1-3-1)</td>
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<td><strong>MP.4</strong> Model with mathematics. (LS1-3-1)</td>
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<td><strong>RI.3.3</strong> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS1-3-1)</td>
<td><strong>3.NBT</strong> Number and Operations in Base Ten. (LS1-3-1)</td>
</tr>
<tr>
<td><strong>W.3.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons. (LS1-3-1)</td>
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### LS2-3 Heredity: Inheritance and Variation of Traits

#### Disciplinary Core Ideas (DCI)

<table>
<thead>
<tr>
<th><strong>LS3.A: Inheritance of Traits</strong></th>
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</thead>
<tbody>
<tr>
<td>Many characteristics of organisms are inherited from their parents. (LS2-3-1)</td>
</tr>
<tr>
<td>Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (LS2-3-2)</td>
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<tr>
<th><strong>LS3.B: Variation of Traits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Different organisms vary in how they look and function because they have different inherited information. (LS2-3-1)</td>
</tr>
<tr>
<td>The environment also affects the traits that an organism develops. (LS2-3-2)</td>
</tr>
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</table>

#### Performance Expectations (PE)

Students who demonstrate understanding can:

<table>
<thead>
<tr>
<th><strong>LS2-3-1.</strong> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.</td>
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<tr>
<th><strong>LS2-3-2.</strong> Use evidence to support the explanation that traits can be influenced by the environment.</th>
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<tbody>
<tr>
<td>• Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.</td>
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<tbody>
<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
<td><strong>Patterns</strong></td>
</tr>
<tr>
<td>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing</td>
<td>Similarities and differences in patterns can be used to sort and classify natural</td>
</tr>
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</table>
quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Analyze and interpret data to make sense of phenomena using logical reasoning. (LS2-3-1)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Use evidence (e.g., observations, patterns) to support an explanation. (LS2-3-2)

**Idaho Common Core Connections**

**ELA/Literacy**

| RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LS2-3-1),(LS2-3-2) |
| RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. (LS2-3-1),(LS2-3-2) |
| RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS2-3-1),(LS2-3-2) |
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (LS2-3-1),(LS2-3-2) |
| SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (LS2-3-1),(LS2-3-2) |

**Mathematics**

| MP.2 | Reason abstractly and quantitatively. (LS2-3-1),(LS2-3-2) |
| MP.4 | Model with mathematics. (LS2-3-1),(LS2-3-2) |
| 3.MD.B.4 | Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (LS2-3-1),(LS2-3-2) |

**ESS: Earth and Space Sciences**

**ESS1-3 Earth’s Systems**

**Disciplinary Core Ideas (DCI)**

**ESS2.D: Weather and Climate**

- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (ESS1-3-1)
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (ESS1-3-2)

**Performance Expectations (PE)**

Students who demonstrate understanding can:

**ESS1-3.1.** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

- Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.
- Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

**ESS1-3.2.** Obtain and combine information to describe climates in different regions of the world.

**Science and Engineering Practices (SEP)**

**Analyzing and Interpreting Data**

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing

**Crosscutting Concepts (CCC)**

**Patterns**

Patterns of change can be used to make predictions. (ESS1-3-1, ESS1-3-2)
quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (ESS1-3-1)

**Obtaining, Evaluating, and Communicating Information**

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Obtain and combine information from books and other reliable media to explain phenomena. (ESS1-3-2)

**Idaho Common Core Connections**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>RI.3.1</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (ESS1-3-2)</td>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (ESS1-3-1),(ESS1-3-2)</td>
</tr>
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<td><strong>RI.3.2</strong> Compare and contrast the most important points and key details presented in two texts on the same topic. (ESS1-3-2)</td>
<td><strong>MP.4</strong> Model with mathematics. (ESS1-3-1),(ESS1-3-2)</td>
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<td><strong>W.3.8</strong> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (ESS1-3-2)</td>
<td><strong>MP.5</strong> Use appropriate tools strategically. (ESS1-3-1)</td>
</tr>
</tbody>
</table>

**ESS2-3 Earth and Human Activity**

**Disciplinary Core Ideas (DCI)**

**ESS3.B: Natural Hazards**

- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (ESS2-3-1)

**Performance Expectations (PE)**

Students who demonstrate understanding can:

**ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.**

- Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

**Science and Engineering Practices (SEP)**

**Crosscutting Concepts (CCC)**

- **Engaging in Argument from Evidence**
  Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).
  - Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (ESS2-3-1)

  **Cause and Effect**
  Cause and effect relationships are routinely identified, tested, and used to explain change. (ESS2-3-1)

  **Connections to Engineering, Technology, and Applications of Science**
  Influence of Engineering, Technology, and Science on Society and the Natural World
  Engineers improve existing technologies or develop new ones to increase their benefits.
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<td>MP.4 Model with mathematics. (ESS2-3-1)</td>
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Elementary School (4th Grade)

PS: Physical Sciences

PS1-4 Energy

<table>
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<tr>
<th>Disciplinary Core Ideas (DCI)</th>
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<tbody>
<tr>
<td><strong>PS3.A: Definitions of Energy</strong></td>
</tr>
<tr>
<td>• The faster a given object is moving, the more energy it possesses. (PS1-4-1)</td>
</tr>
<tr>
<td>• Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (PS1-4-2, PS1-4-3)</td>
</tr>
<tr>
<td><strong>PS3.B: Conservation of Energy and Energy Transfer</strong></td>
</tr>
<tr>
<td>• Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (PS1-4-2, PS1-4-3)</td>
</tr>
<tr>
<td>• Light also transfers energy from place to place. (PS1-4-2)</td>
</tr>
<tr>
<td>• Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (PS1-4-2, PS1-4-4)</td>
</tr>
<tr>
<td><strong>PS3.C: Relationship Between Energy and Forces</strong></td>
</tr>
<tr>
<td>• When objects collide, the contact forces transfer energy so as to change the objects’ motions. (PS1-4-3)</td>
</tr>
<tr>
<td><strong>PS3.D: Energy in Chemical Processes and Everyday Life</strong></td>
</tr>
<tr>
<td>• The expression &quot;produce energy&quot; typically refers to the conversion of stored energy into a desired form for practical use. (PS1-4-4)</td>
</tr>
<tr>
<td><strong>ETS1.A: Defining Engineering Problems</strong></td>
</tr>
<tr>
<td>• Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (PS1-4-4)</td>
</tr>
</tbody>
</table>

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<tr>
<th>Performance Expectations (PE)</th>
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<tbody>
<tr>
<td><strong>PS1-4.1.</strong> Use evidence to construct an explanation relating the speed of an object to the energy of that object.</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.</td>
</tr>
<tr>
<td><strong>PS1-4-2.</strong> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment does not include quantitative measurements of energy.</td>
</tr>
<tr>
<td><strong>PS1-4-3.</strong> Ask questions and predict outcomes about the changes in energy that occur when objects collide.</td>
</tr>
<tr>
<td>• Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment does not include quantitative measurements of energy.</td>
</tr>
<tr>
<td><strong>PS1-4-4.</strong> Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</td>
</tr>
<tr>
<td>• Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.</td>
</tr>
<tr>
<td>• Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.</td>
</tr>
<tr>
<td>Science and Engineering Practices (SEP)</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>
| **Asking Questions and Defining Problems**  
Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.  
- Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (PS1-4-3)  
**Planning and Carrying Out Investigations**  
Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.  
- Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (PS1-4-2)  
**Constructing Explanations and Designing Solutions**  
Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.  
- Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (PS1-4-1)  
- Apply scientific ideas to solve design problems. (PS1-4-4) | **Energy and Matter**  
Energy can be transferred in various ways and between objects. (PS1-4-1, PS1-4-2, PS1-4-3, PS1-4-4)  
**Connections to Engineering, Technology, and Applications of Science**  
**Influence of Engineering, Technology, and Science on Society and the Natural World**  
Engineers improve existing technologies or develop new ones. (PS1-4-4)  
**Connections to Nature of Science**  
**Science is a Human Endeavor**  
Most scientists and engineers work in teams. (PS1-4-4)  
Science affects everyday life. (PS1-4-4) |

**Idaho Common Core Connections**

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<tr>
<td><strong>RI.4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (PS1-4-1)</td>
<td></td>
</tr>
<tr>
<td><strong>RI.4.3</strong> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (PS1-4-1)</td>
<td></td>
</tr>
<tr>
<td><strong>W.4.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (PS1-4-1)</td>
<td></td>
</tr>
<tr>
<td><strong>W.4.7</strong> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (PS1-4-2), (PS1-4-3), (PS1-4-4)</td>
<td></td>
</tr>
<tr>
<td><strong>W.4.8</strong> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (PS1-4-1), (PS1-4-2), (PS1-4-3), (PS1-4-4)</td>
<td></td>
</tr>
<tr>
<td><strong>W.4.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS1-4-1)</td>
<td><strong>4.OA.A.3</strong> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (PS1-4-4)</td>
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</table>

**PS2-4 Waves**

<table>
<thead>
<tr>
<th>Disciplinary Core Ideas (DCI)</th>
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</table>
| **PS4.A: Wave Properties**  
Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (PS2-4-1)  
- Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (PS2-4-1) |  
**PS4.B: Electromagnetic Radiation**  
An object can be seen when light reflected from its surface enters the eyes. (PS2-4-2)  
**PS4.C: Information Technologies and Instrumentation**  
- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode |
**Science and Engineering Practices (SEP)**

<table>
<thead>
<tr>
<th>Developing and Using Models</th>
<th>Crosscutting Concepts (CCC)</th>
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</thead>
<tbody>
<tr>
<td>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</td>
<td>Patterns</td>
</tr>
<tr>
<td>• Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (PS2-4-1)</td>
<td>Similarities and differences in patterns can be used to sort, classify, and analyze simple rates of change for natural phenomena. (PS2-4-1)</td>
</tr>
<tr>
<td>• Develop a model to describe phenomena. (PS2-4-2)</td>
<td>Similarities and differences in patterns can be used to sort and classify designed products. (PS2-4-3)</td>
</tr>
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<tr>
<th>Constructing Explanations and Designing Solutions</th>
<th>Cause and Effect</th>
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<tr>
<td>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</td>
<td>Cause and effect relationships are routinely identified. (PS2-4-2)</td>
</tr>
<tr>
<td>• Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (PS2-4-3)</td>
<td><strong>Connections to Engineering, Technology, and Applications of Science</strong></td>
</tr>
</tbody>
</table>

**Scientific Knowledge is Based on Empirical Evidence**

Science findings are based on recognizing patterns. (PS2-4-1)

**Idaho Common Core Connections**

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<td><strong>RI.4.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (PS2-4-3)</td>
<td><strong>4.MP.4</strong> Model with mathematics. (PS2-4-1),(PS2-4-2)</td>
</tr>
<tr>
<td><strong>RI.4.9</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (PS2-4-3)</td>
<td><strong>4.G.A.1</strong> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (PS2-4-1),(PS2-4-2)</td>
</tr>
<tr>
<td><strong>SL.4.5</strong> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (PS2-4-1),(PS2-4-2)</td>
<td></td>
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</table>
### LS: Life Sciences

#### LS1-4 Molecules to Organisms: Structure and Processes

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<tr>
<td><strong>LS1.A: Structure and Function</strong></td>
</tr>
<tr>
<td>- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (LS1-4-1)</td>
</tr>
<tr>
<td>- Animals have various body systems with specific functions for sustaining life: skeletal, circulatory, respiratory, muscular, digestive, etc. (LS1-4-1).</td>
</tr>
<tr>
<td><strong>LS1.D: Information Processing</strong></td>
</tr>
<tr>
<td>- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal’s brain. Animals are able to use their perceptions and memories to guide their actions. (LS1-4-2)</td>
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<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td><strong>LS1-4-1.</strong> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</td>
</tr>
<tr>
<td>- Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.</td>
</tr>
<tr>
<td>- Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.</td>
</tr>
<tr>
<td><strong>LS1-4-2.</strong> Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</td>
</tr>
<tr>
<td>- Clarification Statement: Emphasis is on systems of information transfer.</td>
</tr>
<tr>
<td>- Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.</td>
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<tr>
<td>- Use a model to test interactions concerning the functioning of a natural system. (LS1-4-2)</td>
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<td><strong>Engaging in Argument from Evidence</strong></td>
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<td>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</td>
</tr>
<tr>
<td>- Construct an argument with evidence, data, and/or a model. (LS1-4-1)</td>
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<td><strong>Systems and System Models</strong></td>
</tr>
<tr>
<td>A system can be described in terms of its components and their interactions. (LS1-4-1, LS1-4-2)</td>
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<td><strong>Mathematics</strong></td>
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<tr>
<td>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (LS1-4-1)</td>
</tr>
</tbody>
</table>
**LS2-4 Ecosystems: Interactions, Energy, and Dynamics**

### Disciplinary Core Ideas (DCI)

**LS2.A: Interdependent Relationships in Ecosystems**
- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (LS2-4-1)

**LS2.B: Cycles of Matter and Energy Transfer in Ecosystems**
- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (LS2-4-1)

### Performance Expectations (PE)

Students who demonstrate understanding can:

**LS2-4-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- **Clarification Statement:** Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.
- **Assessment Boundary:** Assessment does not include molecular explanations.

### Science and Engineering Practices (SEP)

**Developing and Using Models**
Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model to describe phenomena. (LS2-4-1)

**Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena**
Science explanations describe the mechanisms for natural events. (LS2-4-1)

### Crosscutting Concepts (CCC)

**Systems and System Models**
A system can be described in terms of its components and their interactions. (LS2-4-1)

### Idaho Common Core Connections

**ELA/Literacy**

- **RL.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (LS2-4-1)
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (LS2-4-1)

**Mathematics**

- **MP.2** Reason abstractly and quantitatively. (LS2-4-1)
- **MP.4** Model with mathematics. (LS2-4-1)
### ESS: Earth and Space Sciences

#### ESS1-4 Earth’s Place in the Universe

#### Disciplinary Core Ideas (DCI)

**ESS1.C: The History of Planet Earth**
- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1-4-1)
- There are three classifications of rocks produced within the rock cycle: sedimentary, metamorphic, and igneous. (ESS1-4-1).

#### Performance Expectations (PE)

Students who demonstrate understanding can:

**ESS1-4-1.** Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time.

- Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.
- Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

#### Science and Engineering Practices (SEP)

**Constructing Explanations and Designing Solutions**
Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.
- Identify the evidence that supports particular points in an explanation. (ESS1-4-1)

**Crosscutting Concepts (CCC)**

- **Patterns**
  - Patterns can be used as evidence to support an explanation. (ESS1-4-1)

  **Connections to Nature of Science**
  - Scientific Knowledge Assumes an Order and Consistency in Natural Systems
  - Science assumes consistent patterns in natural systems. (ESS1-4-1)

#### Idaho Common Core Connections

**ELA/Literacy**
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (ESS1-4-1)
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (ESS1-4-1)
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS1-4-1)

**Mathematics**
- MP.2 Reason abstractly and quantitatively. (ESS1-4-1)
- MP.4 Model with mathematics. (ESS1-4-1)
- 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (ESS1-4-1)

### ESS2-4 Earth’s Systems

#### Disciplinary Core Ideas (DCI)

**ESS2.A: Earth Materials and Systems**
- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (ESS2-4-1)

**ESS2.B: Plate Tectonics and Large-Scale System Interactions**
- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (ESS2-4-2)

**ESS2.E: Biogeology**
- Living things affect the physical characteristics of their regions. (ESS2-4-1)

### Performance Expectations (PE)

Students who demonstrate understanding can:

**ESS2–4.1.** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.
- Assessment Boundary: Assessment is limited to a single form of weathering or erosion.

**ESS2–4.2.** Analyze and interpret data from maps to describe patterns of Earth’s features.
- Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

### Science and Engineering Practices (SEP)

**Planning and Carrying Out Investigations**
Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (ESS2-4-1)

**Analyzing and Interpreting Data**
Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.
- Analyze and interpret data to make sense of phenomena using logical reasoning. (ESS2-4-2)

### Idaho Common Core Connections

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<td><strong>RL.4.7</strong> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timeline, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (ESS2-4-2)</td>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (ESS2-4-1)</td>
</tr>
<tr>
<td><strong>W.4.7</strong> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timeline, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (ESS2-4-2)</td>
<td><strong>MP.4</strong> Model with mathematics. (ESS2-4-1)</td>
</tr>
<tr>
<td><strong>W.4.8</strong> Recall relevant information from experiences or gather relevant information from print and digital sources: take notes and categorize information, and provide a list of sources. (ESS2-4-1)</td>
<td><strong>MP.5</strong> Use appropriate tools strategically. (ESS2-4-1)</td>
</tr>
</tbody>
</table>

**4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (ESS2-4-1)

**4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (ESS2-4-1),(ESS2-4-2)
ESS3-4 Earth and Human Activity

## Disciplinary Core Ideas (DCI)

### ESS3.A: Natural Resources
- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (ESS3-4-1)

### ESS3.B: Natural Hazards
- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (ESS3-4-2)

### ETS1.B: Designing Solutions to Engineering Problems
- Testing a solution involves investigating how well it performs under a range of likely conditions. (ESS3-4-2)

## Performance Expectations (PE)

Students who demonstrate understanding can:

### ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- **Clarification Statement:** Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

### ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- **Clarification Statement:** Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.
- **Assessment Boundary:** Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

## Science and Engineering Practices (SEP)

### Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (ESS3-4-2)

### Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods.
- Obtain and combine information from books and other reliable media to explain phenomena. (ESS3-4-1)

## Crosscutting Concepts (CCC)

### Cause and Effect
- Cause and effect relationships are routinely identified and used to explain change. (ESS3-4-1)
- Cause and effect relationships are routinely identified, tested, and used to explain change. (ESS3-4-2)

### Interdependence of Science, Engineering, and Technology
Knowledge of relevant scientific concepts and research findings is important in engineering. (ESS3-4-1)

### Influence of Engineering, Technology, and Science on Society and the Natural World
- Over time, people’s needs and wants change, as do their demands for new and improved technologies. (ESS3-4-1)
- Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (ESS3-4-2)
<table>
<thead>
<tr>
<th>Idaho Common Core Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA/Literacy</strong></td>
</tr>
<tr>
<td><strong>RI.4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS3-4-2)</td>
</tr>
<tr>
<td><strong>RI.4.9</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (ESS3-4-2)</td>
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<tr>
<td><strong>W.4.7</strong> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (ESS3-4-1)</td>
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<td><strong>W.4.8</strong> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (ESS3-4-1)</td>
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<tr>
<td><strong>W.4.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS3-4-1)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (ESS3-4-1),(ESS3-4-2)</td>
</tr>
<tr>
<td><strong>MP.4</strong> Model with mathematics. (ESS3-4-1),(ESS3-4-2)</td>
</tr>
<tr>
<td><strong>4.OA.A.1</strong> Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (ESS3-4-1),(ESS3-4-2)</td>
</tr>
</tbody>
</table>
## Elementary School (5th Grade)

**PS: Physical Sciences**

**PS1-5 Matter and Its Interactions**

### Disciplinary Core Ideas (DCI)

#### PS1.A: Structure and Properties of Matter
- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (PS1-5-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (PS1-5-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (PS1-5-3)

#### PS1.B: Chemical Reactions
- When two or more different substances are mixed, a new substance with different properties may be formed. (PS1-5-4)
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (PS1-5-2)

### Performance Expectations (PE)

Students who demonstrate understanding can:

#### PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.
- Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.
- Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

#### PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.
- Assessment Boundary: Assessment does not include distinguishing mass and weight.

#### PS1-5-3. Make observations and measurements to identify materials based on their properties.
- Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.
- Assessment Boundary: Assessment does not include density or distinguishing mass and weight.

#### PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

### Science and Engineering Practices (SEP)

#### Developing and Using Models
- Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
- Use models to describe phenomena. (PS1-5-1)

### Crosscutting Concepts (CCC)

- **Cause and Effect**
  - Cause and effect relationships are routinely identified and used to explain change. (PS1-5-4)

- **Scale, Proportion, and Quantity**
Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
- Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (PS1-5-4)
- Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (PS1-5-3)

Using Mathematics and Computational Thinking
Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.
- Measure and graph quantities such as weight to address scientific and engineering questions and problems. (PS1-5-2)

Idaho Common Core Connections
ELA/Literacy
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (PS1-5-1)
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (PS1-5-2),(PS1-5-3),(PS1-5-4)
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (PS1-5-2),(PS1-5-3),(PS1-5-4)
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS1-5-2),(PS1-5-3),(PS1-5-4)

PS2-5 Motion and Stability: Forces and Interactions

Disciplinary Core Ideas (DCI)

- The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center. (PS2-5-1)

Performance Expectations (PE)

- Students who demonstrate understanding can:

  **PS2-5.1. Support an argument that the gravitational force exerted by Earth on objects is directed down.**

  - Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.
  - Assessment Boundary: Assessment does not include mathematical representation of gravitational force.
# Science and Engineering Practices (SEP)

## Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (PS2-5-1)

## Crosscutting Concepts (CCC)

### Cause and Effect

Cause and effect relationships are routinely identified and used to explain change. (PS2-5-1)

## Idaho Common Core Connections

### ELA/Literacy

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (PS2-5-1)
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (PS2-5-1)
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (PS2-5-1)

### Mathematics

There are no mathematical standards for this standard.

## PS3-5 Energy

### Disciplinary Core Ideas (DCI)

#### PS3.D: Energy in Chemical Processes and Everyday Life

- The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (PS3-5-1)


- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (PS3-5-1)

### Performance Expectations (PE)

Students who demonstrate understanding can:

- **PS3-5-1.** Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
  - Clarification Statement: Examples of models could include diagrams, and flow charts.

### Science and Engineering Practices (SEP)

#### Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Use models to describe phenomena. (PS3-5-1)

### Crosscutting Concepts (CCC)

#### Energy and Matter

Energy can be transferred in various ways and between objects. (PS3-5-1)
### Idaho Common Core Connections

**ELA/Literacy**

| RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (PS3-5-1) |
| SL.5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (PS3-5-1) |

**Mathematics**

| There are no mathematical standards for this standard |

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### LS: Life Sciences

**LS1-5 Molecules to Organisms: Structure and Processes**

#### Disciplinary Core Ideas (DCI)

**LS1.C: Organization for Matter and Energy Flow in Organisms**

- Plants acquire their material for growth chiefly from air and water. (LS1-5-1)

#### Performance Expectations (PE)

**LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.**

- Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

#### Science and Engineering Practices (SEP)

**Engaging in Argument from Evidence**

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (LS1-5-1)

#### Crosscutting Concepts (CCC)

**Energy and Matter**

Matter is transported into, out of, and within systems. (LS1-5-1)

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### Idaho Common Core Connections

**ELA/Literacy**

| RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (LS1-5-1) |
| RI.5.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (LS1-5-1) |
| W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (LS1-5-1) |

**Mathematics**

| MP.2 | Reason abstractly and quantitatively. (LS1-5-1) |
| MP.4 | Model with mathematics. (LS1-5-1) |
| MP.5 | Use appropriate tools strategically. (LS1-5-1) |
| 5.MD.A.1 | Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (LS1-5-1) |
**LS2-5 Biological Adaptation: Unity and Diversity**

### Disciplinary Core Ideas (DCI)

<table>
<thead>
<tr>
<th>DCI</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</strong></td>
<td>When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (LS2-5-4)</td>
</tr>
<tr>
<td><strong>LS4.A: Evidence of Common Ancestry and Diversity</strong></td>
<td>Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (LS2-5-1)</td>
</tr>
<tr>
<td><strong>LS4.B: Natural Selection</strong></td>
<td>Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (LS2-5-2)</td>
</tr>
<tr>
<td><strong>LS4.C: Adaptation</strong></td>
<td>For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (LS2-5-3)</td>
</tr>
<tr>
<td><strong>LS4.D: Biodiversity and Humans</strong></td>
<td>Populations of animals are classified by their characteristics. (LS2-5-2)</td>
</tr>
<tr>
<td></td>
<td>Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (LS2-5-4)</td>
</tr>
</tbody>
</table>

### Performance Expectations (PE)

Students who demonstrate understanding can:

<table>
<thead>
<tr>
<th>PE</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</strong></td>
<td>Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.</td>
</tr>
<tr>
<td></td>
<td>Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.</td>
</tr>
<tr>
<td><strong>LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</strong></td>
<td>Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.</td>
</tr>
<tr>
<td><strong>LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</strong></td>
<td>Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.</td>
</tr>
<tr>
<td><strong>LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</strong></td>
<td>Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.</td>
</tr>
<tr>
<td></td>
<td>Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.</td>
</tr>
</tbody>
</table>

### Crosscutting Concepts (CCC)

- **Cause and Effect:** Cause and effect relationships are routinely identified and used to explain change. (LS2-5-2, LS2-5-3)
**Idaho Common Core Connections**

**ELA/Literacy**
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. (LS2-5-1),(LS2-5-3),(LS2-5-4)
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)
- **W.3.3** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (LS2-5-1)

**SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (LS2-5-2),(LS2-5-3),(LS2-5-4)

**Mathematics**
- **MP.2** Reason abstractly and quantitatively. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)
- **MP.4** Model with mathematics. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)
- **MP.5** Use appropriate tools strategically. (LS2-5-1)
- **3.MD.B.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (LS2-5-2),(LS2-5-3)
- **3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (LS2-5-1)

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**ESS: Earth and Space Sciences**

**ESS1-5 Earth’s Place in the Universe**

<table>
<thead>
<tr>
<th>Disciplinary Core Ideas (DCI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESS1.A: The Universe and its Stars</strong></td>
</tr>
<tr>
<td>• The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (ESS1-5-1)</td>
</tr>
<tr>
<td><strong>ESS1.B: Earth and the Solar System</strong></td>
</tr>
<tr>
<td>• The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night, daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (ESS1-5-2)</td>
</tr>
</tbody>
</table>

**Scale, Proportion, and Quantity**
- Observable phenomena exist from very short to very long time periods. (LS2-5-1)

**Systems and System Models**
- A system can be described in terms of its components and their interactions. (LS2-5-4)

**Connections to Engineering, Technology, and Applications of Science**
- Interdependence of Engineering, Technology, and Science on Society and the Natural World
- Knowledge of relevant scientific concepts and research findings is important in engineering. (LS2-5-4)

**Connections to Nature of Science**
- Scientific Knowledge Assumes an Order and Consistency in Natural Systems
- Science assumes consistent patterns in natural systems. (LS2-5-1)
### Performance Expectations (PE)

Students who demonstrate understanding can:

**ESS1-5.1.** Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.
- Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).

**ESS1-5.2.** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.
- Assessment Boundary: Assessment does not include causes of seasons.

### Science and Engineering Practices (SEP)

**Analyzing and Interpreting Data**
Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.
- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (ESS1-5-2)

**Engaging in Argument from Evidence**
Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).
- Support an argument with evidence, data, or a model. (ESS1-5-1)

### Crosscutting Concepts (CCC)

- **Patterns**
  - Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (ESS1-5-2)

- **Scale, Proportion, and Quantity**
  - Natural objects exist from the very small to the immensely large. (ESS1-5-1)

### Idaho Common Core Connections

**ELA/Literacy**
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS1-5-1)
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (ESS1-5-1)
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (ESS1-5-1)
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (ESS1-5-1)
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (ESS1-5-1)
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (ESS1-5-2)

**Mathematics**
- **MP.2** Reason abstractly and quantitatively. (ESS1-5-1),(ESS1-5-2)
- **MP.4** Model with mathematics. (ESS1-5-1),(ESS1-5-2)
- **5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (ESS1-5-1)
- **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (ESS1-5-2)

### ESS2-5 Earth’s Systems

**ESS2.A: Earth Materials and Systems**
- Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports...
a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (ESS2-5-1)

**ESS2.C: The Roles of Water in Earth's Surface Processes**
- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (ESS2-5-2)

## Performance Expectations (PE)

Students who demonstrate understanding can:

### ESS2-5-1.
**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.**
- **Clarification Statement:** Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.
- **Assessment Boundary:** Assessment is limited to the interactions of two systems at a time.

### ESS2-5-2.
**Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.**
- **Assessment Boundary:** Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

## Science and Engineering Practices (SEP) vs. Crosscutting Concepts (CCC)

### Developing and Using Models
**Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.**
- Develop a model using an example to describe a scientific principle. (ESS2-5-1)

### Using Mathematics and Computational Thinking
**Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.**
- Describe and graph quantities such as area and volume to address scientific questions. (ESS2-5-2)

### Scale, Proportion, and Quantity
**Standard units are used to measure and describe physical quantities such as weight and volume.** (ESS2-5-2)

### Systems and System Models
**A system can be described in terms of its components and their interactions.** (ESS2-5-1)

## Idaho Common Core Connections

**ELA/Literacy**
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (ESS2-5-1),(ESS2-5-2)
- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (ESS2-5-2)
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (ESS2-5-1),(ESS2-5-2)

**Mathematics**
- **MP.2** Reason abstractly and quantitatively. (ESS2-5-1),(ESS2-5-2)
- **MP.4** Model with mathematics. (ESS2-5-1),(ESS2-5-2)
- **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (ESS2-5-1)

## ESS3-5 Earth and Human Activity

**ESS3.C: Human Impacts on Earth Systems**

### Disciplinary Core Ideas (DCI)
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments. (ESS3-5-1)

**Performance Expectations (PE)**

Students who demonstrate understanding can:

**ESS3-5-1.** Support Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

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<tr>
<th>Science and Engineering Practices (SEP)</th>
<th>Crosscutting Concepts (CCC)</th>
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<tr>
<td><strong>Obtaining, Evaluating, and Communicating Information</strong> Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</td>
<td><strong>Systems and System Models</strong> A system can be described in terms of its components and their interactions. (ESS3-5-1)</td>
</tr>
<tr>
<td>- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (ESS3-5-1)</td>
<td><strong>Connections to Nature of Science</strong> Science Addresses Questions About the Natural and Material World. Science findings are limited to questions that can be answered with empirical evidence. (ESS3-5-1)</td>
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**Idaho Common Core Connections**

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<tr>
<td><strong>RI.5.1</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS3-5-1)</td>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (ESS3-5-1)</td>
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<td><strong>RI.5.7</strong> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (ESS3-5-1)</td>
<td><strong>MP.4</strong> Model with mathematics. (ESS3-5-1)</td>
</tr>
<tr>
<td><strong>RI.5.9</strong> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (ESS3-5-1)</td>
<td><strong>W.5.8</strong> Recall relevant information from experiences or gather relevant information from print and digital sources: summarize or paraphrase information in notes and finished work, and provide a list of sources. (ESS3-5-1)</td>
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<tr>
<td><strong>W.5.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS3-5-1)</td>
<td><strong>W.5.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS3-5-1)</td>
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</table>
Middle School (6-8)
PS: Physical Sciences
PS1-MS Matter and Its Interactions

**Performance Expectations (PE)**

Students who demonstrate understanding can:

**PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.**
- **Clarification Statement:** Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- **Assessment Boundary:** Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.

**PS1-MS-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.**
- **Clarification Statement:** Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- **Assessment Boundary:** Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

**PS1-MS-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.**
- **Clarification Statement:** Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.
- **Assessment Boundary:** Assessment is limited to qualitative information.

**PS1-MS-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.**
- **Clarification Statement:** Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

**PS1-MS-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.**
- **Clarification Statement:** Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- **Assessment Boundary:** Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

**PS1-MS-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.**
- **Clarification Statement:** Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.
- **Assessment Boundary:** Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

**Science and Engineering Practices (SEP)**

- **Developing and Using Models**
  - **Modeling in 6-8 builds on K-5 and progresses to developing, using and revising models to describe, test and predict more abstract phenomena and**

**Disciplinary Core Ideas (DCI)**

- **PS1.A Structure and Properties of Matter**
  - **Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.**

**Crosscutting Concepts (CCC)**

- **Patterns**
  - Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (PS1-MS-2)
### State Department of Education

**AUGUST 13, 2015**

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<th><strong>Design Systems.</strong></th>
<th><strong>Analyzing and Interpreting Data</strong></th>
<th><strong>Constructing Explanations and Designing Solutions</strong></th>
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<tr>
<td>Develop a model to predict and/or describe phenomena (PS1-MS-1, PS1-MS-4)</td>
<td>Analyzing data in 6-8 builds on K-5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</td>
<td>Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</td>
</tr>
<tr>
<td>Develop a model to describe unobservable mechanisms (PS1-MS-5)</td>
<td></td>
<td>Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints (PS1-MS-6)</td>
</tr>
</tbody>
</table>

### Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence (PS1-MS-3)

### Connections to Nature of Science

**Scientific Knowledge is Based on Empirical Evidence**

Science knowledge is based upon logical and conceptual connections between evidence and concepts. Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (PS1-MS-1)

- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (PS1-MS-4)
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (PS1-MS-4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (PS1-MS-1)
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (PS1-MS-4)

### PS1.B Chemical Reactions

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (PS1-MS-1, PS1-MS-3, PS1-MS-5)
- The total number of each type of atom is conserved, and thus the mass does not change. (PS1-MS-5)
- Some chemical reactions release energy, others store energy. (PS1-MS-6)

### PS3A: Definitions of Energy

- The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules with in a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (PS1-MS-4)
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (PS1-MS-6)

### Cause and Effect

Cause and effect relationships may be used to predict phenomena in natural or designed systems. (PS1-MS-4)

### Scale, Proportion, and Quantity

Time, space and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (PS1-MS-1)

### Energy and Matter

Matter is conserved because atoms are conserved in physical and chemical processes. (PS1-MS-5)

The transfer of energy (e.g., heat) can be tracked as energy flows through a designed or natural system. (PS1-MS-3)

### Connections to Engineering, Technology, and Application of Science

**Interdependence of Science, Engineering, and Technology**

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (PS1-MS-3)

**Influence of Science, Engineering, and Technology on Society and the Natural World**

The uses of technology and any limitations on their use are driven by individual and societal needs, desires, and values; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (PS1-MS-3)
Students who demonstrate understanding can:

**Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena**

Laws are regularities or mathematical descriptions of natural phenomena (PS1-MS-5)

of the test results in order to improve it. (PS1-MS-6)

- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (PS1-MS-6)

**Idaho Common Core Connections**

**ELA/Literacy**

**RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (PS1-MS-2), (PS1-MS-3)

**RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS1-MS-6)

**RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (PS1-MS-1), (PS1-MS-2), (PS1-MS-4), (PS1-MS-5)

**WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (PS1-MS-6)

**WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (PS1-MS-3)

**Mathematics**

**MP.2** Reason abstractly and quantitatively. (PS1-MS-1), (PS1-MS-2), (PS1-MS-5)

**MP.4** Model with mathematics. (PS1-MS-1), (PS1-MS-5)

**6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems. (PS1-MS-1), (PS1-MS-2), (PS1-MS-5)

**6.NS.C.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (PS1-MS-4)

**8.EE.A.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. (PS1-MS-1)

**6.SP.B.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (PS1-MS-2)

**6.SP.B.5** Summarize numerical data sets in relation to their context. (PS1-MS-2)

**Performance Expectations (PE)**

**PS2-MS-1.** Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.

- Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
- Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.

**PS2-MS-2.** Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.

- Clarification Statement: Emphasis is on balanced (Newton’s First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton’s Second Law), frame of reference, and specification of units.
- Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.

**PS2-MS-3.** Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

- Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.
- Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

**PS2-MS-4.** Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

- Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.
- Assessment Boundary: Assessment does not include Newton’s Law of Gravitation or Kepler’s Laws.

**PS2-MS-5.** Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
**Science and Engineering Practices (SEP)**

**Asking Questions and Defining Problems**
Asking questions and defining problems in 6-8 builds from K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.
- Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles (PS2-MS-3)

**Planning and Carrying Out Investigations**
Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provides evidence to support explanations or design solutions.
- Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim (PS2-MS-2)
- Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation (PS2-MS-1)

**Constructing Explanations and Designing Solutions**
Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.

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<th>Disciplinary Core Ideas (DCI)</th>
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<td><strong>PS2.A: Forces and Motion</strong></td>
<td><strong>Cause and Effect</strong></td>
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<tr>
<td>- For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (PS2-MS-1)</td>
<td>Cause and effect relationships may be used to predict phenomena in natural or designed systems. (PS2-MS-3, PS2-MS-5)</td>
</tr>
<tr>
<td>- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (PS2-MS-2)</td>
<td><strong>Systems and System Models</strong></td>
</tr>
<tr>
<td>- All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (PS2-MS-2)</td>
<td>Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. (PS2-MS-1, PS2-MS-4)</td>
</tr>
<tr>
<td><strong>PS2.B: Types of Interactions</strong></td>
<td><strong>Stability and Change</strong></td>
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<tr>
<td>- Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (PS2-MS-3)</td>
<td>Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. (PS2-MS-2)</td>
</tr>
<tr>
<td>- Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (PS2-MS-4)</td>
<td><strong>Connections to Engineering, Technology, and Applications of Science</strong></td>
</tr>
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<td>- Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (PS2-MS-5)</td>
<td><strong>Influence of Science, Engineering, and Technology on Society and the Natural World</strong></td>
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<td></td>
<td>- The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (PS2-MS-1)</td>
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</table>
• Apply scientific ideas or principles to design an object, tool, process or system (PS2-MS-1)

Engaging in Argument from Evidence
Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.

• Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (PS2-MS-4)

Connections to Nature of Science
Science knowledge is based upon logical and conceptual connections between evidence and explanations (PS2-MS-2, PS2-MS-4)

Idaho Common Core Connections

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<td><strong>MP.2</strong> Reason abstractly and quantitatively. (PS2-MS-1),(PS2-MS-2),(PS2-MS-3)</td>
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<td><strong>RST.6-8.3</strong> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS2-MS-1),(PS2-MS-2),(PS2-MS-5)</td>
<td><strong>6.NS.C.5</strong> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (PS2-MS-1)</td>
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<tr>
<td><strong>WHST.6-8.1</strong> Write arguments focused on discipline-specific content. (PS2-MS-4)</td>
<td><strong>6.EE.A.2</strong> Write, read, and evaluate expressions in which letters stand for numbers. (PS2-MS-1),(PS2-MS-2)</td>
</tr>
<tr>
<td><strong>WHST.6-8.7</strong> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (PS2-MS-1),(PS2-MS-2),(PS2-MS-5)</td>
<td><strong>7.EE.B.3</strong> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (PS2-MS-1),(PS2-MS-2)</td>
</tr>
<tr>
<td><strong>7.EE.B.4</strong> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (PS2-MS-1),(PS2-MS-2)</td>
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PS3-MS Energy

**Performance Expectations (PE)**

Students who demonstrate understanding can:

**PS3-MS-1.** Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

• Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks
PS3-MS-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

- Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate’s hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.
- Assessment Boundary: Assessment is limited to two objects electric, magnetic, and gravitational interactions.

PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

- Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.
- Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

- Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.
- Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

- Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.
- Assessment Boundary: Assessment does not include calculations of energy.

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<td><strong>PS3.A: Definitions of Energy</strong></td>
<td><strong>Scale, Proportion, and Quantity</strong></td>
</tr>
<tr>
<td>Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</td>
<td>Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (PS3-MS-1)</td>
<td>Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (PS3-MS-1, PS3-MS-4)</td>
</tr>
<tr>
<td>• Develop a model to describe unobservable mechanisms. (PS3-MS-2)</td>
<td>A system of objects may also contain stored (potential) energy, depending on their relative positions. (PS3-MS-2)</td>
<td><strong>Systems and System Models</strong></td>
</tr>
<tr>
<td><strong>Planning and Carrying Out Investigations</strong></td>
<td>Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (PS3-MS-3, PS3-MS-4)</td>
<td><strong>Energy and Matter</strong></td>
</tr>
<tr>
<td>Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.</td>
<td><strong>PS3.B: Conservation of Energy and Energy Transfer</strong></td>
<td>Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). (PS3-MS-5)</td>
</tr>
<tr>
<td>• Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (PS3-MS-4)</td>
<td>When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (PS3-MS-5)</td>
<td><strong>The transfer of energy can be tracked as energy flows through a designed or natural system.</strong> (PS3-MS-3)</td>
</tr>
<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
<td>• The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (PS3-MS-4)</td>
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<td></td>
<td>• Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (PS3-MS-3)</td>
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</tbody>
</table>
Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (PS3-MS-1)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (PS3-MS-3)

**Engaging in Argument from Evidence**

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds.

- Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (PS3-MS-5)

**Connections to Nature of Science**

**Scientific Knowledge is Based on Empirical Evidence**

Science knowledge is based upon logical and conceptual connections between evidence and explanations (PS3-MS-4, PS3-MS-5)

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### Idaho Common Core Connections

**ELA/Literacy**

- **RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (PS3-MS-1), (PS3-MS-5)
- **RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS3-MS-3), (PS3-MS-4)
- **RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (PS3-MS-1)
- **WHST.6-8.4** Write arguments focused on discipline content. (PS3-MS-5)

**Mathematics**

- **MP.2** Reason abstractly and quantitatively. (PS3-MS-1), (PS3-MS-4), (PS3-MS-5)
- **6.RP.A.1** Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (PS3-MS-1), (PS3-MS-5)
- **6.RP.A.2** Understand the concept of a unit rate $a:b$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (PS3-MS-1)
- **7.RP.A.2** Recognize and represent proportional relationships between quantities. (PS3-MS-1), (PS3-MS-5)
- **8.EE.A.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions.
PS4-MS Waves

Performance Expectations (PE)

Students who demonstrate understanding can:

**PS4-MS-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.**
- Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.
- Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.

**PS4-MS-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.**
- Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.
- Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.

**PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.**
- Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in WIFI devices, and conversion of stored binary patterns to make sound or text on a computer screen.
- Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

<table>
<thead>
<tr>
<th>Developing and Using Models</th>
<th>Disciplinary Core Ideas (DCI)</th>
<th>Crosscutting Concepts (CCC)</th>
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<tbody>
<tr>
<td><strong>Modeling in 6–8 builds on K–5 and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</strong></td>
<td><strong>PS4.A: Wave Properties</strong></td>
<td><strong>Patterns</strong></td>
</tr>
<tr>
<td>- Develop and use a model to describe phenomena. (PS4-MS-2)</td>
<td>- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (PS4-MS-1)</td>
<td>Graphs and charts can be used to identify patterns in data. (PS4-MS-1)</td>
</tr>
<tr>
<td><strong>Using Mathematics and Computational Thinking</strong></td>
<td>- A sound wave needs a medium through which it is transmitted. (PS4-MS-2)</td>
<td><strong>Structure and Function</strong></td>
</tr>
<tr>
<td>Mathematical and computational thinking at the 6–8 level builds on K–5 and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</td>
<td><strong>PS4.B: Electromagnetic Radiation</strong></td>
<td>Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (PS4-MS-2)</td>
</tr>
<tr>
<td></td>
<td>- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object’s material and the frequency (color) of the light. (PS4-MS-2)</td>
<td>Structures can be designed to serve particular functions. (PS4-MS-3)</td>
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<td></td>
<td>- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (PS4-MS-2)</td>
<td><strong>Connections to Engineering,</strong></td>
</tr>
</tbody>
</table>
### Idaho Common Core Connections

**ELA/Literacy**
- **RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. (PS4-MS-3)
- **RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (PS4-MS-3)
- **RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (PS4-MS-3)
- **WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research. (PS4-MS-3)
- **SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (PS4-MS-1),(PS4-MS-2)

**Mathematics**
- **MP.2** Reason abstractly and quantitatively. (PS4-MS-1)
- **MP.4** Model with mathematics. (PS4-MS-1)
- **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (PS4-MS-1)
- **6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems. (PS4-MS-1)
- **7.RP.A.2** Recognize and represent proportional relationships between quantities. (PS4-MS-1)
- **8.F.A.3** Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (PS4-MS-1)
### LS: Life Sciences

#### LS1-MS Molecules to Organisms: Structure and Processes

**Performance Expectations (PE)**

Students who demonstrate understanding can:

**MS-LS1-1.** Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- **Clarification Statement:** Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.

**MS-LS1-2.** Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- **Clarification Statement:** Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. These are visible with a light microscope.
- **Content Limit:** Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.

**MS-LS1-3.** Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.
- **Clarification Statement:** Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.
- **Assessment Boundary:** Assessment does not include the mechanism of one body system independent of others. Assessment is not focused on human body systems.

**MS-LS1-4.** Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.
- **Clarification Statement:** Examples should include both biotic and abiotic items, and should be defended using accepted characteristics of life.
- **Assessment Boundary:** Assessment does not include viruses, or other disputed examples.

**MS-LS1-5.** Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- **Clarification Statement:** Emphasis is on tracing movement of matter and flow of energy.
- **Assessment Boundary:** Assessment does not include the biochemical mechanisms of photosynthesis.

**MS-LS1-6.** Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- **Clarification Statement:** Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Also understanding that the elements in the products are the same as the elements in the reactants.
- **Content Limit:** Assessment does not include details of the chemical reactions for photosynthesis or respiration.

### Science and Engineering Practices (SEP)

**Developing and Using Models**
- Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
- Develop and use a model to describe phenomena. (LS1-MS-2)
- Develop a model to describe unobservable mechanisms. (LS1-MS-6)

**Disciplinary Core Ideas (DCI)**

**LS1.A: Structure and Function**
- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (LS1-MS-1)
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (LS1-MS-2)
- In multicellular organisms, the body is a system of multiple

**Crosscutting Concepts (CCC)**

**Scale, Proportion, and Quantity**
- Phenomena that can be observed at one scale may not be observable at another scale. (LS1-MS-1)

**Systems and System Models**
- Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. (LS1-MS-3)

**Energy and Matter**
**Planning and Carrying Out Investigations**
Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.
- Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation. (LS1-MS-1)

**Constructing Explanations and Designing Solutions**
Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.
- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-MS-5)

**Engaging in Argument from Evidence**
Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).
- Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (LS1-MS-3)
- Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (LS1-MS-4)

**Scientific Knowledge is Based on Empirical Evidence**
interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (LS1-MS-3)

**LS1.B: Characteristics of Living Things**
- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS1-MS-4)
- Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (LS1-MS-4)

**LS1.C: Organization for Matter and Energy Flow in Organisms**
- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (LS1-MS-5)
- Within individual organisms, food moves through a series of chemical reactions (cellular respiration) in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (LS1-MS-6)

Matter is conserved because atoms are conserved in physical and chemical processes. (LS1-MS-6)
Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (MS-LS1-5)

**Structure and Function**
Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (LS1-MS-2)

**Connections to Engineering, Technology, and Applications of Science**

**Interdependence of Science, Engineering, and Technology**
Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (LS1-MS-1)

**Connections to Nature of Science**

**Science is a Human Endeavor**
Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (LS1-MS-3)
LS2-MS Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

**LS2-MS-1.** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

**LS2-MS-2.** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.

**LS2-MS-3.** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.
- Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.

**LS2-MS-4.** Develop a model to describe the flow of energy through the trophic levels of an ecosystem.
- Clarification Statement: Emphasis is on describing the transfer of mass and energy beginning with producers, moving to primary and secondary consumers, and ending with decomposers.
- Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.

**LS2-MS-5.** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

**LS2-MS-6.** Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.
<table>
<thead>
<tr>
<th>Science and Engineering Practices (SEP)</th>
<th>Disciplinary Core Ideas (DCI)</th>
<th>Crosscutting Concepts (CCC)</th>
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</thead>
<tbody>
<tr>
<td><strong>Developing and Using Models</strong></td>
<td><strong>LS2.A: Interdependent Relationships in Ecosystems</strong></td>
<td><strong>Patterns</strong></td>
</tr>
<tr>
<td>Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</td>
<td>- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (LS2-MS-1)</td>
<td>- Patterns can be used to identify cause and effect relationships. (LS2-MS-2)</td>
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<td>- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (LS2-MS-1)</td>
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<td>- Growth of organisms and population increases are limited by access to resources. (LS2-MS-1)</td>
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<td>- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (LS2-MS-1)</td>
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<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
<td><strong>LS2.B: Cycle of Matter and Energy Transfer in Ecosystems</strong></td>
<td><strong>Cause and Effect</strong></td>
</tr>
<tr>
<td>Analyzing data in 6-8 builds on K-5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</td>
<td>- Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (LS2-MS-2)</td>
<td>- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (LS2-MS-1)</td>
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<td>- Food webs can be broken down into multiple energy pyramids. Concepts should include the 10% rule of energy and biomass transfer between trophic levels and the environment. (LS2-MS-2)</td>
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<tr>
<td><strong>Constructing Explanations and Designing Solutions</strong></td>
<td><strong>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</strong></td>
<td><strong>Energy and Matter</strong></td>
</tr>
<tr>
<td>Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</td>
<td>- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (LS2-MS-5)</td>
<td>- The transfer of energy can be tracked as energy flows through a natural system. (LS2-MS-3, LS2-MS-4)</td>
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<td>- Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (LS2-MS-2)</td>
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<tr>
<td><strong>Engaging in Argument from Evidence</strong></td>
<td><strong>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</strong></td>
<td><strong>Stability and Change</strong></td>
</tr>
<tr>
<td>Engaging in argument from evidence in 6-8 builds on K-5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</td>
<td>- Biodiversity describes the variety of species found in Earth’s terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem’s biodiversity is often used as a measure of ecosystem health. (LS2-MS-5)</td>
<td>- Small changes in one part of a system might cause large changes in another part. (LS2-MS-4, LS2-MS-5, LS2-MS-6)</td>
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<td>- Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (LS2-MS-5)</td>
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<td>- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (LS2-MS-6)</td>
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</table>
 Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence
Science disciplines share common rules of obtaining and evaluating empirical evidence. (LS2-MS-5)

<table>
<thead>
<tr>
<th>LS4.D: Biodiversity and Humans</th>
<th>MS-6)</th>
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</thead>
<tbody>
<tr>
<td>• Changes in biodiversity can influence humans’ resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (LS2-MS-6)</td>
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</tr>
</tbody>
</table>

ETS1.B: Developing Possible Solutions
• There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (LS2-MS-6)

Idaho Common Core Connections

ELA/Literacy
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (LS2-MS-1), (LS2-MS-2), (LS2-MS-4), (LS2-MS-5)
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS2-MS-1), (LS2-MS-4)
RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (LS2-MS-4)
RI.8.1 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (LS2-MS-5), (LS2-MS-6)
WHST.6-8.1 Write arguments to support claims with clear reasons and relevant evidence. (LS2-MS-5)
WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (LS2-MS-2)
WHST.6-8.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. (LS2-MS-2), (LS2-MS-5)
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (LS2-MS-2)
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS2-MS-2)
SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (LS2-MS-3), (LS2-MS-4)

Mathematics
MP.4 Model with mathematics. (LS2-MS-6)
6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (LS2-MS-6)
6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (LS2-MS-3), (LS2-MS-4)
6.SP.B.5 Summarize numerical data sets in relation to their context. (LS2-MS-2), (LS2-MS-4)

LS3-MS Heredity: Inheritance and Variation of Traits

Performance Expectations (PE)

Students who demonstrate understanding can:

LS3-MS-1. Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
• Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
• Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
• Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.
### Science and Engineering Practices (SEP)

**Developing and Using Models**
Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (LS3-MS-1, LS3-MS-2)

### Disciplinary Core Ideas (DCI)

#### LS1.B: Growth and Development of Organisms
- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS3-MS-2)

#### LS3.A: Inheritance of Traits
- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (LS3-MS-1)
- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (LS3-MS-2)

#### LS3.B: Variation of Traits
- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (LS3-MS-2)
- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (LS3-MS-1)

### Crosscutting Concepts (CCC)

#### Cause and Effect
Cause and effect relationships may be used to predict phenomena in natural systems. (LS3-MS-2)

#### Structure and Function
Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (LS3-MS-1)

### Idaho Common Core Connections

**ELA/Literacy**

- **RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. (LS3-MS-1),(LS3-MS-2)
- **RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (LS3-MS-1),(LS3-MS-2)
- **RST.6-8.7** Integrate quantitative or technical information expressed in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS3-MS-1),(LS3-MS-2)
- **SL.8.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (LS3-MS-1),(LS3-MS-2)

**Mathematics**

- **MP.4** Model with mathematics. (LS3-MS-2)
- **6.SP.B.5** Summarize numerical data sets in relation to their context. (LS3-MS-2)
LS4-MS Biological Adaptation: Unity and Diversity

Performance Expectations (PE)

Students who demonstrate understanding can:

**LS4-MS-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.**
- Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.
- Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.

**LS4-MS-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.**
- Clarification Statement: Emphasis is on explanations of the relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.

**LS4-MS-3. Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.**
- Clarification Statement: Emphasis is on inferring general patterns of relatedness among structures of different organisms by comparing the appearance of diagrams or pictures.
- Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures within genus and species levels. No memorization of classification levels is required.

**LS4-MS-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals’ probability of surviving and reproducing in a specific environment.**
- Clarification Statement: Emphasis is on using concepts of natural selection like overproduction of offspring, passage of time, variation in a population, selection of favorable traits, and heritability of traits.

**LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.**
- Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

**LS4-MS-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.**
- Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Examples could include Peppered moth population changes before and after the industrial revolution.
- Assessment Boundary: Assessment does not include Hardy-Weinberg calculations.

<table>
<thead>
<tr>
<th>Science and Engineering Practices (SEP)</th>
<th>Disciplinary Core Ideas (DCI)</th>
<th>Crosscutting Concepts (CCC)</th>
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</thead>
<tbody>
<tr>
<td>Analyzing and Interpreting Data</td>
<td>LS4.A: Classification of Organisms</td>
<td>Patterns</td>
</tr>
<tr>
<td>Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. (LS4-MS-1)</td>
<td>- The collection of fossils and their placement in chronological order is known as the fossil record and documents the change of many life forms throughout the history of the Earth. (LS4-MS-1)</td>
<td>Patterns can be used to identify cause and effect relationships. (LS4-MS-2)</td>
</tr>
<tr>
<td>- Analyze displays of data to identify linear and nonlinear relationships. (LS4-MS-3)</td>
<td>- Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record enable the classification of living things. (LS4-MS-2)</td>
<td>Graphs, charts, and images can be used to identify patterns in data. (LS4-MS-1),(LS4-MS-3)</td>
</tr>
<tr>
<td>- Analyze and interpret data to determine similarities and differences in findings. (LS4-MS-1)</td>
<td>- Scientific genus and species level names indicate a degree of relationship. (LS4-MS-3)</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (LS4-MS-4),(LS4-MS-5),(LS4-MS-6)</td>
</tr>
</tbody>
</table>
Using Mathematics and Computational Thinking
Mathematics and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.

- Use mathematical representations to support scientific conclusions and design solutions. (LS4-MS-6)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events. (LS4-MS-2)
- Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena. (LS4-MS-4)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (LS4-MS-5)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence
Science knowledge is based upon logical and conceptual connections between evidence and explanations. (LS4-MS-1)

LS4.B: Natural Selection
- Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (LS4-MS-4)
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (LS4-MS-5)

LS4.C: Adaptation
- Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (LS4-MS-6)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology
Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (LS4-MS-5)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems
Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (LS4-MS-1),(LS4-MS-2)

Science Addresses Questions About the Natural and Material World
Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (LS4-MS-5)
Idaho Common Core Connections

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td><strong>RST.6-8.1</strong> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (LS4-MS-1),(LS4-MS-2),(LS4-MS-3),(LS4-MS-4),(LS4-MS-5)</td>
<td><strong>MP.4</strong> Model with mathematics. (LS4-MS-6)</td>
</tr>
<tr>
<td><strong>RST.6-8.7</strong> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS4-MS-1),(LS4-MS-3)</td>
<td><strong>6.RP.A.1</strong> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (LS4-MS-4),(LS4-MS-6)</td>
</tr>
<tr>
<td><strong>RST.6-8.9</strong> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (LS4-MS-3),(LS4-MS-4)</td>
<td><strong>6.SP.B.5</strong> Summarize numerical data sets in relation to their context. (LS4-MS-4),(LS4-MS-6)</td>
</tr>
<tr>
<td><strong>WHST.6-8.2</strong> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (LS4-MS-2),(LS4-MS-4)</td>
<td><strong>6.EE.B.6</strong> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (LS4-MS-1),(LS4-MS-3)</td>
</tr>
<tr>
<td><strong>WHST.6-8.8</strong> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (LS4-MS-5)</td>
<td><strong>SL.8.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (LS4-MS-2)</td>
</tr>
<tr>
<td><strong>WHST.6-8.9</strong> Draw evidence from informational texts to support analysis, reflection, and research. (LS4-MS-2),(LS4-MS-4)</td>
<td><strong>SL.8.4</strong> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS4-MS-2),(LS4-MS-4)</td>
</tr>
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</table>

| **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (LS4-MS-4),(LS4-MS-6) |
| **6.SP.B.5** Summarize numerical data sets in relation to their context. (LS4-MS-4),(LS4-MS-6) |
| **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (LS4-MS-1),(LS4-MS-3) |
| **7.RP.A.2** Recognize and represent proportional relationships between quantities. (LS4-MS-4),(LS4-MS-6) |
ESS: Earth and Space Sciences

ESS1-MS Earth’s Place in the Universe

<table>
<thead>
<tr>
<th>Performance Expectations (PE)</th>
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<tbody>
<tr>
<td>Students who demonstrate understanding can:</td>
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<tr>
<td><strong>ESS1-MS-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Examples of models can be physical, graphical, or conceptual.</td>
</tr>
<tr>
<td><strong>ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students’ school or state).</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment does not include Kepler’s Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.</td>
</tr>
<tr>
<td><strong>ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object’s layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.</td>
</tr>
<tr>
<td>• Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.</td>
</tr>
<tr>
<td><strong>ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth’s history. Examples of Earth’s major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.</td>
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<tr>
<td>• Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.</td>
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<thead>
<tr>
<th>Science and Engineering Practices (SEP)</th>
<th>Disciplinary Core Ideas (DCI)</th>
<th>Crosscutting Concepts (CCC)</th>
</tr>
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<tbody>
<tr>
<td><strong>Developing and Using Models</strong></td>
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<tr>
<td>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</td>
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<tr>
<td>• Develop and use a model to describe phenomena. (ESS1-MS-1, ESS1-MS-2)</td>
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<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
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<td>Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</td>
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<tr>
<td>• Analyze and interpret data to determine similarities and differences in findings. (ESS1-MS-3)</td>
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<tr>
<td><strong>ESS1.A: The Universe and Its Stars</strong></td>
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<tr>
<td>• Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (ESS1-MS-1)</td>
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<tr>
<td>• Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (ESS1-MS-2)</td>
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<tr>
<td><strong>ESS1.B: Earth and the Solar System</strong></td>
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<tr>
<td>• The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (ESS1-MS-2, ESS1-MS-3)</td>
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<tr>
<td>• This model of the solar system can explain eclipses of the sun and the moon. Earth’s spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth.</td>
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<tr>
<td><strong>Patterns</strong></td>
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<tr>
<td>Patterns can be used to identify cause- and-effect relationships. (ESS1-MS-1)</td>
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<tr>
<td><strong>Scale, Proportion, and Quantity</strong></td>
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<tr>
<td>Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (ESS1-MS-3, ESS1-MS-4)</td>
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<tr>
<td><strong>Systems and System Models</strong></td>
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<tr>
<td>Models can be used to represent systems and their interactions. (ESS1-MS-2)</td>
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<tr>
<td><strong>Connections to Engineering, Technology, and Applications of Science</strong></td>
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<tr>
<td>Interdependence of Science, Engineering,</td>
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</table>
Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS1-MS-4)

ESS1.C: The History of Planet Earth
- The geologic time scale interpreted from rock strata provides a way to organize Earth’s history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (ESS1-MS-4)

ESS2-MS Earth’s Systems

<table>
<thead>
<tr>
<th>Performance Expectations (PE)</th>
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<tbody>
<tr>
<td>Students who demonstrate understanding can:</td>
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</tbody>
</table>

**ESS2-MS-1.** Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.

- Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth’s materials.
- Assessment Boundary: Assessment does not include the identification and naming of minerals.

**ESS2-MS-2.** Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.

- Clarification Statement: Emphasis is on how processes change Earth’s surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.

**ESS2-MS-3.** Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

- Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture
### ESS2-MS-4. Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.

- **Clarification Statement:** Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- **Assessment Boundary:** A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

### ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

- **Clarification Statement:** Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- **Assessment Boundary:** Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

### ESS2-MS-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

- **Clarification Statement:** Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sun-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- **Assessment Boundary:** Assessment does not include the dynamics of the Coriolis effect.

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### Science and Engineering Practices (SEP)  
**Developing and Using Models**
- Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
  - Develop and use a model to describe phenomena. (ESS2-MS-1, ESS2-MS-6)
  - Develop a model to describe unobservable mechanisms. (ESS2-MS-4)

**Planning and Carrying Out Investigations**
- Planning and carrying out investigations in 6–8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.
  - Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (ESS2-MS-5)

**Analyzing and Interpreting Data**
- Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

### Disciplinary Core Ideas (DCI)  
**ESS1.C: The History of Planet Earth**
- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (ESS2-MS-3)

**ESS2.A: Earth’s Materials and Systems**
- All Earth processes are the result of energy flowing and matter cycling within and among the planet’s systems. This energy is derived from the sun and Earth’s hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth’s materials and living organisms. (ESS2-MS-1)
  - The planet’s systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth’s history and will determine its future. (ESS2-MS-2)

**ESS2.B: Plate Tectonics and Large-Scale System Interactions**
- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth’s plates have moved great distances, collided, and spread apart. (ESS2-MS-3)

**ESS2.C: The Roles of Water in Earth’s Surface Processes**
- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (ESS2-MS-4)

### Crosscutting Concepts (CCC)  
**Patterns**
- Patterns in rates of change and other numerical relationships can provide information about natural systems. (ESS2-MS-3)

**Cause and Effect**
- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (ESS2-MS-5)

**Scale Proportion and Quantity**
- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (ESS2-MS-2)

**Systems and System Models**
- Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. (ESS2-MS6)

**Energy and Matter**
- Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. (ESS2-MS-4)

**Stability and Change**
- Explanations of stability and change in natural or designed systems can be constructed by
* Analyze and interpret data to provide evidence for phenomena. (ESS2-MS-3)

### Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

* Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future. (ESS2-MS-2)

### Connections to Nature of Science

Scientific Knowledge is Open to Revision in Light of New Evidence

Science findings are frequently revised and/or reinterpreted based on new evidence. (ESS2-MS-3)

- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (ESS2-MS-5)
- Global movements of water and its changes in form are propelled by sunlight and gravity. (ESS2-MS-4)
- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (ESS2-MS-6)
- Water’s movements—both on the land and underground—cause weathering and erosion, which change the land’s surface features and create underground formations. (ESS2-MS-2)

**ESS2.D: Weather and Climate**

- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (ESS2-MS-6)
- Because these patterns are so complex, weather can only be predicted using probability. (ESS2-MS-5)
- The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (ESS2-MS-6)

### Idaho Common Core Connections

#### ELA/Literacy

- **RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (ESS2-MS-2), (ESS2-MS-3), (ESS2-MS-5)
- **RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (ESS2-MS-3)
- **RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (ESS2-MS-3), (ESS2-MS-5)
- **WHST.6-8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ESS2-MS-2)
- **WHST.6-8.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (ESS2-MS-5)
- **SL.8.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (ESS2-MS-1), (ESS2-MS-2), (ESS2-MS-6)

#### Mathematics

- **MP.2** Reason abstractly and quantitatively. (ESS2-MS-2), (ESS2-MS-3), (ESS2-MS-5)
- **6.NS.C.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (ESS2-MS-5)
- **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (ESS2-MS-2), (ESS2-MS-3)
- **7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (ESS2-MS-2), (ESS2-MS-3)

### ESS3-MS Earth and Human Activity

#### Performance Expectations (PE)

Students who demonstrate understanding can:

<table>
<thead>
<tr>
<th>SDE</th>
<th>TAB 6 Page 390</th>
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</table>
ESS3-MS-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.

- Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).

ESS3-MS-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

- Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

ESS3-MS-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

- Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth’s systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

ESS3-MS-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

- Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.

<table>
<thead>
<tr>
<th>Asking Questions and Defining Problems</th>
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</tr>
</thead>
</table>
| Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. | **ESS3.A: Natural Resources**  
- Humans depend on Earth’s land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (ESS3-MS-1) | **Patterns**  
- Graphs, charts, and images can be used to identify patterns in data. (ESS3-MS-2) **Cause and Effect**  
- Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (ESS3-MS-3) **Stability and Change**  
- Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (ESS3-MS-5) |
| **Analyzing and Interpreting Data**  
Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. | **ESS3.B: Natural Hazards**  
- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (ESS3-MS-2) | **Connections to Engineering, Technology, and Applications of Science** |
| **Constructing Explanations and Designing**  
Constructing explanations and designing solutions that could reduce the impacts of natural hazards on the environment. | **ESS3.C: Human Impacts on Earth Systems**  
- Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative) | **Stability and Change**  
- Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (ESS3-MS-5) |
## Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- **Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.** (ESS3-MS-1)
- **Apply scientific principles to design an object, tool, process or system.** (ESS3-MS-3)

## Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

- **Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.** (ESS3-MS-4)

## ESS3.D: Global Climate Change

- **Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.** (ESS3-MS-3, ESS3-MS-4)

## Influence of Science, Engineering, and Technology on Society and the Natural World

All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (ESS3-MS-1, ESS3-MS-4)

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (ESS3-MS-2, ESS3-MS-3)

## Connections to Nature of Science

### Science Addresses Questions About the Natural and Material World

Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (ESS3-MS-4)

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### Idaho Common Core Connections

#### ELA/Literacy

- **RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-4). (ESS3-MS-5)
- **RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (ESS3-MS-2)
- **WHST.6-8.1** Write arguments focused on discipline content. (ESS3-MS-4)
- **WHST.6-8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ESS3-MS-1)
- **WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (ESS3-MS-3)
- **WHST.6-8.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (ESS3-MS-3)
- **WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research. (ESS3-MS-1),(ESS3-MS-4)

#### Mathematics

- **MP.2** Reason abstractly and quantitatively. (ESS3-MS-2), (ESS3-MS-5)
- **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (ESS3-MS-3),(ESS3-MS-4)
- **7.RP.A.2** Recognize and represent proportional relationships between quantities. (ESS3-MS-3),(ESS3-MS-4)
- **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-3),(ESS3-MS-4),(ESS3-MS-5)
- **7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-3),(ESS3-MS-4),(ESS3-MS-5)
High School (9-12)
LS: Life Sciences

LS1-HS Molecules to Organisms: Structure and Processes

Performance Expectations (PE)

Students who demonstrate understanding can:

LS1-HS-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
   - Clarification Statement: Emphasis is on the structure of the double helix, the pairing and sequencing of the nitrogenous bases, transcription, translation, and protein synthesis.
   - Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
   - Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
   - Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.

LS1-HS-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
   - Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
   - Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.

LS1-HS-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
   - Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

LS1-HS-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
   - Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.
   - Assessment Boundary: Assessment does not include specific biochemical steps.

LS1-HS-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
   - Clarification Statement: Emphasis is on using evidence from models and simulations to support explanations.
   - Assessment Boundary: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

LS1-HS-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
   - Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.
   - Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.

Science and Engineering Practices (SEP)

Disciplinary Core Ideas (DCI)

Crosscutting Concepts (CCC)

Developing and Using Models
Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing

LS1.A: Structure and Function
- Systems of specialized cells within organisms help them perform the essential functions of life. (LS1-HS-1)

Systems and System Models
Models (e.g., physical, mathematical, computer models) can be used to simulate systems and
models to predict and show relationships among variables between systems and their components in the natural and designed worlds.

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (LS1-HS-2)
- Use a model based on evidence to illustrate the relationships between systems or between components of a system. (LS1-HS-4, LS1-HS-5, LS1-HS-7)

### Planning and Carrying Out Investigations
Planning and carrying out in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (LS1-HS-3)

### Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-HS-1)
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-HS-1)

### LS1.B: Growth and Development of Organisms
- In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (LS1-HS-3)

### LS1.C: Organization for Matter and Energy Flow in Organisms
- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (LS1-HS-5)
- The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (LS1-HS-6)
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (LS1-HS-6, LS1-HS-7)
- As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to cells. Cellular respiration also releases the energy needed to interactions—including energy, matter, and information flows—within and between systems at different scales. (LS1-HS-2, LS1-HS-4)

### Energy and Matter
Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (LS1-5, LS1-HS-6)

### Stability and Change
Feedback (negative or positive) can stabilize or destabilize a system. (LS1-HS-3)

### Structure and Function
Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (LS1-HS-1)
peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-HS-6)

Scientific Investigations Use a Variety of Methods
Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings. (LS1-HS-3)

Idaho Common Core Connections

ELA/Literacy
RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS1-HS-1), (LS1-HS-6)
WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (LS1-HS-1), (LS1-HS-6)
WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS1-HS-6)
WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS1-HS-3)
WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (LS1-HS-3)
WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (LS1-HS-1), (LS1-HS-6)
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (LS1-HS-2), (LS1-HS-4), (LS1-HS-5), (LS1-HS-7)

Mathematics
MP.4 Model with mathematics. (LS1-HS-4)
HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (LS1-HS-4)
HSF-BF.A.1 Write a function that describes a relationship between two quantities. (LS1-HS-4)

LS2-HS Ecosystems: Interactions, Energy, and Dynamics

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-HS-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
  • Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
  • Assessment Boundary: Assessment does not include deriving mathematical equations to make comparisons.

LS2-HS-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in
### Science and Engineering Practices (SEP)

**Developing and Using Models**
- Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show how relationships among variables between systems and their components in the natural and designed worlds.
- Develop a model based on evidence to illustrate the relationships between systems or components of a system. (LS2-HS-5)

**Using Mathematics and Computational Thinking**
- Mathematical and computational thinking in 9–12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and

### Disciplinary Core Ideas (DCI)

**LS2.A: Interdependent Relationships in Ecosystems**
- Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (LS2-HS-1, LS2-HS-2)

**LS2.B: Cycles of Matter and Energy Transfer in Ecosystems**
- Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (LS2-HS-3)
- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the

### Crosscutting Concepts (CCC)

**Cause and Effect**
- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (LS2-HS-8)

**Scale, Proportion, and Quantity**
- The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (LS2-HS-1)
- Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale. (LS2-HS-2)

**Systems and System Models**
- Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (LS2-HS-5)
model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical and/or computational representations of phenomena or design solutions to support explanations. (LS2-HS-1)
- Use mathematical representations of phenomena or design solutions to support and revise explanations. (LS2-HS-2)
- Use mathematical representations of phenomena or design solutions to support claims. (LS2-HS-4)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS2-HS-3)
- Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (LS2-HS-7)

**Engaging in Argument from Evidence**

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of

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**Energy and Matter**

Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems. (LS2-HS-4)

Energy drives the cycling of matter within and between systems. (LS2-HS-3)

**Stability and Change**

Much of science deals with constructing explanations of how things change and how they remain stable. (LS2-HS-6, LS2-HS-7)

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**LS2.C: Ecosystem Dynamics, Functioning, and Resilience**

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (LS2-HS-2, LS2-HS-6)
- Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (LS2-HS-7)

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**LS2.D: Social Interactions and Group Behavior**

- Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives, gene pool. (LS2-HS-8)

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**LS4.D: Biodiversity and Humans**

- Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7)
- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem
LS3-HS Heredity: Inheritance and Variation of Traits

**Performance Expectations (PE)**

**Students who demonstrate understanding can:**

**LS3-HS-1.** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

**LS3-HS-2.** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) new genetic combinations through cross-pollination, or (3) changes in the DNA sequences of genes.

**Connections to Nature of Science**

**Scientific Knowledge is Open to Revision in Light of New Evidence**
Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence. (LS2-HS-2, LS2-HS-3)

Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation. (LS2-HS-6, LS2-HS-8)

**Idaho Common Core Connections**

**ELA/Literacy**

**RST.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. (LS2-HS-6), (LS2-HS-7), (LS2-HS-8)

**RST.11-12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS2-HS-1), (LS2-HS-2), (LS2-HS-3), (LS2-HS-6), (LS2-HS-8)

**RST.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (LS2-HS-6), (LS2-HS-7), (LS2-HS-8)

**RST.11-12.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (LS2-HS-6), (LS2-HS-7), (LS2-HS-8)

**WHST.9-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (LS2-HS-1), (LS2-HS-2), (LS2-HS-3)

**WHST.9-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS2-HS-3)

**WHST.9-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS2-HS-7)

**Mathematics**

**MP.2** Reason abstractly and quantitatively. (LS2-HS-1), (LS2-HS-2), (LS2-HS-4), (LS2-HS-6), (LS2-HS-7)

**MP.4** Model with mathematics. (LS2-HS-1), (LS2-HS-2), (LS2-HS-4)

**HSN.Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (LS2-HS-1), (LS2-HS-2), (LS2-HS-4), (LS2-HS-7)

**HSN.Q.A.2** Define appropriate quantities for the purpose of descriptive modeling. (LS2-HS-1), (LS2-HS-2), (LS2-HS-4), (LS2-HS-7)

**HSN.Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (LS2-HS-1), (LS2-HS-2), (LS2-HS-4), (LS2-HS-7)

**HSS-ID.A.1** Represent data with plots on the real number line. (LS2-HS-6)

**HSS-IC.A.1** Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (LS2-HS-6)

**HSS-IC.B.6** Evaluate reports based on data. (LS2-HS-6)
viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.
- Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

**LS3-HS-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.**

- Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits (alleles) as it relates to genetic and environmental factors in the expression of traits.
- Assessment Boundary: Assessment does not include Hardy-Weinberg calculations.

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</table>
| **Asking Questions and Defining Problems** | **LS1.A: Structure and Function**  
- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (LS3-HS-1, LS1-HS-1.)  
**LS3.A: Inheritance of Traits**  
- Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species’ characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (LS3-HS-1)  
**LS3.B: Variation of Traits**  
- In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (LS3-HS-2)  
- Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS3-HS-2, LS3-HS-3) | **Cause and Effect**  
Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (LS3-HS-1, LS3-HS-2)  
**Scale, Proportion, and Quantity**  
Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (LS3-HS-3)  
**Connections to Nature of Science**  
Science is a Human Endeavor  
Technological advances have influenced the progress of science and science has influenced advances in technology. (LS3-HS-3)  
Science and engineering are influenced by society and society is influenced by science and engineering. (LS3-HS-3) |

| **Analyzing and Interpreting Data**  
Analyzing data in 9-12 builds on K-8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.  
- Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (LS3-HS-3) |  |
| **Engaging in Argument from Evidence**  
Engaging in argument from evidence in 9-12 builds on K-8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.  
- Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence. (LS3-HS-2) |  |

**Idaho Common Core Connections**

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
</table>
| **RST.11-12.1**  
Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS3-HS-1),(LS3-HS-2),(LS3-HS-3),(LS3-HS-6),(LS3-HS-8) | **MP.2**  
Reason abstractly and quantitatively. (LS3-HS-2),(LS3-HS-3) |
LS4-HS Biological Adaptation: Unity and Diversity

### Performance Expectations (PE)

**LS4-HS-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.**
- **Clarification Statement:** Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

**LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.**
- **Clarification Statement:** Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.
- **Assessment Boundary:** Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

**LS4-HS-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.**
- **Clarification Statement:** Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.
- **Assessment Boundary:** Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

**LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.**
- **Clarification Statement:** Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

**LS4-HS-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.**
- **Clarification Statement:** Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, over fishing, application of fertilizers and pesticides, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

**LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.**
- **Clarification Statement:** Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

### Science and Engineering Practices (SEP)

**Analyzing and Interpreting Data**
- Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
- Apply concepts of statistics and probability (including determining function fits to data).

### Disciplinary Core Ideas (DCI)

**LS4.A: Evidence of Common Ancestry and Diversity**
- Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and

### Crosscutting Concepts (CCC)

**Patterns**
- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (LS4-HS-1, LS4-HS-3)

**Cause and Effect**
slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (LS4-HS-3)

**Using Mathematics and Computational Thinking**

Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Create or revise a simulation of a phenomenon, designed device, process, or system. (LS4-HS-6)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS4-HS-2, LS4-HS-4)

**Engaging in Argument from Evidence**

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current or historical episodes in science.

- Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments. (LS4-

**LS4.B: Natural Selection**

- Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (LS4-HS-2, LS4-HS-3)
- The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (LS4-HS-3)

**LS4.C: Adaptation**

- Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment’s limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (LS4-HS-2)
- Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (LS4-HS-3, LS4-HS-4)
- Adaptation also means that the distribution of traits in a population can change when conditions change. (LS4-HS-3)
- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species. (LS4-HS-5, LS4-HS-6)
- Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species’ evolution is lost. (LS4-HS-5)

**LS4.D: Biodiversity and Humans**

- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through
Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (LS4-HS-1)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (LS4-HS-1)

overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS4-HS-6, LS2-HS-7.)

ETS1.B: Developing Possible Solutions

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (LS4-HS-6)
- Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (LS4-HS-6)

Idaho Common Core Connections

**ELA/Literacy**

**RST.11-12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS4-HS-1), (LS4-HS-2), (LS4-HS-3), (LS4-HS-4)

**RST.11-12.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating, or challenging conclusions with other sources of information. (LS4-HS-5)

**WHST.9-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (LS4-HS-1), (LS4-HS-2), (LS4-HS-3), (LS4-HS-4)

**WHST.9-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS4-HS-6)

**WHST.9-12.7** Conclude short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS4-HS-6)

**WHST.9-12.9** Draw evidence from informational texts to support analysis, reflection, and research. (LS4-HS-1), (LS4-HS-2), (LS4-HS-3), (LS4-HS-4), (LS4-HS-5)

**SL.11-12.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS4-HS-1), (LS4-HS-2)

**Mathematics**

**MP.2** Reason abstractly and quantitatively. (LS4-HS-1), (LS4-HS-2), (LS4-HS-3), (LS4-HS-4), (LS4-HS-5)

**MP.4** Model with mathematics (LS4-HS-2)
# PSC: Physical Sciences Chemistry

## PSC1-HS Structure and Properties of Matter

<table>
<thead>
<tr>
<th>Performance Expectations (PE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students who demonstrate understanding can:</strong></td>
</tr>
<tr>
<td><strong>PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Emphasis is on reviewing how to develop models of molecules that vary in complexity. This should build on the similar middle school standard (PS1-MS-1). Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.</td>
</tr>
<tr>
<td>• Assessment Limit: Students will be provided with the names of the elements, a list of common ions, a list of numerical prefixes and their meanings, and the charges of all cations and anions within the item as necessary. Conﬁne element symbols to the representative and familiar transition metal elements.</td>
</tr>
<tr>
<td><strong>PSC1-HS-2. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.</td>
</tr>
<tr>
<td>• Assessment Limit: Elements will be limited to main group elements. Properties assessed will be limited to reactivity, valence electrons, atomic radius, electronegativity, ionization energy (first), shielding effect, and the most common oxidation number.</td>
</tr>
<tr>
<td><strong>PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.</td>
</tr>
<tr>
<td>• Assessment Limit: Metallic, ionic, and covalent bonds may be included. Graphical representations of melting or boiling points of different substances may be used in the item (e.g., graph of boiling points vs. molar mass or simple bar graph). Structural formulas of compounds may be used to compare the melting/boiling points of compounds.</td>
</tr>
<tr>
<td><strong>PSC1-HS-4. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and other types of radioactive decay.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.</td>
</tr>
<tr>
<td>• Assessment Limit: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.</td>
</tr>
<tr>
<td><strong>PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.</strong></td>
</tr>
<tr>
<td>• Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.</td>
</tr>
<tr>
<td>• Assessment Limit: Assessment is limited to provided molecular structures of specific designed materials. For questions involving polar vs. nonpolar bonds, item distractors containing ionic bonds may not be used. Electronegativity differences of &lt; 0.5 should be used for nonpolar covalent bonds. Electronegativity differences of 0.5 – 1.7 should be used for polar covalent bonds.</td>
</tr>
</tbody>
</table>

### Science and Engineering Practices (SEP)

- **Developing and Using Models**
  - Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.
  - Develop a model based on evidence to illustrate the relationships between systems.

### Disciplinary Core Ideas (DCI)

- **PS1.A: Structure and Properties of Matter**
  - Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PSC1-HS-1)
  - Each atom has a substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (PSC1-HS-2)

### Crosscutting Concepts (CCC)

#### Patterns
- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (PSC1-HS-1, PSC1-HS-2, PSC1-HS-3)

#### Energy and Matter
- In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is
<table>
<thead>
<tr>
<th>Planning and Carrying Out Investigations</th>
<th>Obtaining, Evaluating, and Communicating Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</td>
<td>Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.</td>
</tr>
<tr>
<td>Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSC1-HS-3)</td>
<td>Communicate scientific and technical information (e.g., about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (PSC1-HS-5)</td>
</tr>
<tr>
<td>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSC1-HS-5)</td>
<td>ELA/Literacy</td>
</tr>
<tr>
<td>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC1-HS-3)</td>
<td>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (PSC1-HS-2)</td>
</tr>
<tr>
<td>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSC1-HS-3),(PSC1-HS-5)</td>
<td>PSC1.C: Nuclear Processes</td>
</tr>
<tr>
<td>RST.9-10.1 Define appropriate quantities for the purpose of descriptive modeling. (PSC1-HS-4),(PSC1-HS-5)</td>
<td>Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (PSC1-HS-4)</td>
</tr>
<tr>
<td>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose.</td>
<td>PS2.B: Types of Interactions</td>
</tr>
<tr>
<td>Mathematíc</td>
<td>Attraction and repulsion between electric charges at the atomic scale explain the structure, properties (physical and chemical), and transformations of matter, as well as the contact forces between material objects. (PSC1-HS-2, PSC1-HS3, PSC1-HS-5)</td>
</tr>
<tr>
<td>MP.4 Model with mathematics. (PSC1-HS-4)</td>
<td>PS1.C: Nuclear Processes</td>
</tr>
<tr>
<td>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC1-HS-3),(PSC1-HS-4),(PSC1-HS-5)</td>
<td>Structure and Function</td>
</tr>
<tr>
<td>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (PSC1-HS-4),(PSC1-HS-5)</td>
<td>Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (PSC1-HS-5)</td>
</tr>
<tr>
<td>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC1-HS-3),(PSC1-HS-4),(PSC1-HS-5)</td>
<td></td>
</tr>
</tbody>
</table>
PSC2-HS Chemical Reactions

Performance Expectations (PE)

Students who demonstrate understanding can:

**PSC2-HS-1** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

- **Clarification Statement:** Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.
- **Assessment Limit:** Identify types of chemical reactions including: synthesis/formation/combination reactions, decomposition reactions, single replacement/displacement reactions, double replacement/displacement reactions, oxidation-reduction (redox) reactions (single replacement only), acid base reactions, and combustion reactions (for hydrocarbons). Predict the products of double replacement, single replacement, and combustion reactions only. For the second skill statement, do not use acid names or hydrocarbons when translating between words and formulas. Items will include a list of common ions, as needed.

**PSC2-HS-2.** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

- **Clarification Statement:** Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.
- **Assessment Limit:** Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

**PSC2-HS-3.** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

- **Clarification Statement:** Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.
- **Assessment Limit:** Factors that influence the rate of reaction may include temperature, surface area, size of particles, concentration, and catalysts. Can also include concentration and titration relationships. Provide a graphic showing how a catalyst provides a different pathway for a chemical reaction to occur resulting in a lower activation energy. May include a titration curve.

**PSC2-HS-4.** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

- **Clarification Statement:** Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students’ use of mathematical thinking and not on memorization and rote application of problem-solving techniques. Should also include calculations related to determining the concentration and/or pH of a solution.
- **Assessment Limit:** Conversion problems will be one to two steps (e.g., grams to moles to atoms/molecules). Compounds and formulas should be provided in the stem of the question. Students should be given molecular masses in problems involving gram to other unit conversions. Molar mass calculations should not be combined with conversion problems. All volumes must be at standard temperature and pressure (STP). A balanced equation and molar masses should be included in the item. Calculations may include grams/moles/volume of reactant to grams/moles/volume of product.

**PSC2-HS-5.** Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

- **Clarification Statement:** Emphasis is on the application of Le Chatelier’s Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.
- **Assessment Boundary:** Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

Science and Engineering Practices (SEP)

Developing and Using Models
Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict

Disciplinary Core Ideas (DCI)

- The periodic table orders elements horizontally by the number of protons in the atom’s nucleus and places those

Crosscutting Concepts (CCC)

Patterns
Different patterns may be observed at each of the scales at which a system is studied and can provide...
and show relationships among variables between systems and their components in the natural and designed worlds.

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (PSC2-HS-2)

**Using Mathematics and Computational Thinking**

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including scientific notation, significant figures, dimensional analysis, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena to support claims. (PSC2-HS-4)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. (PSC2-HS-3)
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (PSC2-HS-1)
- Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, with similar physical and chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC2-S-1)
- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (PSC2-HS-2)

**PS1.B: Chemical Reactions**

- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (PSC2-HS-2, PSC2-HS-3)
- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (PSC2-HS-5)
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (PSC2-HS-1, PSC2-HS-4)

**ETS1.C: Optimizing the Design Solution**

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSC2-HS-5)

**Energy and Matter**

The total amount of energy and matter in closed systems is conserved. (PSC2-HS-4)

Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSC2-HS-2)

**Stability and Change**

Much of science deals with constructing explanations of how things change and how they remain stable. (PSC2-HS-5)

**Connections to Nature of Science**

**Scientific Knowledge Assumes an Order and Consistency in Natural Systems**

Science assumes the universe is a vast single system in which basic laws are consistent. (PSC2-HS-4)
## Idaho Common Core Connections

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<td><strong>MP.2</strong> Reason abstractly and quantitatively. (PSC2-HS-3), (PSC2-HS-4)</td>
</tr>
<tr>
<td><strong>WHST.9-12.2</strong> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSC2-HS-1), (PSC2-HS-3)</td>
<td><strong>MP.4</strong> Model with mathematics. (PSC2-HS-2)</td>
</tr>
<tr>
<td><strong>WHST.9-12.5</strong> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (PSC2-HS-1)</td>
<td><strong>HSN-Q.A.1</strong> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC2-HS-1), (PSC2-HS-2), (PSC2-HS-3), (PSC2-HS-4)</td>
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<td><strong>WHST.9-12.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC2-HS-5)</td>
<td><strong>HSN-Q.A.2</strong> Define appropriate quantities for the purpose of descriptive modeling. (PSC2-HS-2), (PSC2-HS-4)</td>
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<td><strong>SL.11-12.5</strong> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (PSC2-HS-2)</td>
<td><strong>HSN-Q.A.3</strong> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC2-HS-1), (PSC2-HS-2), (PSC2-HS-3), (PSC2-HS-4)</td>
</tr>
</tbody>
</table>

## PSC3-HS Energy

### Performance Expectations (PE)

#### PSC3-HS-1. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- **Clarification Statement:** Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include interference, diffraction, and photoelectric effect.
- **Assessment Boundary:** Assessment does not include using quantum theory.

#### PSC3-HS-2. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- **Clarification Statement:** Emphasis is on explaining the meaning of mathematical expressions used in the model.
- **Assessment Limit:** Provide two temperatures (initial and final), a temperature-time graph, or an enthalpy diagram.

#### PSC3-HS-3. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

- **Clarification Statement:** Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy. Examples of models could include diagrams, drawings, descriptions, and computer simulations.
- **Assessment Limit:** Provide equations for the gas laws (i.e., ideal gas law, Boyle’s law, Charles’ law, and the combined gas laws).

#### PSC3-HS-4*. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. ---OPTIONAL

- **Clarification Statement:** Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include calorimeters, heat and cold packs, solar cells, solar ovens, and electrochemical cells. Examples of constraints could include use of renewable energy forms and efficiency.
- **Assessment Limit:** Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

#### PSC3-HS-5. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- **Clarification Statement:** Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually (endothermic/exothermic). Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
### Science and Engineering Practices (SEP)

<table>
<thead>
<tr>
<th>Developing and Using Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</td>
</tr>
<tr>
<td>• Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (PSC3-HS-3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and Carrying Out Investigations</th>
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</thead>
<tbody>
<tr>
<td>Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</td>
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<tr>
<td>• Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSC3-HS-5)</td>
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<tr>
<th>Using Mathematics and Computational Thinking</th>
</tr>
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<tbody>
<tr>
<td>Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</td>
</tr>
<tr>
<td>• Create a computational model or simulation of a phenomenon, designed device, process, or system. (PSC3-HS-2)</td>
</tr>
</tbody>
</table>

### Disciplinary Core Ideas (DCI)

<table>
<thead>
<tr>
<th>PS4.B: Electromagnetic Radiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSC3-HS-1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PS3.A: Definitions of Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSC3-HS-2, PSC3-HS-3)</td>
</tr>
<tr>
<td>• At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSC3-HS-3, PSC3-HS-4)</td>
</tr>
<tr>
<td>• These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSC3-HS-3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PS3.B: Conservation of Energy and Energy Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSC3-HS-2)</td>
</tr>
<tr>
<td>• Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSC3-HS-2, PSC3-HS-5)</td>
</tr>
<tr>
<td>• Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be</td>
</tr>
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</table>

### Crosscutting Concepts (CCC)

<table>
<thead>
<tr>
<th>Systems and System Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (PSC3-HS-5)</td>
</tr>
<tr>
<td>Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (PSC3-HS-2)</td>
</tr>
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<table>
<thead>
<tr>
<th>Energy and Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSC3-HS-4)</td>
</tr>
<tr>
<td>Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (PSC3-HS-3)</td>
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</table>

<table>
<thead>
<tr>
<th>Connections to Engineering, Technology, and Applications of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of Science, Engineering and Technology on Society and the Natural World</td>
</tr>
<tr>
<td>Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSC3-HS-4)</td>
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<thead>
<tr>
<th>Connections to Nature of Science</th>
</tr>
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<tbody>
<tr>
<td>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</td>
</tr>
<tr>
<td>Science assumes the universe is a vast single system in which basic laws are consistent. (PSC3-HS-2)</td>
</tr>
</tbody>
</table>
### Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (PSC3-HS-4)

- The availability of energy limits what can occur in any system. (PSC3-HS-2)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSC3-HS-5)

#### PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSC3-HS-4, PSC3-HS-5)

### Idaho Common Core Connections

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
<th>Mathematics</th>
</tr>
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<tbody>
<tr>
<td><strong>RST.11-12.1</strong> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSC3-HS-5)</td>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (PSC3-HS-2),(PSC3-HS-3),(PSC3-HS-4),(PSC3-HS-5)</td>
</tr>
<tr>
<td><strong>WHST.9-12.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC3-HS-4),(PSC3-HS-5)</td>
<td><strong>MP.4</strong> Model with mathematics. (PSC3-HS-2),(PSC3-HS-3),(PSC3-HS-4),(PSC3-HS-5)</td>
</tr>
<tr>
<td><strong>WHST.11-12.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSC3-HS-5)</td>
<td><strong>HSN.Q.A.1</strong> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC3-HS-2),(PSC3-HS-4)</td>
</tr>
<tr>
<td><strong>WHST.9-12.9</strong> Draw evidence from informational texts to support analysis, reflection, and research. (PSC3-HS-5)</td>
<td><strong>HSN.Q.A.2</strong> Define appropriate quantities for the purpose of descriptive modeling. (PSC3-HS-2),(PSC3-HS-4)</td>
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<tr>
<td><strong>SL.11-12.5</strong> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (PSC3-HS-2),(PSC3-HS-3)</td>
<td><strong>HSN.Q.A.3</strong> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC3-HS-2),(PSC3-HS-4)</td>
</tr>
</tbody>
</table>
### PSP: Physical Sciences Physics

#### PSP1-HS Motion and Stability: Forces and Interactions

#### Performance Expectations (PE)

Students who demonstrate understanding can:

**PSP1-HS-1.** Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

- **Clarification Statement:** Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.
- **Assessment Boundary:** Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.

**PSP1-HS-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

- **Clarification Statement:** Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle (Newton’s first law).
- **Assessment Boundary:** Assessment is limited to systems of two macroscopic bodies moving in one dimension.

**PSP1-HS-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

- **Clarification Statement:** Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.
- **Assessment Boundary:** Assessment is limited to qualitative evaluations and/or algebraic manipulations.

**PSP1-HS-4.** Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.

- **Clarification Statement:** Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.
- **Assessment Boundary:** Assessment is limited to systems with two objects.

**PSP1-HS-5.** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

- **Assessment Boundary:** Assessment is limited to designing and conducting investigations with provided materials and tools.

**PSP1-HS-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- **Clarification Statement:** Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- **Assessment Boundary:** Assessment is limited to provided molecular structures of specific designed materials.

<table>
<thead>
<tr>
<th>Science and Engineering Practices (SEP)</th>
<th>Disciplinary Core Ideas (DCI)</th>
<th>Crosscutting Concepts (CCC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Carrying Out Investigations</strong></td>
<td><strong>PS1.A: Structure and Properties of Matter</strong></td>
<td><strong>Patterns</strong></td>
</tr>
<tr>
<td>Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include</td>
<td>- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSP1-HS-6)</td>
<td>Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of</td>
</tr>
</tbody>
</table>
investigations that provide evidence for and test conceptual, mathematical, physical and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSP1-HS-5)

**Analyzing and Interpreting Data**

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (PSP1-HS-1)

**Using Mathematics and Computational Thinking**

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena to describe explanations. (PSP1-HS-2, PSP1-HS-4)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas to solve a design problem, taking into account possible phenomena. (PSP1-HS-4)

**PS2.A: Forces and Motion**

- Newton's second law accurately predicts changes in the motion of macroscopic objects. (PSP1-HS-1)
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (PSP1-HS-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (PSP1-HS-2, PSP1-HS-3)

**PS2.B: Types of Interactions**

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (PSP1-HS-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (PSP1-HS-4, PSP1-HS-5)
- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (PSP1-HS-6, PSC1-HS-1, PSC1-HS-3)

**PS3.A: Definitions of Energy**

- "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (PSP1-HS-5)

**ETS1.A: Defining and Delimiting an Engineering Problem**

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP1-HS-3)

**ETS1.C: Optimizing the Design Solution**

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. PSP1-HS-3)
### Idaho Common Core Connections

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<td><strong>MP.2</strong> Reason abstractly and quantitatively. (PSP1-HS-1), (PSP1-HS-2), (PSP1-HS-4)</td>
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<td><strong>RST.11-12.7</strong> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (PSP1-HS-1)</td>
<td><strong>MP.4</strong> Model with mathematics. (PSP1-HS-1), (PSP1-HS-2), (PSP1-HS-4)</td>
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<td><strong>WHST.11-12.2</strong> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSP1-HS-1)</td>
<td><strong>HSN.Q.A.1</strong> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSP1-HS-1), (PSP1-HS-2), (PSP1-HS-4), (PSP1-HS-5), (PSP1-HS-6)</td>
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<td><strong>WHST.11-12.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSP1-HS-3), (PSP1-HS-5)</td>
<td><strong>HSN.Q.A.2</strong> Define appropriate quantities for the purpose of descriptive modeling. (PSP1-HS-1), (PSP1-HS-2), (PSP1-HS-4), (PSP1-HS-5), (PSP1-HS-6)</td>
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<td><strong>WHST.11-12.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSP1-HS-5)</td>
<td><strong>HSN.Q.A.3</strong> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSP1-HS-1), (PSP1-HS-2), (PSP1-HS-4), (PSP1-HS-5), (PSP1-HS-6)</td>
</tr>
<tr>
<td><strong>WHST.11-12.9</strong> Draw evidence from informational texts to support analysis, reflection, and research. (PSP1-HS-1), (PSP1-HS-5)</td>
<td><strong>HSA.SSE.A.1</strong> Interpret expressions that represent a quantity in terms of its context. (PSP1-HS-1), (PSP1-HS-4)</td>
</tr>
<tr>
<td><strong>HSA.CED.A.1</strong> Create equations and inequalities in one variable and use them to solve problems. (PSP1-HS-1), (PSP1-HS-2)</td>
<td><strong>HSA.SSE.B.3</strong> Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (PSP1-HS-1), (PSP1-HS-4)</td>
</tr>
<tr>
<td><strong>HSA.CED.A.2</strong> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (PSP1-HS-1), (PSP1-HS-2)</td>
<td><strong>HSA.CED.A.4</strong> Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (PSP1-HS-1), (PSP1-HS-2)</td>
</tr>
<tr>
<td><strong>HSS-SP1</strong> Represent data with plots on the real number line (dot plots, histograms, and box plots). (PSP1-HS-1)</td>
<td><strong>HSS-IF.C.7</strong> Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (PSP1-HS-1)</td>
</tr>
</tbody>
</table>
PSP2-HS Energy

### Performance Expectations (PE)

Students who demonstrate understanding can:

**PSP2-HS-1** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- **Clarification Statement:** Emphasis is on explaining the meaning of mathematical expressions used in the model.
- **Assessment Boundary:** Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

**PSP2-HS-2.** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
- **Clarification Statement:** Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.

**PSP2-HS-3.** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- **Clarification Statement:** Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.
- **Assessment Boundary:** Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

**PSP2-HS-4.** Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- **Clarification Statement:** Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- **Assessment Boundary:** Assessment is limited to investigations based on materials and tools provided to students.

**PSP2-HS-5.** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
- **Clarification Statement:** Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.
- **Assessment Boundary:** Assessment is limited to systems containing two objects.

### Crosscutting Concepts (CCC)

**Cause and Effect**
Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (PSP2-HS-5)

**Systems and System Models**
When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (PSP2-HS-4)

Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and limitations of the model.
investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSP2-HS-4)

Using Mathematics and Computational Thinking
Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Create a computational model or simulation of a phenomenon, designed device, process, or system. (PSP2-HS-1)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (PSP2-HS-3)

the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSP2-HS-2)

PS3.B: Conservation of Energy and Energy Transfer
- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSP2-HS-1)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSP2-HS-1, PSP2-HS-4)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSP2-HS-1)
- The availability of energy limits what can occur in any system. (PSP2-HS-1)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSP2-HS-4)

PS3.C: Relationship Between Energy and Forces
- When two objects interacting through a field change relative position, the energy stored in the field is changed. (PSP2-HS-5)

PS3.D: Energy in Chemical Processes
- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSP2-HS-3, PSP2-HS-4)

ETS1.A: Defining and Delimiting an Engineering Problem
- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP2-HS-3)

approximations inherent in models. (PSP2-HS-1)

Energy and Matter
Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSP2-HS-3)

Energy cannot be created or destroyed—only moves between one place and another, between objects and/or fields, or between systems. (PSP2-HS2)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering and Technology on Society and the Natural World
Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSP2-HS-3)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems
Science assumes the universe is a vast single system in which basic laws are consistent. (PSP2-HS-1)

Idaho Common Core Connections

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST.11-12.1</td>
<td>MP.2 Reason abstractly and quantitatively. (PSP2-HS-1), (PSP2-HS-2), (PSP2-HS-3), (PSP2-HS-4), (PSP2-HS-5)</td>
</tr>
<tr>
<td>WHST.9-12.7</td>
<td>MP.4 Model with mathematics. (PSP2-HS-1), (PSP2-HS-2), (PSP2-HS-3), (PSP2-HS-4), (PSP2-HS-5)</td>
</tr>
<tr>
<td></td>
<td>HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data</td>
</tr>
</tbody>
</table>
### PSP3-HS Waves

#### Performance Expectations (PE)

**PSP3-HS-1.** Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

- **Clarification Statement:** Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.
- **Assessment Boundary:** Assessment is limited to algebraic relationships and describing those relationships qualitatively.

**PSP3-HS-2.** Evaluate questions about the advantages of using digital transmission and storage of information.

- **Clarification Statement:** Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

**PSP3-HS-3.** Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- **Clarification Statement:** Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.
- **Assessment Boundary:** Assessment does not include using quantum theory.

**PSP3-HS-4.** Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

- **Clarification Statement:** Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.
- **Assessment Boundary:** Assessment is limited to qualitative descriptions.

**PSP3-HS-5.** Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

- **Clarification Statement:** Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.
- **Assessment Boundary:** Assessments are limited to qualitative information. Assessments do not include band theory.

### Science and Engineering Practices (SEP)

**Asking Questions and Defining Problems**

- Asking questions and defining problems in grades 9–12 builds from grades K–8 experiences and progresses to formulating, refining, and evaluating

**Disciplinary Core Ideas (DCI)**

- **PS3.D:** Energy in Chemical Processes
  - Solar cells are human-made devices that likewise capture the sun’s energy and produce electrical energy. (PSP3-HS-5)

- **PS4.A:** Wave Properties

### Crosscutting Concepts (CCC)

- **Cause and Effect**
  - Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (PSP3-HS-1)
empirically testable questions and design problems using models and simulations.
- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (PSP3-HS-2)

**Using Mathematics and Computational Thinking**

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.
- Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations. (PSP3-HS-1)

**Engaging in Argument from Evidence**

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed worlds. Arguments may also come from current scientific or historical episodes in science.
- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (PSP3-HS-3)

**Obtaining, Evaluating, and Communicating Information**

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.
- Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible. (PSP3-HS-4)
- Communicate technical information or ideas (e.g., about phenomena and/or the process of development and the design and

**PS4.B: Electromagnetic Radiation**

- The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (PSP3-HS-1)
- Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (PSP3-HS-2, PSP3-HS-5)
- [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (PSP3-HS-3)

**PS4.C: Information Technologies and Instrumentation**

- Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (PSP3-HS-5)

**Connections to Engineering, Technology, and Applications of Science**

**Interdependence of Science, Engineering, and Technology**

Science and engineering complement each other in the cycle known as research and development (R&D). (PSP3-HS-5)

**Influence of Engineering, Technology, and Science on Society and the Natural World**

Modern civilization depends on major technological systems. (PSP3-HS-2, PSP3-HS-5)

Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSP3-HS-2)
performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (PSP3-HS-5)

**Connections to Nature of Science**

**Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena**

A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (PSP3-HS-3)

Idaho Common Core Connections

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<tr>
<td><strong>RST.9-10.8</strong> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. (PSP3-HS-2),(PSP3-HS-3),(PSP3-HS-4)</td>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (PSP3-HS-1),(PSP3-HS-3)</td>
</tr>
<tr>
<td><strong>RST.11-12.1</strong> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSP3-HS-2),(PSP3-HS-3),(PSP3-HS-4)</td>
<td><strong>MP.4</strong> Model with mathematics. (PSP3-HS-1)</td>
</tr>
<tr>
<td><strong>RST.11-12.7</strong> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (PSP3-HS-1),(PSP3-HS-4)</td>
<td><strong>HSA-SSE.A.1</strong> Interpret expressions that represent a quantity in terms of its context. (PSP3-HS-1),(PSP3-HS-3)</td>
</tr>
<tr>
<td><strong>RST.11-12.8</strong> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (PSP3-HS-1),(PSP3-HS-3)</td>
<td><strong>HSA-SSE.B.3</strong> Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (PSP3-HS-1),(PSP3-HS-3)</td>
</tr>
<tr>
<td><strong>WHST.9-12.2</strong> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSP3-HS-5)</td>
<td><strong>HSA.CED.A.4</strong> Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (PSP3-HS-1),(PSP3-HS-3)</td>
</tr>
<tr>
<td><strong>WHST.11-12.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSP3-HS-4)</td>
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ESS: Earth and Space Sciences

ESS1-HS Earth’s Place in the Universe

## Performance Expectations (PE)

Students who demonstrate understanding can:

### ESS1-HS-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun’s core to release energy that eventually reaches Earth in the form of radiation.
- Clarification Statement: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the sun's radiation outputs due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.
- Assessment Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

### ESS1-HS-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
- Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the Big Bang theory (3/4 hydrogen and 1/4 helium).

### ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.
- Clarification Statement: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.
- Assessment Boundary: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

### ESS1-HS-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- Clarification Statement: Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.
- Assessment Boundary: Mathematical representations for the gravitational attraction of bodies and Kepler's laws of orbital motions should not deal with more than two bodies, nor involve calculus.

### ESS1-HS-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).

### ESS1-HS-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth’s formation and early history.
- Clarification Statement: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth’s oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

### Science and Engineering Practices (SEP)

**Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).**
- Develop a model based on evidence to illustrate the relationships between

### Disciplinary Core Ideas (DCI)

**ESS1.A: The Universe and Its Stars**
- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (ESS1-HS-1)
- The study of stars’ light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (ESS1-HS-2, ESS1-HS-3)
- The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured

### Crosscutting Concepts (CCC)

**Patterns**
- Empirical evidence is needed to identify patterns. (ESS1-HS-5)

**Scale, Proportion, and Quantity**
- The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (ESS1-HS-1)
- Algebraic thinking is used to examine scientific data and predict the effect of a
Using Mathematical and Computational Thinking
Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.
- Use mathematical or computational representations of phenomena to describe explanations. (ESS1-HS-4)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.
- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS1-HS-2)
- Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (ESS1-HS-6)

Engaging in Argument from Evidence
Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.
- Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments.

composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (ESS1-HS-2)
- Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (ESS1-HS-2, ESS1-HS-3)

ESS1.B: Earth and the Solar System
- Kepler’s laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (ESS1-HS-4)

ESS1.C: The History of Planet Earth
- Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old. (ESS1-HS-5)
- Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth’s formation and early history. (ESS1-HS-6)

ESS2.B: Plate Tectonics and Large-Scale System Interactions
- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth’s surface and provides a framework for understanding its geologic history. (ESS1-HS-5)

PS1.C: Nuclear Processes
- Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (ESS1-HS-5, ESS1-HS-6)

PS3.D: Energy in Chemical Processes and Everyday Life
- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (ESS1-HS-1)

PS4.B: Electromagnetic Radiation
- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (ESS1-HS-2)

change in one variable on another (e.g., linear growth vs. exponential growth). (ESS1-HS-4)

Energy and Matter
Energy cannot be created or destroyed—only moved between one place and another place, between objects and/or fields, or between systems. (ESS1-HS-2)
In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (ESS1-HS-3)

Stability and Change
Much of science deals with constructing explanations of how things change and how they remain stable. (ESS1-HS-6)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology
Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (ESS1-HS-2, ESS1-HS-4)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems
Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and will continue to do so in the future. (ESS1-HS-2)
Science assumes the universe is a vast single system in which basic laws are consistent. (ESS1-HS-2)
Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (ESS1-HS-3)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (ESS1-HS-2, ESS1-HS-6)

Models, mechanisms, and explanations collectively serve as tools in the development of a scientific theory. (ESS1-HS-6)

Idaho Common Core Connections

ELA/Literacy

RST.1 1-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS1-HS-1), (ESS1-HS-2), (ESS1-HS-3), (ESS1-HS-5) RST.1 1-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (ESS1-HS-5), (ESS1-HS-6) WHST.9 -12.1 Write arguments focused on discipline-specific content. (ESS1-HS-6)

WHST.9 -12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (ESS1-HS-2), (ESS1-HS-3), (ESS1-HS-5)

SL.1 1 -12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (ESS1-HS-3)

Mathematics

MP.2 Reason abstractly and quantitatively. (HSSS1-HS-1), (ESS1-HS-2), (ESS1-HS-3), (ESS1-HS-4), (ESS1-HS-5), (ESS1-HS-6) MP.4 Model with mathematics. (ESS1-HS-1), (ESS1-HS-4) HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (ESS1-HS-1), (ESS1-HS-2), (ESS1-HS-4), (ESS1-HS-5), (ESS1-HS-6) HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (ESS1-HS-1), (ESS1-HS-2), (ESS1-HS-4), (ESS1-HS-5), (ESS1-HS-6) HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS1-HS-1), (ESS1-HS-2), (ESS1-HS-4), (ESS1-HS-5), (ESS1-HS-6) HSA -SSE.A.1 Interpret expressions that represent a quantity in terms of its context. (ESS1-HS-1), (ESS1-HS-2), (ESS1-HS-4) HSA -CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (ESS1-HS-1), (ESS1-HS-2), (ESS1-HS-4) HSA -CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (ESS1-HS-1), (ESS1-HS-2), (ESS1-HS-4) HSF-IF.B.5 Relate the domain of a function to its graph and, when applicable, to the quantitative...
### ESS2-HS Earth’s Systems

**Students who demonstrate understanding can:**

**Performance Expectations (PE)**

<table>
<thead>
<tr>
<th>ESS2-HS-1</th>
<th>Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarification Statement:</strong> Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).</td>
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<tr>
<td><strong>Assessment Boundary:</strong> Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.</td>
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<tr>
<th>ESS2-HS-2</th>
<th>Analyze geoscience data to make the claim that one change to Earth’s surface can create feedbacks that cause changes to other Earth systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarification Statement:</strong> Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.</td>
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<tr>
<th>ESS2-HS-3</th>
<th>Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection.</th>
</tr>
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<tr>
<td><strong>Clarification Statement:</strong> Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.</td>
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</table>

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<th>ESS2-HS-4</th>
<th>Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarification Statement:</strong> Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation, solar output; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Boundary:</strong> Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.</td>
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<tr>
<th>ESS2-HS-5</th>
<th>Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</th>
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<tbody>
<tr>
<td><strong>Clarification Statement:</strong> Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESS2-HS-6</th>
<th>Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarification Statement:</strong> Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESS2-HS-7</th>
<th>Construct an argument based on evidence about the simultaneous coevolution of Earth’s systems and life on Earth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarification Statement:</strong> Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Boundary:</strong> Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.</td>
<td></td>
</tr>
</tbody>
</table>
### Practices (SEP)

#### Developing and Using Models
Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (ESS2-HS-1, ESS2-HS-3, ESS2-HS-6)
- Use a model to provide mechanistic accounts of phenomena. (ESS2-HS-4)

#### Planning and Carrying Out Investigations
Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (ESS2-HS-5)

#### Analyzing and Interpreting Data
Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (ESS2-HS-2)

#### Engaging in Argument from Evidence
Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current

<table>
<thead>
<tr>
<th>ESS2.B: Earth and the Solar System</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cyclical changes in the shape of Earth’s orbit around the sun, together with changes in the tilt of the planet’s axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (ESS2-HS-4)</td>
</tr>
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<table>
<thead>
<tr>
<th>ESS2.A: Earth Materials and Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth’s surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth’s interior and gravitational movement of denser materials toward the interior. (ESS2-HS-3)</td>
</tr>
<tr>
<td>• The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun’s energy output or Earth’s orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash events) to intermediate (ice ages) to very long-term tectonic cycles. (ESS2-HS-4)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>ESS2.B: Plate Tectonics and Large-Scale System Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The radioactive decay of unstable isotopes continually generates new energy within Earth’s crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (ESS2-HS-3)</td>
</tr>
<tr>
<td>• Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth’s surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth’s crust. (ESS2-HS-1)</td>
</tr>
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<table>
<thead>
<tr>
<th>ESS2.C: The Roles of Water in Earth’s Surface Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The abundance of liquid water on Earth’s surface and its unique combination of physical and chemical properties are central to the planet’s dynamics. These properties include water’s exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (ESS2-HS-5)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>ESS2.D: Weather and Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The foundation for Earth’s global climate systems is the electromagnetic radiation from the sun, as well as its</td>
</tr>
</tbody>
</table>

### Cause and Effect
Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (ESS2-HS-4)

#### Energy and Matter
The total amount of energy and matter in closed systems is conserved. (ESS2-HS-6)

#### Structure and Function
The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. (ESS2-HS-5)

#### Stability and Change
Much of science deals with constructing explanations of how things change and how they remain stable. (ESS2-HS-7)

- Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (ESS2-HS-1)
- Feedback (negative or positive) can stabilize or destabilize a system. (ESS2-HS-2)

### Connections to Engineering, Technology, and Applications of Science

#### Interdependence of Science, Engineering, and Technology
Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (ESS2-HS-3)

#### Influence of Engineering, Technology, and Science on Society and the Natural World
New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (ESS2-HS-2)
scientific or historical episodes in science.
- Construct an oral and written argument or counter-arguments based on data and evidence. (ESS2-HS-7)

**Connections to Nature of Science**

**Scientific Knowledge is Based on Empirical Evidence**
Science knowledge is based on empirical evidence. (ESS2-HS-3)
Science disciplines share common rules of evidence used to evaluate explanations about natural systems. (ESS2-HS-3)
Science includes the process of coordinating patterns of evidence with current theory. (ESS2-HS-3)
Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (ESS2-HS-4)

- reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (ESS2-HS-2, ESS2-HS-4)
- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (ESS2-HS-6, ESS2-HS-7)
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (ESS2-HS-6, ESS2-HS-4)

**ESS2.E: Biogeology**
- The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (ESS2-HS-7)

**PS4.A: Wave Properties**
- Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (ESS2-HS-3)

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**Idaho Common Core Connections**

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
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<tr>
<td><strong>RST.11-12.1</strong> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS2-HS-2),(ESS2-HS-3)</td>
<td><strong>MP.2</strong> Reason abstractly and quantitatively. (ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)</td>
</tr>
<tr>
<td><strong>RST.11-12.2</strong> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (ESS2-HS-2)</td>
<td><strong>MP.4</strong> Model with mathematics. (ESS2-HS-1),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)</td>
</tr>
<tr>
<td><strong>WHST.9-12.1</strong> Write arguments focused on discipline-specific content. (ESS2-HS-7)</td>
<td><strong>HSN-Q.A.1</strong> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)</td>
</tr>
<tr>
<td><strong>WHST.9-12.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (ESS2-HS-5)</td>
<td><strong>HSN-Q.A.2</strong> Define appropriate quantities for the purpose of descriptive modeling (ESS2-HS-1),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)</td>
</tr>
<tr>
<td><strong>SL.11-12.5</strong> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (ESS2-HS-1),(ESS2-HS-3),(ESS2-HS-4)</td>
<td><strong>HSN-Q.A.3</strong> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-5),(ESS2-HS-6)</td>
</tr>
</tbody>
</table>

**ESS3-HS Earth and Human Activity**

**Performance Expectations (PE)**

**ESS3-HS-1.** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

**ESS3-HS-2.** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
**ESS3-HS-3.** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

- Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.
- Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

**ESS3-HS-4.** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

- Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).

**ESS3-HS-5.** Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

- Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).
- Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.

**ESS3-HS-6.** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.
- Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

### Science and Engineering Practices (SEP)

**Analyzing and Interpreting Data**
A analyzing and interpreting data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
- Analyze data using computational models in order to make valid and reliable scientific claims. (ESS3-HS-5)

**Using Mathematics and Computational Thinking**
Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.
- Create a computational model or

### Disciplinary Core Ideas (DCI)

**ESS2.D:** Weather and Climate
- Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the way in which these gases are absorbed by the ocean and biosphere. (ESS3-HS-6)

**ESS3.A:** Natural Resources
- Resource availability has guided the development of human society. (ESS3-HS-1)
- All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (ESS3-HS-2)

**ESS3.B:** Natural Hazards
- Natural hazards and other geologic events have shaped the course of human history. They have significantly altered the sizes of human populations and have driven human migrations. (ESS3-HS-1)

**ESS3.C:** Human Impacts on Earth Systems
- The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (ESS3-HS-3)
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and

### Crosscutting Concepts (CCC)

**Cause and Effect**
Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (ESS3-HS-1)

**Systems and System Models**
When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (ESS3-HS-6)

**Stability and Change**
Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (ESS3-HS-3, ESS3-HS-5)
- Feedback (negative or positive) can stabilize or destabilize a system. (ESS3-HS-4)

**Connections to Engineering, Technology, and Applications of Science**

**Influence of Engineering, Technology, and Science on Society and the Natural World**
Simulation of a phenomenon, designed device, process, or system. (ESS3-HS-3)

- Use a computational representation of phenomena or design solutions to describe and/or support claims and/or explanations. (ESS3-HS5)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS3-HS-1)

- Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (ESS3-HS-4)

**Engaging in Argument from Evidence**

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations). (ESS3-HS-2)

**Connections to Nature of Science**

**ESS3.D: Global Climate Change**

- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (ESS3-HS-5)

- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (ESS3-HS-6)

**ET S1.B: Developing Possible Solutions**

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, environmental impacts. (ESS3-HS-2, ESS3-HS-4)

**World**

Modern civilization depends on major technological systems. (ESS3-HS-1, ESS3-HS-3)

Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (ESS3-HS-2, ESS3-HS-4)

New technologies can have deep impacts on society and the environment, including some that were not anticipated. (ESS3-HS-3)

Analysis of costs and benefits is a critical aspect of decisions about technology. (ESS3-HS-2)

**Science is a Human Endeavor**

Science is a result of human endeavors, imagination, and creativity. (ESS3-HS-3)

**Science Addresses Questions About the Natural and Material World**

Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions. (ESS3-HS-2)

Science knowledge indicates what can happen in natural systems—not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge. (ESS3-HS-2)

Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues. (ESS3-HS-2)
**Scientific Investigations Use a Variety of Methods**
Science investigations use diverse methods and do not always use the same set of procedures to obtain data. (ESS3-HS-5) New technologies advance scientific knowledge. (ESS3-HS-5)

**Scientific Knowledge is Based on Empirical Evidence**
Science knowledge is based on empirical evidence. (ESS3-HS-5) Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (ESS3-HS-5)

**Idaho Common Core Connections**

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<tr>
<td><strong>RST .1 1-12.1</strong> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS3-HS-1),(ESS3-HS-2),(ESS3-HS-4),(ESS3-HS-5)</td>
<td><strong>MP .2</strong> Reason abstractly and quantitatively . (ESS3-HS-1),(ESS3-HS-2),(ESS3-HS-3),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)</td>
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<tr>
<td><strong>RST .1 1-12.2</strong> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (ESS3-HS-5)</td>
<td><strong>MP .4</strong> Model with mathematics. (ESS3-HS-3),(ESS3-HS-6)</td>
</tr>
<tr>
<td><strong>RST .1 1-12.7</strong> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (ESS3-HS-5)</td>
<td><strong>HSN-Q .A .1</strong> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)</td>
</tr>
<tr>
<td><strong>RST .1 1-12.8</strong> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (ESS3-HS-2),(ESS3-HS-4)</td>
<td><strong>HSN-Q .A .2</strong> Define appropriate quantities for the purpose of descriptive modeling. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)</td>
</tr>
<tr>
<td><strong>WHST .9 -12.2</strong> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (ESS3-HS-1)</td>
<td><strong>HSN-Q .A .3</strong> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)</td>
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STEM |  
## Appendix A: K-5 Topic Progressions by Science Domain

### Life Science

<table>
<thead>
<tr>
<th>Grade</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td>- Living and nonliving&lt;br&gt; - Observe plants and animals</td>
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<thead>
<tr>
<th>NGSS Connection</th>
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<tbody>
<tr>
<td>- (KLS1.1) Plants need water, food, air, and light to live and grow&lt;br&gt; - (KLS1.2) Animals need food and water to live and grow</td>
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<tr>
<th>Notes</th>
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<tbody>
<tr>
<td>- Continue to address living and nonliving things animals&lt;br&gt; - (KESS3): see needs and habitat of plants and animals</td>
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</table>

| **1** | - Life cycles (plants and animals)<br> - Living things needs food, water, and shelter |

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<tr>
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<tbody>
<tr>
<td>- (1LS1) Structures: Similarities and differences of physical traits between adults and offspring in plants and animals&lt;br&gt; - Functions: Imprinting patterns from parents from offspring for survival&lt;br&gt; - (1LS3) Heredity: young like parents but not exactly&lt;br&gt; - (3LS1) Life cycles</td>
</tr>
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<thead>
<tr>
<th>Notes</th>
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<tbody>
<tr>
<td>- Adding emphasis on structure and functions</td>
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</table>

| **2** | - Basic needs of all living thing and discuss how all living thing needs food, water, shelter, and space.<br> - Habitats and adaptations |

<table>
<thead>
<tr>
<th>NGSS Connection</th>
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<tbody>
<tr>
<td>- (2LS2) Plants need Water and Sun to Grow&lt;br&gt; - Animals help Disperse Seeds and Pollinate Plants&lt;br&gt; - (2LS4) Plants and Animals Habitat Diversity</td>
</tr>
</tbody>
</table>

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<tr>
<th>Notes</th>
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<tbody>
<tr>
<td>- Emphasis on investigation, design, experimentation, and model development&lt;br&gt; - Classification of mammals, reptiles, birds, amphibians and fish</td>
</tr>
</tbody>
</table>

| **3** | - Plant and animals adaptations<br> - Food chains and food webs |

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<thead>
<tr>
<th>NGSS Connection</th>
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<tbody>
<tr>
<td>- (3LS2) Behavioral adaptations and migrations&lt;br&gt; - (3LS3) Heredity affects similarities and differences in traits and patterns between offspring and parents</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>- Food chains and food web moved to Grade 4.&lt;br&gt; - Moving 3LS4 biological adaptation to Grade 5&lt;br&gt; - Emphasis on behavioral adaptations</td>
</tr>
</tbody>
</table>
| 4   | - Adaptations, classification of vertebrates and invertebrates | - (5LS2) Ecosystem, interactions and dynamics  
- (4LS1) Internal and external structures (body structures) | - Focus is no longer expected on classification of vertebrates and invertebrates moved to 2/5  
- (4ESS1) Ex.- make fossil connections to Hagerman horse |
| 5   | - Photosynthesis, cells  
- Heredity -parents and offspring | - (3LS4) Biological adaptation and natural selection  
- (5LS1) Photosynthesis (plants need air, and water to grow and not soil) | - Classification of species  
- See (5PS3.2) focus on energy from the sun |

<table>
<thead>
<tr>
<th><strong>Earth Science</strong></th>
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<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Topic</strong></td>
</tr>
</tbody>
</table>
| K | - 4 seasons | - (KESS2) Local weather patterns (climate)  
- Plants and animals change the environment to meet their Needs (e: beaver dams, vines, leaf size)  
- (KESS3) Needs and habitat of plants and animals  
- Severe weather, local, human impact, and recycle | - Focus on weather |
| 1 | - 4 seasons locally | - (1ESS1) Sun, Moon, and Stars-Predict Patterns  
- Daylight hours to time of year |  |
| 2 | - Weather conditions | - (2ESS2) Wind and water changes the shapes of the land; maps of land forms; water-liquid and solids on Earth  
- (ESS1) Earth events- fast /slow  
- Earthquake, volcanoes, erosion | - Connection to (2LS4)  
- Connection to (2PS1) |
| 3 | • Length of day, seasons, and year on Earth | • (3ESS2) Weather/seasons - graphs and tables  
• Climate in different regions of the world to predict patterns  
• (3ESS3) Claim about merit of a design solutions to damage from weather |
|---|---|---|
| 4 | • Solar system comparisons  
• Gravity (orbits, effect of the moon on Earth, tides) | • (4ESS2) Weathering and erosion (water, ice and vegetation)  
• Maps and data-describe patterns of Earth's features - Earth/water (topographical)  
• (4ESS1) Role of formations/fossils (global, regional & local)  
• (4ESS3) Energy and fuels (Cost/benefit, environment, costs)  
• Natural resources  
• Natural hazards | • Was a 5th grade Earth interactions  
• Was a 5th grade standard |
| 5 | • (5ESS2) Geological, biological, hydrological, atmosphere  
• How landforms are affected through weather and climates  
• Water distribution on Earth (ROLES)  
• (5ESS1) Brightness of stars and distances.  
• Shadows (limited to earth position)  
• Seasonal appearance of stars |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Topic</th>
<th>NGSS Connection</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Use senses describe matter</td>
<td>(KPS2) Strength and direction of push and pull</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change speed and direction (marble maze)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effect of sunlight on earth’s surface (warm/cool) create something to reduce effects of sun</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Use properties of an object (motion, rotate, revolve, rest, float, fall)</td>
<td>(1PS4) Sound and vibration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>objects in darkness can be seen only when illuminated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Translucent, opaque reflective (not speed of light)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate design project with sound/light</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>List properties of an object</td>
<td>(2PS1) Investigation of properties- materials: mixture, hardness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain how force affect the motion and position of an object</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze data-best property to purpose</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Parts to whole</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heat/cool reverse or not change</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Use instruments to measure properties</td>
<td>(3PS2) Effects of balanced and unbalanced forces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical properties of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gravity=force</td>
<td></td>
</tr>
<tr>
<td>Solids, liquids, and gases</td>
<td>Make observations of motion and predict future motion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heating and cooling-change of state of matter</td>
<td>Magnetic (push and pull)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electric (static)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design challenge-magnetism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 4 | (4PS34) Energy |
|   | Explain speed/energy connection |
|   | Transfer of energy- sound, light, hear, electric currents |
|   | Ask questions and predict-change in energy when objects collide; emphasis on speed not force. |
|   | Design, test, refine and object to convert energy to another form of energy |
|   | (4PS4) Models of waves, patterns, wave length amplitude, objects move |
|   | Model light into eye and seen (not colors in the retina) |
|   | Generate and compare solutions that use patterns to send information (ex. binary code, Morse code, drums) |

| 5 | (5PS1) Matter parts-whole |
|   | Too small to be seen |
|   | Not atoms and subatomic particles |
|   | Not evaporation or condensation |
|   | Heat and cooling changes |
|   | Matter=conserved phase changes |

| (4PS4) Social studies connection: “Wind Talkers” and Native Americans in Idaho |
| Computer Science: Code.org |

<p>| Connect (5PS3) to (5LS1) |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not design or mass and weight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemical reactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5PS2) Argument- gravity is a downward force</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5PS3) Energy in food was once energy in the sun</td>
<td></td>
</tr>
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</table>
Appendix B: Middle and High School Course Progressions

### Grades 6-8

Assessment Given At End of 8th Grade As Either Cumulative ISAT OR Content Specific EOC

<table>
<thead>
<tr>
<th>Conceptual Progressions</th>
<th>Science Domains</th>
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<tbody>
<tr>
<td><strong>Model</strong></td>
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<tr>
<td><strong>Course 1</strong></td>
<td><strong>Course 2</strong></td>
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<tr>
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<td>PEs</td>
<td>PEs</td>
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<tr>
<td>PS2.B</td>
<td>LS1.A</td>
</tr>
<tr>
<td>PS3.A</td>
<td>LS1.B</td>
</tr>
<tr>
<td>PS3.B</td>
<td>LS1-MS-5</td>
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<tr>
<td>PS4.A</td>
<td>LS2.B</td>
</tr>
<tr>
<td>LS2.A</td>
<td>LS3.A</td>
</tr>
<tr>
<td>ESS2.B</td>
<td>LS2-MS-4</td>
</tr>
<tr>
<td>ESS2.C</td>
<td>LS3-MS-1</td>
</tr>
<tr>
<td>ESS3.A</td>
<td>LS3-MS-2</td>
</tr>
<tr>
<td>ETS1.A</td>
<td>LS2-MS-2</td>
</tr>
<tr>
<td>PS3-MS-2</td>
<td>ESS2.D</td>
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<tr>
<td>PS3-MS-4</td>
<td>ESS3.B</td>
</tr>
<tr>
<td>PS4-MS-1</td>
<td>ESS1.A</td>
</tr>
<tr>
<td>PS4-MS-2</td>
<td>ESS2-MS-4</td>
</tr>
<tr>
<td>LS2-MS-1</td>
<td>ESS2-MS-5</td>
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<tr>
<td>LS2-MS-2</td>
<td>ESS2-MS-6</td>
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<td>ESS1-MS-1</td>
<td>ESS3-MS-1</td>
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<td>ESS1-MS-2</td>
<td>ESS3-MS-2</td>
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<tr>
<td>ESS1-MS-3</td>
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<table>
<thead>
<tr>
<th>Physical</th>
<th>Life</th>
<th>Earth</th>
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<td><strong>DCIs</strong></td>
<td><strong>DCIs</strong></td>
</tr>
<tr>
<td><strong>PEs</strong></td>
<td><strong>PEs</strong></td>
<td><strong>PEs</strong></td>
</tr>
<tr>
<td>PS1.A</td>
<td>PS1-MS-1</td>
<td>LS1.A</td>
</tr>
<tr>
<td>PS2.B</td>
<td>LS1-MS-4</td>
<td>LS4-MS-3</td>
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<tr>
<td>PS3.A</td>
<td>LS2.B</td>
<td>LS4-MS-3</td>
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<td>PS3.B</td>
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<td>PS4.B</td>
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<td>PS3-MS-4</td>
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<td>PS4-MS-1</td>
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<td>PS4-MS-2</td>
<td>ESS2-MS-5</td>
<td>ESS4-MS-2</td>
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<td>LS2-MS-1</td>
<td>ESS2-MS-6</td>
<td>LS4-MS-3</td>
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<tr>
<td>LS2-MS-2</td>
<td>ESS3-MS-1</td>
<td>LS4-MS-5</td>
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<tr>
<td>ESS1-MS-1</td>
<td>ESS3-MS-2</td>
<td>LS4-MS-6</td>
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<tr>
<td>ESS1-MS-2</td>
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## Grades 9-12

<table>
<thead>
<tr>
<th>DISTRICT CHOICE</th>
<th>BIOLOGY</th>
<th>CHEMISTRY</th>
<th>PHYSICS</th>
</tr>
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<tbody>
<tr>
<td>No Assessment</td>
<td>Biology EOC</td>
<td>Chemistry EOC</td>
<td>No Assessment</td>
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</table>

### Modified Science Domains Model

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCIs</td>
<td>PEs</td>
<td>DCIs</td>
</tr>
</tbody>
</table>

### Science Domains Model

<table>
<thead>
<tr>
<th>Chemistry</th>
<th>Physics</th>
<th>Biology</th>
<th>Earth/Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCIs</td>
<td>PEs</td>
<td>DCIs</td>
<td>PEs</td>
</tr>
<tr>
<td>-------</td>
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<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>ETS1.A</td>
<td>LS3-HS-3</td>
<td>ESS2-HS-6</td>
<td>ESS1-HS-2</td>
</tr>
<tr>
<td>ETS1.B</td>
<td>LS4-HS-1</td>
<td>ESS3-HS-2</td>
<td>ESS1-HS-3</td>
</tr>
<tr>
<td>ETS1.C</td>
<td>LS4-HS-2</td>
<td>ESS3-HS-5</td>
<td>ESS1-HS-4</td>
</tr>
<tr>
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<td>LS4-HS-3</td>
<td>ESS3-HS-6</td>
<td>ESS2-HS-1</td>
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<td>LS4-HS-4</td>
<td>ESS3-HS-7</td>
<td>ESS2-HS-2</td>
</tr>
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<td>LS4-HS-5</td>
<td>ESS3-HS-8</td>
<td>ESS2-HS-3</td>
</tr>
<tr>
<td></td>
<td>LS4-HS-6</td>
<td>ESS1-HS-6</td>
<td>ESS2-HS-4</td>
</tr>
</tbody>
</table>
SUBJECT  
Amendments to Docket 08-0203-1502 and 08-0203-1506

REFERENCE  
November 24, 2014  
Board approved a pending rule docket 08-0203-1403, adding end of course assessments in Biology and Chemistry as part of the state’s comprehensive assessment system.

December 18, 2014  
Board approved the Idaho Academic Achievement Standards, including the Proficiency Line Descriptors and ISAT achievement levels at each performance level for grades 3-8 and 11.

February 19, 2015  
Board approved the Idaho Academic Achievement Standards, including the Proficiency Line Descriptors and ISAT achievement levels at each performance level for grades 9 and 10; and approved a temporary rule incorporating by reference into IDAP 08.02.03.004 the ISAT Achievement Standards approved on December 18, 2014.

June 18, 2015  
Board approve Proposed Rule amendment to IDAPA 08.02.03.004 incorporating the Idaho Academic Achievement Standards, including Proficiency Line Descriptors and the Idaho Standards Achievement Tests achievement levels for grades 3-11 in mathematics and English language arts.

APPLICABLE STATUTE, RULE, OR POLICY  
Section 33-105, Idaho Code and Section 33-1612, Idaho Code  
IDAPA 08.02.03 – Rules Governing Thoroughness – Comprehensive Assessment System

BACKGROUND/DISCUSSION  
Pursuant to IDAPA 08.02.03.111.06 “Students are required to take an End of Course Assessment in science provided by the state and administered by the district”, cut scores are attached that have been set by a standards review committee and are subject to the State Board of Education approval.

ATTACHMENTS  
Attachment 2 – Docket 08-0203-1502 Amendment (Temporary)  
Attachment 3 – Docket 08-0203-1506 Amendment (Proposed)  
Attachment 1 – Achievement Level Descriptors (New Section pg. 3-12)

STAFF COMMENTS AND RECOMMENDATIONS  
The Idaho Standards Achievement Tests as defined in administrative rule is the statewide tests used for measuring a student’s proficiency in the state content.
standards. This assessment has traditionally also include a science assessment in grades 5, 7 and 10. With the transition to the new assessment administration the math and English language arts are covered by the ISAT by Smarter Balanced and the science assessment is administered through the ISAT by DRC for grades 5 and 7 with an end of course assessment administered by the district to students in grades 10, 11 or 12 who have completed a biology and/or chemistry course. As a component of the overall Idaho Standards Achievement Tests the achievement standards for the end of course assessments must be approved by the Board and incorporated into the document approved by the Board when setting the achievement levels for mathematics and English Language arts in grades 3-11 (cut scores).

Because the existing cut scores were incorporated into two separate administrative rules, one a temporary rule, docket number 08-0203-1502 and the other proposed rule docket 08-0203-1506 both dockets must be amended to include the science cut scores.

BOARD ACTION
I move to approve the Idaho Standards Achievement Tests Achievement Standards as submitted in Attachment 3.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND
I move to approve the amendment to temporary rule Docket 08-0203-1502 as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND
I move to approve the amendment to proposed rule Docket 08-0203-1506 as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
004. INCORPORATION BY REFERENCE.  
The following documents are incorporated into this rule:  

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.  
   
a. Driver Education, as revised and adopted on August 21, 2008.  
b. Health, as revised and adopted on April 17, 2009.  
c. Humanities Categories:  
i. Art, as revised and adopted on April 17, 2009;  
ii. Dance, as revised and adopted on April 17, 2009;  
iii. Drama, as revised and adopted on April 17, 2009;  
iv. Interdisciplinary, as revised and adopted on April 17, 2009;  
v. Music, as revised and adopted on April 17, 2009;  
vi. World languages, as revised and adopted on April 17, 2009.  
d. English Language Arts, as revised and adopted on August 11, 2010.  
e. Limited English Proficiency, as revised and adopted on August 21, 2008.  
f. Mathematics, as revised and adopted on August 11, 2010.  
g. Physical Education, as revised and adopted on April 17, 2009.  
h. Science, as revised and adopted on April 17, 2009.  
i. Social Studies, as revised and adopted on April 17, 2009.  
j. Information and Communication Technology, as revised and adopted on April 22, 2010.  

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)


06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

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

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)
004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

   a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
   b. Health, as revised and adopted on April 17, 2009. (3-29-10)
   c. Humanities Categories:
      i. Art, as revised and adopted on April 17, 2009; (3-29-10)
      ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)
      iii. Drama, as revised and adopted on April 17, 2009; (3-29-10)
      iv. Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)
      v. Music, as revised and adopted on April 17, 2009; (3-29-10)
      vi. World languages, as revised and adopted on April 17, 2009. (3-29-10)
   d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)
   e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
   f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)
   g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)
   h. Science, as revised and adopted on April 17, 2009. (3-29-10)
   i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)
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Advanced

Chemistry students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Students at this level are able to do the following:

- Analyze the periodic table to predict physical and chemical properties.
- Analyze the historical developments that resulted in the modern version of the periodic table.
- Create and evaluate graphs of data.
- Analyze the key concepts of the kinetic molecular theory.
- Analyze and compare the common theories defining acids and bases.
- Compare and contrast physical and chemical properties and changes and appropriate computations.
- Perform and analyze computations using scientific notation, the metric system and dimensional analysis.
- Compute and evaluate measurement uncertainty to include precision, accuracy and the rules for significant digits.
- Perform and analyze calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Analyze and solve reaction stoichiometry problems.
- Calculate and compare concentrations of solutions in various ways including molarity.
- Analyze how the presence of solute particles affects the properties of a solution and be able to do calculations involving colligative properties.
- Calculate and analyze quantitative relationships involved in acid/base chemistry including pH.
- Demonstrate and apply understanding of the scientific method.
- Justify the selection and use of appropriate scientific equipment, materials and techniques.
- Correctly write symbols, formulas and names for elements, ions and compounds.
- Analyze how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Compare the polarity of chemical bonds using electronegativity.
- Predict and analyze physical properties of compounds based upon the attractive forces between atoms and molecules.
- Classify and explain the placement of all matter into appropriate categories.
- Analyze the relationship and reactions of acids, bases, and salts.
• Analyze the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
• Analyze the kinetic molecular theory and apply it to phases of matter.
• Analyze and calculate the changes in heat energy that occur during chemical reactions and phase changes.
• Apply the conservation of matter by balancing chemical equations.
• Analyze the difference between exothermic and endothermic chemical reactions during chemical or physical changes.
• Analyze the classic historical experiments that were used to identify the components of an atom and its structure.
• Determine the number of protons, neutrons and electrons for an atom, ion, or isotope.
• Analyze the relationship between the structure of atoms and light absorption and emission.
• Determine and compare and analyze electron arrangements of elements using electron configurations and orbital energy diagrams.
• Analyze the law of conservation of mass and the law of definite proportions.
• Analyze chemical equations for common types of chemical reactions and predict the products.
• Analyze the factors that influence the rates of chemical reactions.
• Analyze the role of chemistry in enabling technological advances.
• Analyze the role of chemistry in energy and environmental issues.
**Proficient**

Chemistry students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

**Students at this level are able to do the following:**

- Use the periodic table to predict physical and chemical properties.
- Describe the historical development of the periodic table.
- Create and interpret graphs of data.
- Explain and interpret the key concepts of the kinetic molecular theory.
- Distinguish the common theories defining acids and bases.
- Identify, compare and contrast physical and chemical properties and changes and appropriate computations.
- Perform computations using scientific notation, the metric system and dimensional analysis.
- Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.
- Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Analyze and solve reaction stoichiometry problems.
- Express concentrations of solutions in various ways including molarity.
- Interpret how the presence of solute particles can affect the properties of a solution and be able to do calculations involving colligative properties.
- Analyze quantitative relationships involved in acid/base chemistry including pH.
- Demonstrate an understanding of the scientific method.
- Select and use appropriate scientific equipment, materials and techniques.
- Correctly write symbols, formulas and names for common elements, ions and compounds.
- Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Predict the polarity of chemical bonds using electronegativity.
- Predict physical properties of compounds based upon the attractive forces between atoms and molecules.
- Distinguish and classify all matter into appropriate categories.
- Explain the relationship and reactions of acids, bases, and salts.
• Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
• Describe the Kinetic Molecular Theory as it applies to phases of matter.
• Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.
• Demonstrate the conservation of matter by balancing chemical equations.
• Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.
• Interpret the classic historical experiments that were used to identify the components of an atom and its structure.
• Deduce the number of protons, neutrons and electrons for an atom or ion.
• Describe the relationship between the structure of atoms and light absorption and emission.
• Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.
• Illustrate the law of conservation of mass and the law of definite proportions.
• Classify, write and balance chemical equations for common types of chemical reactions and predict the products.
• Describe the factors that influence the rates of chemical reactions.
• Assess the role of chemistry in enabling technological advances.
• Evaluate the role of chemistry in energy and environmental issues.
Basic

Chemistry students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Chemistry students at this level are able to do the following:

- Recognize that the periodic table can be used to predict physical and chemical properties.
- Identify the historical development of the periodic table.
- Recognize graphs of data.
- Identify the key concepts of the kinetic molecular theory.
- Recognize the common theories defining acids and bases.
- Identify physical and chemical properties and changes and appropriate computations.
- Perform basic computations using scientific notation, the metric system and dimensional analysis.
- Recognize aspects of measurement uncertainty including precision, accuracy and the rules for significant digits.
- Perform some simple calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Solve simple stoichiometry problems.
- Recognize concentrations of solutions in various ways including molarity.
- Identify how the presence of solute particles affects the properties of a solution and be able to do calculations involving colligative properties.
- Recognize quantitative relationships involved in acid/base chemistry including pH.
- Identify the scientific method.
- Identify scientific equipment, materials and techniques.
- Recognize symbols, formulas and names for common elements, ions and compounds.
- Identify how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Recognize the polarity of chemical bonds using electronegativity.
- Identify physical properties of compounds based upon the attractive forces between atoms and molecules.
- Classify some types of matter into appropriate categories.
- Identify the relationship and reactions of acids, bases, and salts.
- Identify the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
- Identify the Kinetic Molecular Theory.
- Recognize the changes in heat energy that occur during chemical reactions and phase changes.
- Recognize the conservation of matter by examining balanced chemical equations.
- Recognize the difference between exothermic and endothermic chemical reactions during chemical or physical changes.
- Recognize the classic historical experiments that were used to identify the components of an atom and its structure.
- Recognize the number of protons, neutrons and electrons for an atom or ion.
- Recognize the relationship between the structure of atoms and light absorption and emission.
- Identify electron arrangements of elements using electron configurations and orbital energy diagrams.
- Identify the law of conservation of mass and the law of definite proportions.
- Recognize chemical equations for common types of chemical reactions and identify the products.
- Identify the factors that influence the rates of chemical reactions.
- Identify the role of chemistry in enabling technological advances.
- Identify the role of chemistry in energy and environmental issues.
**Advanced**

Biology students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to biological concepts.

**Students at this performance level are able to do the following:**

- Analyze and apply the scientific meaning of system, order, and organization to a given system.
- Use observations and data as evidence on which to base complex scientific explanations.
- Evaluate and analyze changes that can occur in and among systems.
- Calculate and make conversions using the metric system.
- Analyze questions and concepts that guide scientific investigations.
- Apply technology and mathematics to investigations.
- Analyze and compare alternative explanations and models.
- Analyze the differences among observations, hypotheses, and theories.
- Evaluate technical writing, graphs, charts, and diagrams.
- Apply the theory of evolution to explain how species change over time.
- Evaluate how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Evaluate how matter tends toward more disorganized states (entropy).
- Analyze how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Explain how the energy for life is primarily derived from the Sun through photosynthesis.
- Analyze cellular respiration and the synthesis of macromolecules and compare the different processes.
- Compare how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Compare the particular structures that underlie the cellular functions.
- Analyze chemical reactions that occur in cells.
- Analyze how cells use DNA to store and use information for cell functions.
- Analyze how selective expression of genes can produce specialized cells from a single cell.
- Analyze complex environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Predict how science advances technology and how technology advances science.
- Analyze how science and technology are pursued for different purposes.
- Compare the difference between renewable and nonrenewable resources.
Proficient

Biology students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to biological concepts.

Students at this performance level are able to do the following:

- Explain the scientific meaning of system, order, and organization.
- Apply the concepts of order and organization to a given system.
- Use observations and data as evidence on which to base scientific explanations.
- Measure changes that can occur in and among systems.
- Analyze changes that can occur in and among systems.
- Measure and calculate using the metric system.
- Identify questions and concepts that guide scientific investigations.
- Use appropriate technology and mathematics to make investigations.
- Analyze alternative explanations and models.
- Explain the differences among observations, hypotheses, and theories.
- Analyze technical writing, graphs, charts, and diagrams.
- Use the theory of evolution to explain how species change over time.
- Explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Explain how matter tends toward more disorganized states (entropy).
- Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Show how the energy for life is primarily derived from the Sun through photosynthesis.
- Describe cellular respiration and the synthesis of macromolecules.
- Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Identify the particular structures that underlie the cellular functions.
- Explain cell functions involving chemical reactions.
- Explain how cells use DNA to store and use information for cell functions.
- Explain how selective expression of genes can produce specialized cells from a single cell.
- Analyze simple environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Explain how science advances technology and how technology advances science.
- Explain how science and technology are pursued for different purposes.
- Describe the difference between renewable and nonrenewable resources.
Basic

Biology students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to biological concepts.

Students at this performance level are able to do the following:

- Identify the scientific meaning of system, order, and organization.
- Recognize the concepts of order and organization and how they are related to a given system.
- Identify observations and data as evidence on which to base scientific explanations.
- Identify changes that can occur in and among systems.
- Measure using the metric system.
- Identify questions that guide scientific investigations.
- Identify appropriate technology and mathematics to make investigations.
- Identify alternative explanations and models.
- Recognize the differences among observations, hypotheses, and theories.
- Uses technical writing, graphs, charts, and diagrams.
- Identify the theory of evolution.
- Recognize how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Recognize that matter tends toward more disorganized states (entropy).
- Recognize that organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Recognize that the energy for life is primarily derived from the sun through photosynthesis.
- Recognize the process of cellular respiration.
- Recognize that matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Identify main cellular structures.
- Identify cell functions involving chemical reactions.
- Recognize that cells use DNA to store and use information for cell functions.
- Recognize that the selective expression of genes can produce specialized cells from a single cell.
- Identify environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Recognize that science advances technology and that technology advances science.
- Recognize that science and technology are pursued for different purposes.
- Identify the difference between renewable and nonrenewable resources.
Attachment 3

End-of-Course

Biology / Chemistry

Recommended Cut Scores

<table>
<thead>
<tr>
<th>EOC</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>193 and below</td>
<td>194 – 199</td>
<td>200 – 213</td>
<td>214 and above</td>
</tr>
<tr>
<td>Chemistry</td>
<td>187 and below</td>
<td>188 – 199</td>
<td>200 – 216</td>
<td>217 and above</td>
</tr>
</tbody>
</table>
## Score Bands

| ELA | Level 1 | | Level 2 | | Level 3 | | Level 4 |
|-----|---------|---|---------|---|---------|---|
|     | From    | To | From    | To | From    | To | From    | To |
| 3   | 2000    | 2366 | 2367    | 2431 | 2432    | 2489 | 2490    | 2636 |
| 4   | 2198    | 2415 | 2416    | 2472 | 2473    | 2532 | 2533    | 2690 |
| 5   | 2239    | 2441 | 2442    | 2501 | 2502    | 2581 | 2582    | 2724 |
| 6   | 2259    | 2456 | 2457    | 2530 | 2531    | 2617 | 2618    | 2748 |
| 7   | 2268    | 2478 | 2479    | 2551 | 2552    | 2648 | 2649    | 2768 |
| 8   | 2292    | 2486 | 2487    | 2566 | 2567    | 2667 | 2668    | 2790 |
| 11  | 2290    | 2492 | 2493    | 2582 | 2583    | 2681 | 2682    | 3000 |

| Math | Level 1 | | Level 2 | | Level 3 | | Level 4 |
|------|---------|---|---------|---|---------|---|
|      | From    | To | From    | To | From    | To | From    | To |
| 3    | 2000    | 2380 | 2381    | 2435 | 2436    | 2500 | 2501    | 2613 |
| 4    | 2255    | 2410 | 2411    | 2484 | 2485    | 2548 | 2549    | 2663 |
| 5    | 2265    | 2454 | 2455    | 2527 | 2528    | 2578 | 2579    | 2710 |
| 6    | 2263    | 2472 | 2473    | 2551 | 2552    | 2609 | 2610    | 2752 |
| 7    | 2243    | 2483 | 2484    | 2566 | 2567    | 2634 | 2635    | 2789 |
| 8    | 2239    | 2503 | 2504    | 2585 | 2586    | 2652 | 2653    | 2819 |
| 11   | 2242    | 2542 | 2543    | 2627 | 2628    | 2717 | 2718    | 3000 |
| READING Literary Text Targets 1–7 | \- Use some details and information from text to partially support answers or basic inferences.  
  \- In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.  
  \- In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.  
  \- In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message.  
  \- Explain how information is presented or connected within or across texts of low-to-moderate complexity.  
  \- Specify or compare relationships across texts of low-to-moderate complexity.  
  \- Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.  
  \- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity. |
|---|---|
| READING Informational Text Targets 8–14 | \- Use some details and information from text to partially support answers or basic inferences.  
  \- In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.  
  \- In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.  
  \- In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message.  
  \- Explain how information is presented or connected within or across texts of low-to-moderate complexity.  
  \- Specify or compare relationships across texts of low-to-moderate complexity.  
  \- Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.  
  \- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity. |
| WRITING Targets 1–10 | \- Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.  
  \- Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author’s craft with possible demonstration of purpose.  
  \- Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.  
  \- Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion.  
  \- Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback).  
  \- Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion. |
### Grade 3 English Language Arts/Literacy

<table>
<thead>
<tr>
<th><strong>Threshold Achievement Level Descriptors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING/ LISTENING</strong></td>
</tr>
<tr>
<td><strong>Target 4</strong></td>
</tr>
<tr>
<td>• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The student who just enters Level 3 should be able to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
</tr>
<tr>
<td><strong>Literary Text</strong></td>
</tr>
<tr>
<td><strong>Targets 1–7</strong></td>
</tr>
<tr>
<td>• Use explicit details and information from texts of moderate complexity to support answers or basic inferences.</td>
</tr>
<tr>
<td>• Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.</td>
</tr>
<tr>
<td>• Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.</td>
</tr>
<tr>
<td>• Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity.</td>
</tr>
<tr>
<td>• Specify and compare or contrast relationships across texts of moderate complexity.</td>
</tr>
<tr>
<td>• Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity.</td>
</tr>
<tr>
<td>• Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.</td>
</tr>
</tbody>
</table>

| **READING**                                               |
| **Informational Text**                                   |
| **Targets 8–14**                                         |
| • Use explicit details and information from texts of moderate complexity to support answers or basic inferences. |
| • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. |
| • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. |
| • Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity. |
| • Specify and compare or contrast relationships across texts of moderate complexity. |
| • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. |
| • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity. |

<p>| <strong>WRITING</strong>                                              |
| <strong>Targets 1–10</strong>                                        |
| • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. |
| • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author’s craft with minimal demonstration of purpose. |</p>
<table>
<thead>
<tr>
<th>Grade 3 English Language Arts/Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.</td>
</tr>
<tr>
<td>• Use text features in information texts to enhance meaning without support.</td>
</tr>
<tr>
<td>• Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion.</td>
</tr>
<tr>
<td>• Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.</td>
</tr>
<tr>
<td>• Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text.</td>
</tr>
<tr>
<td>• Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</td>
</tr>
<tr>
<td>• Without support, use tools of technology to produce texts.</td>
</tr>
</tbody>
</table>

**SPEAKING/LISTENING**

**Target 4**

• Interpret and use information delivered orally or audio-visually without support.

---

**READING**

**Literary Text Targets 1–7**

• Use explicit details and information from the text to support answers and basic inferences in highly complex texts.
• Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts.
• Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts.
• Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.
• Specify, compare, and contrast relationships across highly complex texts.
• Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts.
• Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.

**Informational Text Targets 8–14**

• Use explicit details and information from the text to support answers and basic inferences in highly complex texts.
• Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts.
• Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts.
• Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.
• Specify, compare, and contrast relationships across highly complex texts.
• Demonstrate knowledge of text structures and text features to interpret or explain/connect

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The student who just enters Level 4 should be able to:
<table>
<thead>
<tr>
<th>Threshold Achievement Level Descriptors</th>
<th>Grade 3 English Language Arts/Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>information in highly complex texts.</td>
<td>• Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.</td>
</tr>
<tr>
<td><strong>WRITING Targets 1–10</strong></td>
<td>• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author’s craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.</td>
</tr>
<tr>
<td><strong>SPEAKING/Listening Target 4</strong></td>
<td>• Begin to critically interpret and use information delivered orally or audio-visually.</td>
</tr>
</tbody>
</table>
The student who just enters Level 2 should be able to:

<table>
<thead>
<tr>
<th>READING Literary Text Targets 1–7</th>
<th>READING Informational Text Targets 8–14</th>
<th>WRITING Targets 1–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity.</td>
<td>• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity.</td>
<td>• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft.</td>
</tr>
<tr>
<td>• Identify or summarize some central ideas/key events in texts of low-to-moderate complexity.</td>
<td>• Identify some central ideas, key events, and procedures with support.</td>
<td>• Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author’s craft.</td>
</tr>
<tr>
<td>• Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity.</td>
<td>• Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity.</td>
<td>• Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion.</td>
</tr>
<tr>
<td>• Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity.</td>
<td>• Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity.</td>
<td>• Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion.</td>
</tr>
<tr>
<td>• Interpret, specify, or compare how information is presented across texts of low-to-moderate complexity.</td>
<td>• Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity.</td>
<td>• With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning.</td>
</tr>
<tr>
<td>• Determine some word meanings, literary devices, or connotative meanings of words used in context in texts of low-to-moderate complexity.</td>
<td>• Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity.</td>
<td>• Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.</td>
</tr>
</tbody>
</table>
### Threshold Achievement Level Descriptors

**Grade 4 English Language Arts/Literacy**

#### Write simple opinion pieces
- Demonstrate some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion.
- With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts.
- Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids).
- Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).

#### SPEAKING/LISTENING
**Target 4**
- Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).

#### RESEARCH/INQUIRY
**Targets 1–4**
- Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept.
- Locate some information to support ideas and select some information from data or print and non-print text sources.
- Distinguish relevant-irrelevant information with support (e.g., some directive feedback).
- Generate some conjectures or opinions.

### The student who just enters Level 3 should be able to:

#### READING
**Literary Text**
**Targets 1–7**
- Use details and information from texts of moderate complexity to support answers and inferences.
- Identify or summarize central ideas/key events in texts of moderate complexity.
- Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity.
- Use supporting evidence to justify/explain own inferences in texts of moderate complexity.
- Interpret, specify, or compare how information is presented across texts of moderate complexity.
- Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity.
- Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.

#### READING
**Informational Text**
**Targets 8–14**
- Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided.
- Identify or summarize central ideas, key events, and procedures in texts of moderate complexity.
- Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.
### Threshold Achievement Level Descriptors

**Grade 4 English Language Arts/Literacy**

**WRITING Targets 1–10**

- Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.
- Interpret, explain, or connect information presented within or across texts of moderate complexity.
- Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.
- Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.

**WRITING**

- Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author’s craft with appropriate purpose.
- Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author’s craft with limited purpose.
- Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience.
- Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion.
- Use some text features in informational text to enhance meaning without support.
- Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience.
- Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion.
- Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support.
- Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support.
- Use tools of technology to gather information, make revisions, or produce texts.

**SPEAKING/LISTENING Target 4**

- Interpret and use information delivered orally or audio-visually without support.

**RESEARCH/INQUIRY Targets 1–4**

- Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept.
- Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources.
- Distinguish relevant-irrelevant information without support.
- Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.
### Threshold Achievement Level Descriptors

**Grade 4 English Language Arts/Literacy**

The student who just enters Level 4 should be able to:

#### READING

**Literary Text**

<table>
<thead>
<tr>
<th>Targets 1–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts.</td>
</tr>
<tr>
<td>• Begin to consistently identify and summarize central ideas/key events in highly complex texts.</td>
</tr>
<tr>
<td>• Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts.</td>
</tr>
<tr>
<td>• Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts.</td>
</tr>
<tr>
<td>• Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts.</td>
</tr>
<tr>
<td>• Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts.</td>
</tr>
<tr>
<td>• Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.</td>
</tr>
</tbody>
</table>

#### READING

**Informational Text**

<table>
<thead>
<tr>
<th>Targets 8–14</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided.</td>
</tr>
<tr>
<td>• Identify and summarize central ideas, key details, and procedures in highly complex texts.</td>
</tr>
<tr>
<td>• Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts.</td>
</tr>
<tr>
<td>• Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts.</td>
</tr>
<tr>
<td>• Begin to interpret, explain, or connect information presented within or across highly complex texts.</td>
</tr>
<tr>
<td>• Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts.</td>
</tr>
<tr>
<td>• Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.</td>
</tr>
</tbody>
</table>

#### WRITING

<table>
<thead>
<tr>
<th>Targets 1–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.</td>
</tr>
<tr>
<td>• Begin to write full complex compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose.</td>
</tr>
<tr>
<td>• Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience.</td>
</tr>
<tr>
<td>• Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion.</td>
</tr>
<tr>
<td>• Begin to use text features in information texts to enhance meaning.</td>
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<tr>
<td><strong>Threshold Achievement Level Descriptors</strong></td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td><strong>Grade 4 English Language Arts/Literacy</strong></td>
</tr>
<tr>
<td><strong>• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion.</strong></td>
</tr>
<tr>
<td><strong>• Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion.</strong></td>
</tr>
<tr>
<td><strong>• Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts.</strong></td>
</tr>
<tr>
<td><strong>• Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</strong></td>
</tr>
<tr>
<td><strong>• Begin to use multiple tools of technology to gather information, make revisions, or produce texts.</strong></td>
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<tr>
<td>**SPEAKING/</td>
</tr>
<tr>
<td>LISTENING**</td>
</tr>
<tr>
<td><strong>Target 4</strong></td>
</tr>
<tr>
<td><strong>• Begin to critically interpret and use information delivered orally or audio-visually.</strong></td>
</tr>
<tr>
<td>**RESEARCH/</td>
</tr>
<tr>
<td>INQUIRY**</td>
</tr>
<tr>
<td><strong>Targets 1–4</strong></td>
</tr>
<tr>
<td><strong>• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.</strong></td>
</tr>
<tr>
<td><strong>• Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources.</strong></td>
</tr>
<tr>
<td><strong>• Begin to distinguish relevant-irrelevant information.</strong></td>
</tr>
<tr>
<td><strong>• Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.</strong></td>
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<tr>
<td>READING</td>
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<thead>
<tr>
<th>READING</th>
<th>Informational Text</th>
<th>Targets 8–14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use some explicit and limited implicit information to support emerging inferences or analyses.</td>
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<tr>
<td></td>
<td>Partially summarize central ideas and some key events.</td>
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<td></td>
<td>Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.</td>
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</tr>
<tr>
<td></td>
<td>Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity.</td>
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<tr>
<td></td>
<td>Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.</td>
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<tr>
<td></td>
<td>Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.</td>
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<td></td>
<td>Interpret the meaning of some common figurative language.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING</th>
<th>Targets 1–10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft.</td>
</tr>
<tr>
<td></td>
<td>Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author’s craft.</td>
</tr>
<tr>
<td></td>
<td>Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion.</td>
</tr>
<tr>
<td></td>
<td>Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion.</td>
</tr>
<tr>
<td></td>
<td>Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</td>
</tr>
<tr>
<td></td>
<td>Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.</td>
</tr>
</tbody>
</table>
### Grade 5 English Language Arts/Literacy

- Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion.
- With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
- Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
- Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.

### SPEAKING/LISTENING

**Target 4**
- Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).

### RESEARCH/INQUIRY

**Targets 1–4**
- Begin to conduct simple, short research projects with some guidance.
- With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources.
- With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
- With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.

### The student who just enters Level 3 should be able to:

#### READING

- **Literary Text**
  - Targets 1–7
  - With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.
  - Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases.
  - Accurately summarize central ideas and key events.
  - With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.
  - Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.
  - With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.
  - With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.

- **Informational Text**
  - Targets 8–14
  - With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.
  - Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases.
  - Accurately summarize central ideas and key events.
  - With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.
  - Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.
Threshold Achievement Level Descriptors  
Grade 5 English Language Arts/Literacy

| WRITING Targets 1–10 | • Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, and appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a conclusion.  
• Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author’s craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research.  
• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.  
• Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion.  
• Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.  
• Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.  
• Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience.  
• Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.  
• Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  
• Use the tools of technology (including the Internet) to produce and publish writing. |

| SPEAKING/ LISTENING Target 4 | • Interpret and use information delivered orally or audio-visually. |

| RESEARCH/ INQUIRY Targets 1–4 | • Conduct short research projects.  
• Locate information to support central ideas and subtopics; select and integrate information from multiple sources.  
• Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.  
• Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably. |
The student who just enters Level 4 should be able to:

**READING**

<table>
<thead>
<tr>
<th>Literary Text Targets 1–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts.</td>
</tr>
<tr>
<td>• Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases.</td>
</tr>
<tr>
<td>• Consistently and accurately summarize central ideas and key events.</td>
</tr>
<tr>
<td>• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.</td>
</tr>
<tr>
<td>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.</td>
</tr>
<tr>
<td>• Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.</td>
</tr>
<tr>
<td>• Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informational Text Targets 8–14</th>
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<tbody>
<tr>
<td>• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts.</td>
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<tr>
<td>• Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases.</td>
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<tr>
<td>• Consistently and accurately summarize central ideas and key events.</td>
</tr>
<tr>
<td>• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.</td>
</tr>
<tr>
<td>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.</td>
</tr>
<tr>
<td>• Analyze and/or compare how information is presented within or across highly complex texts.</td>
</tr>
<tr>
<td>• Consistently evaluate text structures across highly complex texts.</td>
</tr>
</tbody>
</table>

**WRITING**

<table>
<thead>
<tr>
<th>Targets 1–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a strong conclusion.</td>
</tr>
<tr>
<td>• Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>• Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</td>
</tr>
<tr>
<td>• Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion.</td>
</tr>
<tr>
<td>• Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</td>
</tr>
</tbody>
</table>
| • Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience.  
• Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion.  
• Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.  
• Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  
• Effectively use the tools of technology (including the Internet) to produce and publish writing. |  |
| SPEAKING/ LISTENING Target 4 | • Begin to critically interpret and use information delivered orally or audio-visually. |  |
| RESEARCH/ INQUIRY Targets 1–4 | • Begin to critically and effectively conduct short research projects with some guidance.  
• Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.  
• Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.  
• Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably. |  |
The student who just enters Level 2 should be able to:

| READING Literary Text Targets 1–7 | - Cite some textual evidence to support conclusions drawn from text.  
- Use some explicit and limited implicit information to support emerging inferences or analyses.  
  - Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.  
  - Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context.  
  - Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.  
  - Identify and begin to compare how information is presented within or across texts.  
  - Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.  
  - Interpret the intent of some common figurative language. |
|-------------------------------|-------------------------------------------------|
| READING Informational Text Targets 8–14 | - Cite some textual evidence to support conclusions drawn from text.  
- Begin to use explicit and limited implicit information to support emerging inferences or analyses.  
  - Partially summarize central ideas and some key events.  
  - Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context.  
  - Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text.  
  - Identify and begin to compare how information is presented within or across texts.  
  - Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.  
  - Partially interpret intent of some common figurative language. |
| WRITING Targets 1–10 | - Apply some narrative strategies, textual structures, and transitional strategies for coherence.  
- Use minimal relevant details when writing or revising brief narrative texts.  
- Use minimal support and elaboration when writing brief informational/explanatory texts.  
- Demonstrate some ability to use appropriate text features.  
- Produce argumentative texts and attempt to acknowledge a counterclaim.  
- Demonstrate some awareness of audience and purpose when writing.  
- Pay limited attention to word choice and/or syntax.  
- Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources.  
- With some support, use basic language appropriate to the purpose and audience when revising or composing text.  
- Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.  
- Demonstrate limited use of technology, including the Internet, to produce and publish writing. |
| SPEAKING/ LISTENING | • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view. |
| RESEARCH/ INQUIRY | • Demonstrate minimal research and evaluation skills. |
| Targets 1–4 | • Draw broad conclusions from source materials. |
| | • Construct a partial claim with limited use of evidence. |
| | • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. |
| | • Develop an argument with a claim and minimal support. |

The student who just enters Level 3 should be able to:

| READING Literary Text |
| Targets 1–7 |
| • With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. |
| | • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. |
| | • Accurately summarize central ideas and key events. |
| | • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. |
| | • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. |
| | • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors’ points of view. |
| | • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation. |

| READING Informational Text |
| Targets 8–14 |
| • With some consistency, identify relevant textual evidence to support conclusions drawn from text. |
| | • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. |
| | • Accurately summarize central ideas and key events. |
| | • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. |
| | • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. |
| | • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. |
| | • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation. |

| WRITING |
| Targets 1–10 |
| • Apply some narrative strategies when writing or revising one or more paragraphs. |
| | • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. |
| | • Employ effective text features and visual components appropriate to purpose. |
| | • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and... |
Threshold Achievement Level Descriptors  
Grade 6 English Language Arts/Literacy

| Audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.  
- Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.  
- Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.  
- Demonstrate some use of technology, including the Internet, to produce and publish writing. |

<table>
<thead>
<tr>
<th>Speaking/Listening Target 4</th>
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<tbody>
<tr>
<td>Engage and interact with media and source materials and account for elements that contribute to points of view.</td>
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<thead>
<tr>
<th>Research/Inquiry Targets 1–4</th>
</tr>
</thead>
</table>
| Use research/inquiry methods to explore a topic.  
- Select from and adequately analyze sources from a variety of perspectives and present findings.  
- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.  
- Search for relevant authoritative information and evaluate the uses and limitations of source material.  
- Generate a specific debatable claim or main idea and cite some relevant evidence. |

| The student who just enters Level 4 should be able to: |

<table>
<thead>
<tr>
<th>Reading Literary Text Targets 1–7</th>
</tr>
</thead>
</table>
| Cite specific, relevant textual evidence to support conclusions drawn from text.  
- Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases.  
- Summarize central ideas and key events in texts of high complexity.  
- Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.  
- Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects.  
- Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.  
- Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation. |

<table>
<thead>
<tr>
<th>Reading Informational Text Targets 8–14</th>
</tr>
</thead>
</table>
| Cite specific, relevant textual evidence to support conclusions drawn from text.  
- Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases.  
- Summarize central ideas and key events in texts of high complexity.  
- Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.  
- Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects.  
- Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. |
| WRITING Targets 1–10 | • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.  
• Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.  
• Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.  
• Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.  
• Employ advanced text features and visual components appropriate to purpose.  
• Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.  
• Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.  
• Effectively use technology, including the Internet, to produce and publish writing. |
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<tbody>
<tr>
<td>SPEAKING/LISTENING Target 4</td>
</tr>
</tbody>
</table>
| RESEARCH/INQUIRY Targets 1–4 | • Employ multimodal resources to advance a sustained exploration of a topic.  
• Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.  
• Search for relevant information from diverse authoritative sources.  
• Systematically evaluate the uses and limitations of sources.  
• Generate an authoritative claim.  
• Evaluate and cite substantial, relevant evidence. |
The student who just enters Level 2 should be able to:

| READING Literary Text Targets 1–7 | • Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity.  
• Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.  
• Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types.  
• Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.  
• Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity. |
|---|---|
| READING Informational Text Targets 8–14 | • Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.  
• Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details.  
• Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity.  
• Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound.  
• Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.  
• Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.  
• Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity. |
| WRITING Targets 1–10 | • Apply some narrative strategies, textual structures, and transitional strategies for coherence.  
• Use minimal relevant details when writing or revising brief narrative texts.  
• Use minimal support and elaboration when writing brief informational/explanatory texts.  
• Demonstrate some ability to use appropriate text features.  
• Produce argumentative texts and attempt to acknowledge a counterclaim.  
• Demonstrate some awareness of audience and purpose when writing.  
• Pay limited attention to word choice and/or syntax.  
• Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources.  
• With some support, use basic language appropriate to the purpose and audience when revising or composing text.  
• Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  
• Demonstrate limited use of technology, including the Internet, to produce and publish writing. |
## Threshold Achievement Level Descriptors
### Grade 7 English Language Arts/Literacy

<table>
<thead>
<tr>
<th><strong>SPEAKING/ LISTENING</strong></th>
<th><strong>Target 4</strong></th>
<th>• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</th>
</tr>
</thead>
</table>
| **RESEARCH/ INQUIRY**   | **Targets 1–4** | • Demonstrate minimal research and evaluation skills.  
• Draw broad conclusions from source materials.  
• Construct a partial claim with limited use of evidence.  
• Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.  
• Develop an argument with a claim and minimal support. |

### The student who just enters Level 3 should be able to:

| **READING** | **Literary Text Targets 1–7** | • Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.  
• Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases.  
• Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity.  
• Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types.  
• Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.  
• Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity. |
|--------------|----------------------|------------------------------------------------------------------------------------------------------------------|
| **READING**  | **Informational Text Targets 8–14** | • Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.  
• Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details.  
• Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity.  
• Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.  
• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.  
• Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.  
• Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity. |
## Threshold Achievement Level Descriptors
### Grade 7 English Language Arts/Literacy

| WRITING Targets 1–10 | • Apply some narrative strategies when writing or revising one or more paragraphs.  
• Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.  
• Employ effective text features and visual components appropriate to purpose.  
• Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion.  
• Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.  
• Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.  
• Demonstrate some use of technology, including the Internet, to produce and publish writing. |
| SPEAKING/LISTENING Target 4 | • Engage and interact with media and source materials and account for elements that contribute to points of view. |
| RESEARCH/INQUIRY Targets 1–4 | • Use research/inquiry methods to explore a topic.  
• Select from and adequately analyze sources from a variety of perspectives and present findings.  
• Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.  
• Search for relevant authoritative information and evaluate the uses and limitations of source material.  
• Generate a specific debatable claim or main idea and cite some relevant evidence. |

### The student who just enters Level 4 should be able to:  
#### READING Literary Text Targets 1–7  
• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases.  
• Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity.  
• Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity.  
• Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity.  
• Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity.  
• Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.  
• Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
| READING Informational Text Targets 8–14 | • Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.  
  • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity.  
  • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity.  
  • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.  
  • Delineate and evaluate the argument assessing whether the reasoning is sound.  
  • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors’ points of view.  
  • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation.  
  • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity. |
|---|---|
| WRITING Targets 1–10 | • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.  
  • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.  
  • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.  
  • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.  
  • Employ advanced text features and visual components appropriate to purpose.  
  • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.  
  • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  
  • Effectively use technology, including the Internet, to produce and publish writing. |
| SPEAKING/LISTENING Target 4 | • Effectively engage and interact with media and source materials and account for elements that contribute to points of view. |
| RESEARCH/INQUIRY Targets 1–4 | • Employ multimodal resources to advance a sustained exploration of a topic.  
  • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.  
  • Search for relevant information from diverse authoritative sources.  
  • Systematically evaluate sources’ uses and limitations.  
  • Generate an authoritative claim.  
  • Evaluate and cite substantial, relevant evidence. |
The student who just enters Level 2 should be able to:

**READING Literary Text Targets 1–7**
- Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity.
- Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.
- Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types.
- Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation.
- Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.

**READING Informational Text Targets 8–14**
- Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.
- Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details.
- Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity.
- Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound.
- Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view.
- Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation.
- Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.

**WRITING Targets 1–10**
- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
- Use minimal relevant details when writing or revising brief narrative texts.
- Use minimal support and elaboration when writing brief informational/explanatory texts.
- Demonstrate some ability to use appropriate text features.
- Produce argumentative texts and attempt to acknowledge a counterclaim.
- Demonstrate some awareness of audience and purpose when writing.
- Pay limited attention to word choice and/or syntax.
- Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources.
- With some support use basic language appropriate to the purpose and audience when revising or composing text.
- Apply or edit a piece of writing, demonstrating a partial understanding of Standard English.
### Threshold Achievement Level Descriptors

**Grade 8 English Language Arts/Literacy**

<table>
<thead>
<tr>
<th>Speaking/Listening</th>
<th>Target 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research/Inquiry Targets 1–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate minimal research and evaluation skills.</td>
</tr>
<tr>
<td>• Draw broad conclusions from source materials.</td>
</tr>
<tr>
<td>• Construct a partial claim with limited use of evidence.</td>
</tr>
<tr>
<td>• Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</td>
</tr>
<tr>
<td>• Develop an argument with a claim and minimal support.</td>
</tr>
</tbody>
</table>

**The student who just enters Level 3 should be able to:**

<table>
<thead>
<tr>
<th>Reading Literary Text Targets 1–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.</td>
</tr>
<tr>
<td>• Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.</td>
</tr>
<tr>
<td>• Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity.</td>
</tr>
<tr>
<td>• Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types.</td>
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<tr>
<td>• Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation.</td>
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<td>• Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.</td>
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</table>

<table>
<thead>
<tr>
<th>Reading Informational Text Targets 8–14</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</td>
</tr>
<tr>
<td>• Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details.</td>
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<td>• Determine connotative and denotative meanings of words and phrases.</td>
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<td>• Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.</td>
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<td>• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.</td>
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<td>• Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.</td>
</tr>
</tbody>
</table>
### WRITING

**Targets 1–10**

- Apply some narrative strategies when writing or revising one or more paragraphs.
- Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence.
- Employ effective text features and visual components appropriate to purpose.
- Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.
- Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.
- Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate some use of technology, including the Internet, to produce and publish writing.

### SPEAKING/LISTENING

**Target 4**

- Engage and interact with media and source materials and account for elements that contribute to points of view.

### RESEARCH/INQUIRY

**Targets 1–4**

- Use research/inquiry methods to explore a topic.
- Select from and adequately analyze sources from a variety of perspectives and present findings.
- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.
- Search for relevant authoritative information and evaluate the uses and limitations of source material.
- Generate a specific debatable claim or main idea and cite some relevant evidence.

### The student who just enters Level 4 should be able to:

#### READING

**Literary Text**

- Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.
- Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity.
- Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity.
- Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity.
- Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity.
- Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation.
- Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

- Identify several pieces of strong and varied textual evidence from sources across
**Informational Text Targets 8–14**

- disciplines to support conclusions, inferences, connections, and steps to processes.
  - Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details.
  - Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity.
  - Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.
  - Delineate and evaluate the argument assessing whether the reasoning is sound.
  - Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.
  - Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation.
  - Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.

**WRITING Targets 1–10**

- Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence.
- Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
- Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts.
- Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.
- Employ advanced text features and visual components appropriate to purpose.
- Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.
- Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
- Effectively use technology, including the Internet, to produce and publish writing.

**SPEAKING/LISTENING Target 4**

- Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.

**RESEARCH/INQUIRY Targets 1–4**

- Employ multimodal resources to advance a sustained exploration of a topic.
- Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.
- Search for relevant information from diverse authoritative sources.
- Systematically evaluate uses and limitations of sources.
- Generate an authoritative claim.
- Evaluate and cite substantial, relevant evidence.
<table>
<thead>
<tr>
<th>Threshold Achievement Level Descriptors</th>
</tr>
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<tbody>
<tr>
<td><strong>Grade 11 English Language Arts/Literacy</strong></td>
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</table>

The student who just enters Level 2 should be able to:

**READING**

<table>
<thead>
<tr>
<th>Literary Text Targets 1–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify key textual evidence to attempt to support simple inferences or conclusions.</td>
</tr>
<tr>
<td>• Provide a simple summary of key events and/or details of a text.</td>
</tr>
<tr>
<td>• Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words.</td>
</tr>
<tr>
<td>• Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.</td>
</tr>
<tr>
<td>• Analyze some interrelationships of literary elements in texts of low to moderate complexity.</td>
</tr>
<tr>
<td>• Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.</td>
</tr>
<tr>
<td>• Identify elements that contribute to points of view and how they impact meaning.</td>
</tr>
<tr>
<td>• Identify and determine meaning and impact of figurative language.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Informational Text Targets 8–14</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions.</td>
</tr>
<tr>
<td>• Provide a simple summary of key events and/or details of a text.</td>
</tr>
<tr>
<td>• Use sentence- and paragraph-level context and resources to determine meanings of words.</td>
</tr>
<tr>
<td>• Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.</td>
</tr>
<tr>
<td>• Analyze the connection of ideas within and between texts of low-to-moderate complexity.</td>
</tr>
<tr>
<td>• Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.</td>
</tr>
<tr>
<td>• Demonstrate emerging knowledge of obvious genre interpretations and ideas.</td>
</tr>
<tr>
<td>• Have limited engagements and interaction with source materials in common.</td>
</tr>
<tr>
<td>• Partially account for elements that contribute to points of view.</td>
</tr>
<tr>
<td>• Identify and begin to determine meaning and impact of figurative language.</td>
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</tbody>
</table>

**WRITING**

<table>
<thead>
<tr>
<th>Targets: 1 and 3–10</th>
</tr>
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<tbody>
<tr>
<td>• Apply some narrative strategies, textual structures, and transitional strategies for coherence.</td>
</tr>
<tr>
<td>• Use minimal relevant details when writing or revising brief narrative texts.</td>
</tr>
<tr>
<td>• Use minimal support and elaboration when writing brief informational/explanatory texts.</td>
</tr>
<tr>
<td>• Demonstrate some ability to use appropriate text features.</td>
</tr>
<tr>
<td>• Produce argumentative texts and attempt to acknowledge a counterclaim.</td>
</tr>
<tr>
<td>• Demonstrate some awareness of audience and purpose when writing.</td>
</tr>
<tr>
<td>• Pay limited attention to word choice and/or syntax.</td>
</tr>
<tr>
<td>• Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message.</td>
</tr>
<tr>
<td>• Apply some revisions to narrative, informational, and argument texts.</td>
</tr>
<tr>
<td>• Use basic technology, with support, for gathering information, making revisions, or producing texts.</td>
</tr>
</tbody>
</table>

**SPEAKING/ LISTENING**

<table>
<thead>
<tr>
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<td>• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</td>
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</table>

**RESEARCH/ INQUIRY**

<table>
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<tr>
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<tbody>
<tr>
<td>• Demonstrate minimal research and evaluation skills.</td>
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<tr>
<td>• Draw broad conclusions from source materials.</td>
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</table>
### Grade 11 English Language Arts/Literacy

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Grade 11 English Language Arts/Literacy</strong></td>
</tr>
<tr>
<td>1–4</td>
</tr>
<tr>
<td>• Construct a partial or undeveloped claim with limited use of evidence.</td>
</tr>
<tr>
<td>• Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</td>
</tr>
<tr>
<td>• Develop an argument with a claim and minimal support.</td>
</tr>
</tbody>
</table>

**The student who just enters Level 3 should be able to:**

**READING**

**Literary Text**

**Targets 1–7**

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize themes and some analysis of thematic development over the course of the text using relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts.
- Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials).
- Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation.
- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.

**Informational Text**

**Targets 8–14**

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply reasoning and a sufficient range of textual evidence to justify analyses of author’s presentation of moderately complex information.
- Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features.
- Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation.
- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.

**WRITING**

**Targets 1 and 3–10**

- Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts.
- Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.
### Grade 11 English Language Arts/Literacy

- **Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources.**
- **Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose.**
- **Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone.**
- **Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone.**
- **Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.**
- **Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics.**
- **Follow directions when using tools of technology to gather information, make revisions, or produce texts.**

#### SPEAKING/Listening

<table>
<thead>
<tr>
<th>Target 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write full argumentative texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources.</strong></td>
</tr>
<tr>
<td><strong>Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose.</strong></td>
</tr>
<tr>
<td><strong>Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone.</strong></td>
</tr>
<tr>
<td><strong>Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone.</strong></td>
</tr>
<tr>
<td><strong>Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.</strong></td>
</tr>
<tr>
<td><strong>Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics.</strong></td>
</tr>
<tr>
<td><strong>Follow directions when using tools of technology to gather information, make revisions, or produce texts.</strong></td>
</tr>
</tbody>
</table>

#### RESEARCH/Inquiry

<table>
<thead>
<tr>
<th>Targets 1–4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use research/inquiry methods to explore a topic.</strong></td>
</tr>
<tr>
<td><strong>Select from and adequately analyze sources from a variety of perspectives and present findings.</strong></td>
</tr>
<tr>
<td><strong>Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.</strong></td>
</tr>
<tr>
<td><strong>Search for relevant authoritative information and evaluate the uses and limitations of source material.</strong></td>
</tr>
<tr>
<td><strong>Generate a specific debatable claim or main idea and cite some relevant evidence.</strong></td>
</tr>
</tbody>
</table>

#### The student who just enters Level 4 should be able to:

<table>
<thead>
<tr>
<th>Targets 1–7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and analyze textual evidence in texts of high complexity.</strong></td>
</tr>
<tr>
<td><strong>Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence.</strong></td>
</tr>
<tr>
<td><strong>Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.</strong></td>
</tr>
<tr>
<td><strong>Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts.</strong></td>
</tr>
<tr>
<td><strong>Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.</strong></td>
</tr>
<tr>
<td><strong>Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.</strong></td>
</tr>
<tr>
<td><strong>Threshold Achievement Level Descriptors</strong></td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td><strong>Grade 11 English Language Arts/Literacy</strong></td>
</tr>
<tr>
<td><strong>READING</strong></td>
</tr>
<tr>
<td><strong>Informational Text Targets 8–14</strong></td>
</tr>
<tr>
<td>• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events.</td>
</tr>
<tr>
<td>• Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity.</td>
</tr>
<tr>
<td>• Analyze figurative and connotative meanings of words and phrases in texts of high complexity.</td>
</tr>
<tr>
<td><strong>WRITING Targets 1 and 3–10</strong></td>
</tr>
<tr>
<td>• Identify and analyze textual evidence in texts of high complexity.</td>
</tr>
<tr>
<td>• Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence.</td>
</tr>
<tr>
<td>• Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.</td>
</tr>
<tr>
<td>• Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity.</td>
</tr>
<tr>
<td>• Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.</td>
</tr>
<tr>
<td>• Apply thorough reasoning and a range of textual evidence to justify analyses of author’s presentation of information in texts of high complexity.</td>
</tr>
<tr>
<td>• Analyze texts of high complexity to show how connections are made in development of complex ideas or events.</td>
</tr>
<tr>
<td>• Analyze the effectiveness and impact of text structures and/or text features of highly complex texts.</td>
</tr>
<tr>
<td>• Analyze figurative and connotative meanings of words and phrases in texts of high complexity.</td>
</tr>
<tr>
<td><strong>SPEAKING/LISTENING Target 4</strong></td>
</tr>
<tr>
<td>• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials.</td>
</tr>
<tr>
<td>• Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.</td>
</tr>
<tr>
<td><strong>RESEARCH/INQUIRY Targets 1–4</strong></td>
</tr>
<tr>
<td>• Employ multimodal resources to advance a persuasive and sustained exploration of a topic.</td>
</tr>
<tr>
<td>• Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.</td>
</tr>
<tr>
<td>• Search for relevant information from diverse authoritative sources.</td>
</tr>
<tr>
<td>• Systematically evaluate the uses and limitations of sources.</td>
</tr>
<tr>
<td>• Generate authoritative claim.</td>
</tr>
<tr>
<td>• Evaluate and cite substantial, relevant evidence.</td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays.</td>
</tr>
<tr>
<td>• Determine the unknown number in a multiplication equation relating three whole numbers.</td>
</tr>
<tr>
<td>• Apply the Commutative property of multiplication to mathematical problems with one-digit factors.</td>
</tr>
<tr>
<td>• Recall from memory all products of two one-digit numbers.</td>
</tr>
<tr>
<td>• Solve one- and two-step problems using all four operations with one- and two-digit numbers.</td>
</tr>
<tr>
<td>• Identify patterns in the addition table.</td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>• Round whole numbers to the nearest 10 or 100.</td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>• Identify a fraction on a number line.</td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms.</td>
</tr>
<tr>
<td>• Count unit squares to find the area of rectilinear figures.</td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>• Generate measurement data by measuring lengths using rulers marked with half-inch intervals.</td>
</tr>
<tr>
<td>• Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.</td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>• Partition shapes into parts with equal areas.</td>
</tr>
<tr>
<td>PROBLEM SOLVING &amp; MODELING AND DATA ANALYSIS</td>
</tr>
<tr>
<td>• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.</td>
</tr>
<tr>
<td>• Use the necessary elements given in a problem situation to solve a problem.</td>
</tr>
<tr>
<td>• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.</td>
</tr>
<tr>
<td>COMMUNICATING REASONING</td>
</tr>
<tr>
<td>• Find and identify the flaw in an argument.</td>
</tr>
</tbody>
</table>
The student who just enters Level 3 should be able to:

| CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking | • Select the appropriate operation to solve one-step problems involving equal groups and arrays.  
• Use the properties of operations to multiply within the 10 by 10 multiplication table.  
• Fluently multiply within 100.  
• Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000. |
| CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten | • Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction. |
| CONCEPTS AND PROCEDURES Target F: Number and Operations – Fractions | • Represent a fraction on a number line with partitioning. |
| CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data | • Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.  
• Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together. |
| CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data | • Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals.  
• Solve word problems involving perimeters of polygons. |
| CONCEPTS AND PROCEDURES Target K: Geometry | • Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes. |
| PROBLEM SOLVING & MODELING AND DATA ANALYSIS | • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.  
• Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions. |
| COMMUNICATING REASONING | • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.  
• Use previous information to support his or her own reasoning on a routine problem. |
### Threshold Achievement Level Descriptors

**Grade 3 Mathematics**

#### The student who just enters Level 4 should be able to:

<table>
<thead>
<tr>
<th><strong>CONCEPTS AND PROCEDURES</strong></th>
<th><strong>Targets A, B, C, and D:</strong> Operations and Algebraic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targets E:</strong></td>
<td><strong>Number and Operations – Base Ten</strong></td>
</tr>
<tr>
<td><strong>Targets F:</strong></td>
<td><strong>Number and Operations – Fractions</strong></td>
</tr>
<tr>
<td><strong>Targets G and I:</strong></td>
<td><strong>Measurement and Data</strong></td>
</tr>
<tr>
<td><strong>Targets H and J:</strong></td>
<td><strong>Measurement and Data</strong></td>
</tr>
<tr>
<td><strong>Target K:</strong></td>
<td><strong>Geometry</strong></td>
</tr>
</tbody>
</table>
| **PROBLEM SOLVING & MODELING AND DATA ANALYSIS** | |}

**CONCEPTS AND PROCEDURES**

- Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers.
- Apply strategies in multiplication.
- Use relevant ideas or procedures to multiply.
- Explain arithmetic patterns.

- Use multiple strategies to fluently add within 1,000.

- Represent a fraction approximately on a number line with no partitioning.

- Solve one-step addition problems involving all time intervals from hours to minutes.
- Find the area of a rectilinear figure in a word problem.

**N/A**

- Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.
- Begin to solve problems optimally.
- Construct multiple plausible solutions and approaches.

**Begin to construct chains of logic about abstract concepts autonomously.**
### Grade 4 Mathematics

The student who just enters Level 2 should be able to:

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>• Add and subtract to solve one-step problems involving an unknown number.</th>
</tr>
</thead>
</table>
| Target A: Operations and Algebraic Thinking | • Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number.  
• Generate a shape pattern that follows a given rule. |
| CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking | • Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names.  
• Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm. |
| CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten | • Recognize equivalent fractions using visual models.  
• Use visual fraction models to represent a problem.  
• Express a fraction with denominator 10 as an equivalent fraction with denominator 100. |
| CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions | • Apply the perimeter formula to rectangles in mathematical problems.  
• Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems.  
• Recognize whole-number degrees on a protractor. |
| CONCEPTS AND PROCEDURES Target L: Geometry | • Identify points, lines, line segments, and rays. |
| PROBLEM SOLVING & MODELING AND DATA ANALYSIS | • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.  
• Use the necessary elements given in a problem situation to solve a problem.  
• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources. |
<p>| COMMUNICATING REASONING | • Find and identify the flaw in an argument. |</p>
<table>
<thead>
<tr>
<th>The student who just enters Level 3 should be able to:</th>
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</thead>
<tbody>
<tr>
<td><strong>CONCEPTS AND PROCEDURES</strong></td>
</tr>
<tr>
<td><strong>Target A:</strong> Operations and Algebraic Thinking</td>
</tr>
<tr>
<td><strong>ConCEPTS AND PROCEDURES</strong></td>
</tr>
</tbody>
</table>
| **Targets B and C:** Operations and Algebraic Thinking | **•** Find factor pairs for whole numbers in the range of 1–100.  
**•** Identify apparent features of a pattern in a problem with scaffolding. |
| **CONCEPTS AND PROCEDURES** |  |
| **Targets D and E:** Number and Operations – Base Ten | **•** Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form.  
**•** Multiply four-digit whole numbers by a one-digit number. |
| **CONCEPTS AND PROCEDURES** |  |
| **Targets F, G, and H:** Number and Operations – Fractions | **•** Generate equivalent fractions using visual models.  
**•** Identify and generate equivalent forms of a fraction with like denominators.  
**•** Add two fractions with respective denominators 10 and 100. |
| **CONCEPTS AND PROCEDURES** |  |
| **Targets I, J, and K:** Measurement and Data | **•** Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.  
**•** Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots.  
**•** Construct angles between 0 and 180 degrees in whole-number degrees using a protractor. |
| **CONCEPTS AND PROCEDURES** |  |
| **Target L:** Geometry | **•** Draw lines of symmetry for two-dimensional figures. |
| **PROBLEM SOLVING & MODELING AND DATA ANALYSIS** |  |
|  | **•** Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.  
**•** Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions. |
| **COMMUNICATING REASONING** |  |
|  | **•** Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.  
**•** Use previous information to support his or her own reasoning on a routine problem. |
## Grade 4 Mathematics

The student who just enters Level 4 should be able to:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Target A:</strong> Operations and Algebraic Thinking</td>
<td>• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.</td>
</tr>
<tr>
<td><strong>Targets B and C:</strong> Operations and Algebraic Thinking</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Targets D and E:</strong> Number and Operations – Base Ten</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| **Targets F, G, and H:** Number and Operations – Fractions | • Compare two fractions with different numerators and different denominators using <, >, and =.  
• Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models. |
| **Targets I, J, and K:** Measurement and Data | • Apply the perimeter formula to rectangles in real-world problems.  
• Solve addition problems to find unknown angles on a diagram in mathematical problems. |
| **Target L:** Geometry | N/A |

<table>
<thead>
<tr>
<th>PROBLEM SOLVING &amp; MODELING AND DATA ANALYSIS</th>
<th></th>
</tr>
</thead>
</table>
| • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.  
• Begin to solve problems optimally.  
• Construct multiple plausible solutions and approaches. |

<table>
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<tr>
<th>COMMUNICATING REASONING</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Begin to construct chains of logic about abstract concepts autonomously.</td>
<td></td>
</tr>
</tbody>
</table>
The student who just enters Level 2 should be able to:

| CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking | • Write numerical expressions having one set of parentheses, brackets, or braces.  
• Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane. |
| CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten | • Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right.  
• Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. |
| CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions | • Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems.  
• Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6).  
• Multiply a whole number by a mixed number.  
• Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied.  
• Use visual models when multiplying two fractions between 0 and 1.  
• Perform division of a whole number by any unit fraction.  
• Understand that division of whole numbers can result in fractions. |
| CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data | • Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft).  
• Make a line plot and display data sets in whole and half units. |
| CONCEPTS AND PROCEDURES Target I: Measurement and Data | • Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths. |
| CONCEPTS AND PROCEDURES Targets J and K: Geometry | • Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10.  
• Classify two-dimensional figures into categories by their attributes or properties. |
| PROBLEM SOLVING & MODELING AND DATA ANALYSIS | • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.  
• Use the necessary elements given in a problem situation to solve a problem.  
• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources. |
| COMMUNICATING REASONING | • Find and identify the flaw in an argument. |
### Grade 5 Mathematics

The student who just enters Level 3 should be able to:

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets A and B: Operations and Algebraic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Write and interpret expressions with two different operations.</td>
</tr>
<tr>
<td>•</td>
<td>Compare two related numerical patterns within sequences and tables.</td>
</tr>
</tbody>
</table>

### Grade 5 Mathematics

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets C and D: Number and Operations – Base Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using &gt;, =, and &lt; to record the results of the comparison.</td>
</tr>
<tr>
<td>•</td>
<td>Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</td>
</tr>
<tr>
<td>•</td>
<td>Perform the four operations on decimals to the hundredths.</td>
</tr>
<tr>
<td>•</td>
<td>Relate a strategy to a written method and explain the reasoning used.</td>
</tr>
</tbody>
</table>

### Grade 5 Mathematics

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets E and F: Number and Operations – Fractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Subtract fractions and mixed numbers with unlike denominators in word problems.</td>
</tr>
<tr>
<td>•</td>
<td>Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers.</td>
</tr>
<tr>
<td>•</td>
<td>Multiply a mixed number by a mixed number.</td>
</tr>
<tr>
<td>•</td>
<td>Use visual models when multiplying two fractions, including when one fraction is larger than 1.</td>
</tr>
<tr>
<td>•</td>
<td>Interpret division of a whole number by any unit fraction.</td>
</tr>
</tbody>
</table>

### Grade 5 Mathematics

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets G and H: Measurement and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system).</td>
</tr>
<tr>
<td>•</td>
<td>Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8).</td>
</tr>
<tr>
<td>•</td>
<td>Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.</td>
</tr>
</tbody>
</table>

### Grade 5 Mathematics

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Target I: Measurement and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.</td>
</tr>
</tbody>
</table>

### Grade 5 Mathematics

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets J and K: Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments.</td>
</tr>
<tr>
<td>•</td>
<td>Classify two-dimensional figures into subcategories by their attributes or properties.</td>
</tr>
</tbody>
</table>

### Grade 5 Mathematics

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<thead>
<tr>
<th>PROBLEM SOLVING &amp; MODELING AND DATA ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.</td>
</tr>
<tr>
<td>• Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.</td>
</tr>
</tbody>
</table>

### Grade 5 Mathematics

<table>
<thead>
<tr>
<th>COMMUNICATING REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.</td>
</tr>
<tr>
<td>• Use previous information to support his or her own reasoning on a routine problem.</td>
</tr>
</tbody>
</table>
### Threshold Achievement Level Descriptors

#### Grade 5 Mathematics

**The student who just enters Level 4 should be able to:**

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets A and B: Operations and Algebraic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets C and D: Number and Operations – Base Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets E and F: Number and Operations – Fractions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use or create visual models when multiplying two fractions that are larger than 1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets G and H: Measurement and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Target I: Measurement and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets J and K: Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROBLEM SOLVING &amp; MODELING AND DATA ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.</td>
</tr>
<tr>
<td>• Begin to solve problems optimally.</td>
</tr>
<tr>
<td>• Construct multiple plausible solutions and approaches.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>COMMUNICATING REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin to construct chains of logic about abstract concepts autonomously.</td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Target A: Ratios and Proportional Relationships</td>
</tr>
</tbody>
</table>
| Targets B and C: The Number System | • Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model.  
• Add and subtract multi-digit decimals.  
• Find common factors of two numbers less than or equal to 40.  
• Find multiples of two numbers less than or equal to 12. |
| Target D: The Number System | • Order fractions and integers.  
• Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10. |
| Targets E, F, and G: Expressions and Equations | • Evaluate expressions with and without variables and without exponents.  
• Write one- and two-step algebraic expressions introducing a variable.  
• Solve one-variable equations and inequalities of the form \( x + p =/\leq/\geq/ < / > q \) or \( px =/\leq/\geq/ < / > q \), where \( p \) and \( q \) are nonnegative rational numbers.  
• Given a table of values for a linear relationship (\( y = kx \) or \( y = x \pm c \)), create the equation. |
| Target H: Geometry | • Find areas of special quadrilaterals and triangles.  
• Draw polygons in the four-quadrant plane. |
| Targets I and J: Statistics and Probability | • Understand that questions that lead to variable responses are statistical questions and vice versa.  
• Identify a reasonable measure of central tendency for a given set of numerical data.  
• Find mean and median. |
| PROBLEM SOLVING & MODELING AND DATA ANALYSIS | • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.  
• Use the necessary elements given in a problem situation to solve a problem.  
• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources. |
| COMMUNICATING REASONING | • Find and identify the flaw in an argument. |
### The student who just enters Level 3 should be able to:

#### CONCEPTS AND PROCEDURES

**Target A:** Ratios and Proportional Relationships
- Solve unit rate problems.
- Solve percent problems by finding the whole, given a part and the percent.
- Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).

**Target B and C:** The Number System
- Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model.
- Multiply and divide multi-digit decimal numbers.
- Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.

**Target D:** The Number System
- Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($|−3|<|−5|$).

**Targets E, F, and G:** Expressions and Equations
- Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems.
- Identify equivalent expressions.
- Write one-variable equations and inequalities of the form $x + p = /≤/> q$ or $px = /≤/> q$, where $p$ and $q$ are nonnegative rational numbers.
- Graph solutions to equations and inequalities on the number line.
- Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x ± c$) and make connections between the representations.

**Target H:** Geometry
- Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles.
- Find the volume of right rectangular prisms with fractional or mixed number side lengths.

**Targets I and J:** Statistics and Probability
- Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution.
- Understand that a measure of center summarizes all of its values with a single number.
- Summarize or display data in box plots.
- Find the interquartile range.
- Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context.
- Pose statistical questions.

#### PROBLEM SOLVING & MODELING AND DATA ANALYSIS
- Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.
- Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.

#### COMMUNICATING REASONING
- Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.
- Use previous information to support his or her own reasoning on a routine problem.
**The student who just enters Level 4 should be able to:**

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Grade 6 Mathematics</th>
</tr>
</thead>
</table>
| **Target A:** Ratios and Proportional Relationships | • Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent.  
• Understand and explain ratio relationships between any two number quantities.  
• Identify relationships between models or representations. |
| **Targets B and C:** The Number System | • Use visual models in settings where smaller fractions are divided by larger fractions.  
• Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction. |
| **Target D:** The Number System | N/A |
| **Targets E, F, and G:** Expressions and Equations | • Using the properties of operations, show why two expressions are equivalent.  
• Solve equations and inequalities of the form \( x + p = \leq /\geq /\lt /\gt q \) or \( px = \leq /\geq /\lt /\gt q \), where \( p \) and \( q \) are rational numbers.  
• Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations. |
| **Target H:** Geometry | • Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids. |
| **Targets I and J:** Statistics and Probability | • Predict effects on mean and median given a change in data points.  
• Complete a data set with given measures (e.g., mean, median, mode, interquartile range). |
| **Problem Solving & Modeling and Data Analysis** | • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.  
• Begin to solve problems optimally.  
• Construct multiple plausible solutions and approaches. |
<p>| <strong>Communicating Reasoning</strong> | • Begin to construct chains of logic about abstract concepts autonomously. |</p>
<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>The student who just enters Level 2 should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target A:</strong> Ratios and Proportional Relationships</td>
<td>• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.</td>
</tr>
<tr>
<td><strong>Target B:</strong> The Number System</td>
<td>• Convert between familiar fractions and decimals.</td>
</tr>
</tbody>
</table>
| **Targets C and D:** Expressions and Equations | • Apply properties of operations to expand linear expressions with integer coefficients.  
• Solve multi-step problems with decimal numbers.  
• Solve equations in the form of $px + q = r$, where $p$, $q$, and $r$ are decimal numbers. |
| **Targets E and F:** Geometry | • Describe geometric shapes with given conditions.  
• Use vertical angles expressed as numerical measurements to solve problems.  
• Calculate the area of a circle when the formula is provided and the area of quadrilaterals. |
| **Targets G, H, and I:** Statistics and Probability | • Determine whether or not a sample is random.  
• Find the range of a set of data about a given population.  
• Approximate the probability of a chance event by collecting data. |
| **PROBLEM SOLVING & MODELING AND DATA ANALYSIS** | • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.  
• Use the necessary elements given in a problem situation to solve a problem.  
• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources. |
<p>| <strong>COMMUNICATING REASONING</strong> | • Find and identify the flaw in an argument. |</p>
<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>The student who just enters Level 3 should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target A: Ratios and Proportional Relationships</td>
<td>• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.</td>
</tr>
</tbody>
</table>
| Target B: The Number System | • Solve mathematical problems using addition, subtraction, and multiplication on rational numbers.  
| | • Understand that \((-1)(-1) = 1\).  
| | • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals. |
| Targets C and D: Expressions and Equations | • Add, subtract, and factor linear expressions with decimal coefficients.  
| | • Graph the solution set to a given inequality in the form of \(x > p\) or \(x < p\), where \(p\) is a rational number.  
| | • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding.  
| | • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding. |
| Targets E and F: Geometry | • Create a scale drawing of a given figure when a scale factor is given.  
| | • Determine the surface area of a right prism.  
| | • Use vertical angles expressed as variables to solve two-step problems. |
| Targets G, H, and I: Statistics and Probability | • Use random sampling to draw inferences about a population in familiar contexts.  
| | • Informally assess the degree of visual overlap of two numerical data distributions.  
| | • Calculate the theoretical probability of a compound event. |
| PROBLEM SOLVING & MODELING AND DATA ANALYSIS | • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.  
| | • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions. |
| COMMUNICATING REASONING | • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.  
| | • Use previous information to support his or her own reasoning on a routine problem. |
## Threshold Achievement Level Descriptors
### Grade 7 Mathematics

The student who just enters Level 4 should be able to:

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target A: Ratios and Proportional Relationships</td>
<td>• Solve real-world problems involving proportional relationships that require one step with measurement conversions.</td>
</tr>
<tr>
<td>Target B: The Number System</td>
<td>• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.</td>
</tr>
<tr>
<td>Targets C and D: Expressions and Equations</td>
<td>• Construct inequalities with two variables to solve problems.</td>
</tr>
<tr>
<td>Targets E and F: Geometry</td>
<td>• Describe the two-dimensional figures that result from slicing spheres and cones.</td>
</tr>
</tbody>
</table>
| Targets G, H, and I: Statistics and Probability | • Generate multiple samples (or simulated samples) of the same size.  
• Determine which measures of variability should be used to draw informal comparative inferences about two populations.  
• Construct a simulation experiment and generate frequencies for compound events. |
| PROBLEM SOLVING & MODELING AND DATA ANALYSIS | • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.  
• Begin to solve problems optimally.  
• Construct multiple plausible solutions and approaches. |
| COMMUNICATING REASONING | • Begin to construct chains of logic about abstract concepts autonomously. |
The student who just enters Level 2 should be able to:

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>The student who just enters Level 2 should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target A: The Number System</td>
<td>• Identify numbers as rational or irrational.</td>
</tr>
</tbody>
</table>
| Targets B, C, and D: Expressions and Equations | • Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000).  
• Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation.  
• Identify the y-intercept and calculate the slope of a line from an equation or graph.  
• Graph a system of linear equations and identify the solution as the point of intersection. |
| Targets E and F: Functions | • Identify whether an input/output pair satisfies a function.  
• Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table).  
• Construct a table to represent a linear relationship between two quantities.  
• Qualitatively describe a graph of a linear function. |
| Targets G and H: Geometry | • Construct reflections across an axis and translations of figures in a coordinate plane. |
| Target I: Geometry | • Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula. |
| Target J: Statistics and Probability | • Identify what a linear pattern looks like from a given scatter plot. |
| PROBLEM SOLVING & MODELING AND DATA ANALYSIS | • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.  
• Use the necessary elements given in a problem situation to solve a problem.  
• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources. |
| COMMUNICATING REASONING | • Find and identify the flaw in an argument. |
The student who just enters Level 3 should be able to:

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Grade 8 Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
<td>The student who just enters Level 3 should be able to:</td>
</tr>
<tr>
<td>Target A: The Number System</td>
<td></td>
</tr>
<tr>
<td>• Convert from fractions to repeating decimals.</td>
<td></td>
</tr>
<tr>
<td>• Use rational approximations of familiar irrational numbers to make numerical comparisons.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
<td>Targets B, C, and D: Expressions and Equations</td>
</tr>
<tr>
<td>• Solve simple quadratic monomial equations and represent the solution as a square root.</td>
<td></td>
</tr>
<tr>
<td>• Work with and perform operations with scientific notation of large numbers.</td>
<td></td>
</tr>
<tr>
<td>• Identify unit rate of change in linear relationships (i.e., slope is the rate of change).</td>
<td></td>
</tr>
<tr>
<td>• Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution.</td>
<td></td>
</tr>
<tr>
<td>• Solve a system of linear equations with integer coefficients using an algebraic strategy.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
<td>Targets E and F: Functions</td>
</tr>
<tr>
<td>• Classify functions as linear or nonlinear on the basis of the algebraic representation.</td>
<td></td>
</tr>
<tr>
<td>• Determine the rate of change and the initial value of a function.</td>
<td></td>
</tr>
<tr>
<td>• Know linear equations of the form ( y = mx + b ) are functions.</td>
<td></td>
</tr>
<tr>
<td>• Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
<td>Targets G and H: Geometry</td>
</tr>
<tr>
<td>• Predict the location of point P after a transformation.</td>
<td></td>
</tr>
<tr>
<td>• Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure.</td>
<td></td>
</tr>
<tr>
<td>• Construct rotations of figures in a coordinate plane.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
<td>Target I: Geometry</td>
</tr>
<tr>
<td>• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
<td>Target J: Statistics and Probability</td>
</tr>
<tr>
<td>• Describe outliers for a given scatter plot.</td>
<td></td>
</tr>
<tr>
<td>PROBLEM SOLVING &amp; MODELING AND DATA ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.</td>
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<tr>
<td>• Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.</td>
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<td>COMMUNICATING REASONING</td>
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<tr>
<td>• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.</td>
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<tr>
<td>• Use previous information to support his or her own reasoning on a routine problem.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS AND PROCEDURES</td>
<td>The student who just enters Level 4 should be able to:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Target A: The Number System</td>
<td>• Approximate irrational numbers between two integers to a specified level of precision.</td>
</tr>
<tr>
<td>Targets B, C, and D: Expressions and Equations</td>
<td>• Write a system of two linear equations with two variables to represent a context.</td>
</tr>
<tr>
<td>Targets E and F: Functions</td>
<td>• Interpret the rate of change and initial value of a linear function in terms of its graph.</td>
</tr>
</tbody>
</table>
| Targets G and H: Geometry | • Describe the impact of two transformations, including a dilation, on a figure.  
• Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram. |
| Target I: Geometry | • Solve unfamiliar or multi-step problems involving volumes of cylinders. |
| Target J: Statistics and Probability | • Use the trend line or line of best fit to make predictions in real-world situations. |
| PROBLEM SOLVING & MODELING AND DATA ANALYSIS | • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.  
• Begin to solve problems optimally.  
• Construct multiple plausible solutions and approaches. |
| COMMUNICATING REASONING | • Begin to construct chains of logic about abstract concepts autonomously. |
The student who just enters Level 2 should be able to:

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Grade 11 Mathematics</th>
</tr>
</thead>
</table>
| Targets A and B: Number and Quantity | - Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators.  
- Perform operations on rational numbers and familiar irrational numbers.  
- Understand that rational numbers are closed under addition and multiplication.  
|
| Target C: Quantities | - Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.  
|
| Targets D, E, F, G, H, I, and J: Algebra | - Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem.  
- Explain solution steps for solving linear equations and solve a simple radical equation.  
- Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., \[ x^2x^3 = xxxxx = x^{2+3} \].  
- Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning.  
- Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane.  
- Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring.  
- Add multi-variable polynomials made up of monomials of degree 2 or less.  
- Graph and estimate the solution of systems of linear equations.  
|
| Targets K, L, M, and N: Functions | - Understand the concept of a function in order to distinguish a relation as a function or not a function.  
- Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph.  
- Graph quadratic functions by hand or by using technology.  
- Identify properties of two linear or two quadratic functions.  
- Understand equivalent forms of linear and quadratic functions.  
- Build an explicit function to describe or model a relationship between two quantities.  
- Add, subtract, and multiply linear functions.  
|
| Target O: Similarity, Right Triangles, and Trigonometry | - Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.  
|
| Target P: Statistics and Probability | - Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.  
|
## Threshold Achievement Level Descriptors

### Grade 11 Mathematics

### PROBLEM SOLVING & MODELING AND DATA ANALYSIS
- Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.
- Use the necessary elements given in a problem situation to solve a problem.
- Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.

### COMMUNICATING REASONING
- Find and identify the flaw in an argument.

### The student who just enters Level 3 should be able to:

#### CONCEPTS AND PROCEDURES

**Targets A and B: Number and Quantity**
- Apply all laws of exponents on expressions with exponents that have common denominators.
- Rewrite expressions with rational exponents of the form \((m/n)\) to radical form and vice versa.
- Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.

**Target C: Quantities**
- Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions.
- Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model.
- Choose the scale and origin of a graph or data display.

**Targets D, E, F, G, H, I, and J: Algebra**
- Create and use quadratic inequalities in two variables to model a situation and to solve a problem.
- Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning.
- Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses.
- Solve a quadratic equation with integer roots in standard form.
- Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically.
- Understand that the plotted line, curve, or region represents the solution set to an equation or inequality.
- Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.

**Targets K, L, M, and N: Functions**
- Identify the domain and range of linear, quadratic, and exponential functions presented in any form.
- Use function notation to evaluate a function for numerical or monomial inputs.
- Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph.
- Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.
Threshold Achievement Level Descriptors  
Grade 11 Mathematics

<table>
<thead>
<tr>
<th>Concept and Procedures</th>
<th>Grade 11 Mathematics</th>
</tr>
</thead>
</table>
|                         | • Analyze and compare properties of a linear function to properties of another function of any type.  
|                         | • Build a recursive function to describe or model a relationship between two quantities.  
|                         | • Divide linear functions. |

<table>
<thead>
<tr>
<th>Concept and Procedures</th>
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<tbody>
<tr>
<td>Target O:</td>
<td>• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.</td>
</tr>
<tr>
<td>Similarity, Right Triangles, and Trigonometry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept and Procedures</th>
<th>Grade 11 Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target P:</td>
<td>• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Solving &amp; Modeling and Data Analysis</th>
<th>Grade 11 Mathematics</th>
</tr>
</thead>
</table>
| • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.  
| • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions. |

<table>
<thead>
<tr>
<th>Communicating Reasoning</th>
<th>Grade 11 Mathematics</th>
</tr>
</thead>
</table>
| • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.  
| • Use previous information to support his or her own reasoning on a routine problem. |

The student who just enters Level 4 should be able to:

<table>
<thead>
<tr>
<th>Concept and Procedures</th>
<th>Grade 11 Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets A and B: Number and Quantity</td>
<td>• Explain the relationship between properties of integer exponents and properties of rational exponents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept and Procedures</th>
<th>Grade 11 Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target C: Quantities</td>
<td>• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept and Procedures</th>
<th>Grade 11 Mathematics</th>
</tr>
</thead>
</table>
| Targets D, E, F, G, H, I, and J: Algebra | • Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems.  
| • Solve a formula for any variable in the formula.  
| • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations.  
| • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations. |
# Threshold Achievement Level Descriptors
## Grade 11 Mathematics

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Targets K, L, M, and N: Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find the input of a function when given the function in function notation and the output, or find the output when given the input.</td>
<td></td>
</tr>
<tr>
<td>• Describe complex features such as holes, symmetries, and end behavior of the graph of a function.</td>
<td></td>
</tr>
<tr>
<td>• Graph functions both by hand and by using technology.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target O: Similarity, Right Triangles, and Trigonometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solve right triangle problems with multiple stages and in compound figures without scaffolding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCEPTS AND PROCEDURES</th>
<th>Target P: Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interpret data to explain why a data value is an outlier.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROBLEM SOLVING &amp; MODELING AND DATA ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.</td>
</tr>
<tr>
<td>• Begin to solve problems optimally.</td>
</tr>
<tr>
<td>• Construct multiple plausible solutions and approaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATING REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin to construct chains of logic about abstract concepts autonomously.</td>
</tr>
</tbody>
</table>
Establishing Cut-Scores for Common Grades 9 and 10 English Language Arts/Literacy (ELA/L) and Mathematics Assessments

Introduction

Part of the scope of work in the Multi-Agency Assessment Cooperative (MAAC) is to develop grades 9 and 10 English language arts/literacy (ELA/L) and mathematics tests based on the grade 11 items in the 2014 Smarter Balanced assessment. The grades 9 and 10 tests would

- be common across three states: Idaho, U.S. Virgin Islands, and West Virginia;
- be calibrated on the Smarter Balanced grades 3–11 vertical scale;
- be administered as a computer adaptive test; and
- have separate grade-specific cut-scores.

Blueprints

AIR examined the Common Core State Standards (CCSS) and determined that in ELA/L it was not possible to develop separate grades 9 and 10 blueprints. Therefore, the grades 9 and 10 tests will be based on the grade 11 blueprint. In mathematics however, AIR was able to create blueprints for grade 9 Integrated Mathematics I and grade 10 Integrated Mathematics II.

Proposed Blueprint for Grades 9 and 10 ELA/L Assessments

Because the Common Core State Standards for ELA/L are nearly identical between grades 9 and 10 and grades 11 and 12, the blueprint we propose for the grades 9 and 10 ELA/L benchmark assessments is the same blueprint Smarter uses at grade 11.

The Smarter blueprint is organized around claims and targets, within which are the CCSS for grades 11 and 12. These groupings can be found in Smarter’s content specifications located on the Smarter Balanced website (http://www.smarterbalanced.org/?s=content+specifications). The blueprint does not go down to the standard level; therefore, the specific differences between the two grade bands are indistinguishable on the blueprint itself.

Based on the content specifications, targets 4 and 5 are where we see some differences between the standards at grades 9 and 10 and grades 11 and 12. For example, standard 9, which is included in both targets 4 and 5, calls for a comparison across literary texts. At grades 11 and 12, the standard calls for a comparison that is limited to foundational works of American literature from the same time period. At grades 9 and 10, the standard calls for an examination of texts across time periods and cultures. While there is some variation in the passages that support these standards, the items themselves—and the essential skills of integrating knowledge across multiple texts—are, we believe, ostensibly the same constructs.
The Smarter blueprint also calls for brief writing tasks as well as an extended writing task associated with the performance task. The rubric used to score the performance task is the same rubric used at grade 8. It is intended to measure overall writing performance rather than grade-specific subskills. Even the conventions dimension of the rubric does not specify grade-level grammar/usage skills. A full-credit score on conventions is given if the response “demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling; no systematic pattern of errors is displayed.”


We propose this blueprint for grades 9 and 10 ELA/L benchmark assessments as shown in Table 1.

**Table 1: Blueprint for Grade 9 and 10 ELA/L**

<table>
<thead>
<tr>
<th>Component</th>
<th>Claim/Score Reporting Category</th>
<th>Content Category</th>
<th>Assessment Target</th>
<th>DoK£</th>
<th>CAT Items</th>
<th>Item Type</th>
<th>Total Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT</td>
<td>1. Reading</td>
<td>Literary&lt;sup&gt;4&lt;/sup&gt;</td>
<td>2 Central Ideas</td>
<td>2, 3</td>
<td>1&lt;sup&gt;5&lt;/sup&gt;</td>
<td>1&lt;sup&gt;5&lt;/sup&gt;</td>
<td>1&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 Reasoning and Evaluation</td>
<td>3, 4</td>
<td>1&lt;sup&gt;5&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 Key Details</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 Word Meanings</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 Analysis within/ across Texts</td>
<td>3, 4</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 Text Structures and Features</td>
<td>3, 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7 Language Use</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informational&lt;sup&gt;6&lt;/sup&gt;</td>
<td>9 Central Ideas</td>
<td>2, 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11 Reasoning and Evaluation</td>
<td>3, 4</td>
<td>5–6&lt;sup&gt;7&lt;/sup&gt;</td>
<td>1&lt;sup&gt;7&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 Key Details</td>
<td>2</td>
<td></td>
<td>12–13&lt;sup&gt;7&lt;/sup&gt;</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 Word Meanings</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 Analysis within/ across Texts</td>
<td>3, 4</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13 Text Structures and Features</td>
<td>3, 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14 Language Use</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Target Sampling ELA/L Grade 11

<table>
<thead>
<tr>
<th>Component</th>
<th>Claim/Score Reporting Category</th>
<th>Content Category</th>
<th>Assessment Target 1</th>
<th>DoK</th>
<th>CAT Items</th>
<th>Item Type</th>
<th>Machine Scored</th>
<th>Short Text</th>
<th>Total Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Writing</td>
<td></td>
<td>Organization/ Purpose</td>
<td>1a 3a 6a</td>
<td>3</td>
<td>0</td>
<td>0-1^8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1b 3b 6b</td>
<td>2</td>
<td>0-2^8</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence/ Elaboration</td>
<td>1a 3a 6a</td>
<td>3</td>
<td>0</td>
<td>0-1^8</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1b 3b 6b</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>1, 2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conventions</td>
<td></td>
<td>9</td>
<td>1, 2</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Speaking/ Listening</td>
<td></td>
<td>Listening</td>
<td>4</td>
<td>1, 2, 3</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>4. Research</td>
<td></td>
<td>Research</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Target Sampling ELA/L Grade 11 (PT)

<table>
<thead>
<tr>
<th>Component</th>
<th>Claim/Score Reporting Category</th>
<th>Content Category</th>
<th>Assessment Target 1</th>
<th>DoK</th>
<th>Machine Scored</th>
<th>Short Text</th>
<th>Full Write</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Writing</td>
<td></td>
<td>Organization/ Purpose</td>
<td>2 4 7</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 4 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence/ Elaboration</td>
<td>2 4 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Research</td>
<td></td>
<td>Research</td>
<td>2</td>
<td>3, 4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposed Blueprint for Grades 9 and 10 Mathematics Assessments

Because the grade 11 Mathematics blueprint includes an accumulation of standards from concepts taught in 9th, 10th and 11th grade the 9th and 10th grade blueprints are a subset of the 11th grade blueprint. All of the targets and domains on the grade 11 Smarter mathematics test are considered to be college and career ready content. So the grades 9 & 10 blueprints are the intersection of the Smarter grade 11 blueprint and what is taught in Integrated Math I for grade 9 and Integrated Math II for grade 10.

These two blueprints were created by starting with the grade 11 Smarter mathematics blueprint. Targets in Claim 1 that contain standards that are not part of the Integrated Math I or Integrated Math II recommended standards from CCSS Appendix A were removed. Domains in Claims 2, 3, and 4 that contain standards that are not part of the Integrated Math I/Integrated Math II recommended standards from CCSS Appendix A were removed. Then the targets were allocated appropriately to calculator and non-calculator segments based on how the items were field tested on grade 11. Last, the total number of items allocated to each claim and content category were updated to be proportional to the number of items on the grade 11 Smarter assessment.

The original Smarter grade 11 blueprint for mathematics can be found here:  

We propose these blueprints for grades 9 and 10 mathematics summative assessments.

Table 2: Blueprint for Mathematics Grade 9

<table>
<thead>
<tr>
<th>Claim</th>
<th>Content Category</th>
<th>Assessment Targets</th>
<th>DOK</th>
<th>Items CAT PT Total Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concepts and Procedures</td>
<td>Priority Cluster</td>
<td>D. Interpret the structure of expressions.</td>
<td>1, 2</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Write expressions in equivalent forms to solve problems.</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F. Perform arithmetic operations on polynomials.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G. Create equations that describe numbers or relationships.</td>
<td>1, 2</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H. Understand solving equations as a process of reasoning and explain the reasoning.</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I. Solve equations and inequalities in one variable.</td>
<td>1, 2</td>
<td>0-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>J. Represent and solve equations and inequalities graphically.</td>
<td>1, 2</td>
<td>0-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K. Understand the concept of a function and use function notation.</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L. Interpret functions that arise in applications in terms of a context.</td>
<td>1, 2</td>
<td>0-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M. Analyze functions using different representations.</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N. Build a function that models a relationship between two quantities.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Claim</td>
<td>Content Category</td>
<td>Assessment Targets</td>
<td>DOK</td>
<td>Items</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>1. Understanding and Application of Core Concepts</td>
<td>Supporting Cluster</td>
<td>A. Define trigonometric ratios and solve problems involving right triangles.</td>
<td>1, 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Summarize, represent, and interpret data on a single count or measurement variable.</td>
<td>2</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Extend the properties of exponents to rational exponents.</td>
<td>1, 2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Use properties of rational and irrational numbers.</td>
<td>1, 2</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Reason quantitatively and use units to solve problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Problem Solving</td>
<td>Problem Solving (drawn across content domains)</td>
<td>A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.</td>
<td>2, 3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Select and use appropriate tools strategically.</td>
<td>1, 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Interpret results in the context of a situation.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3. Communicating Reasoning</td>
<td>Communicating Reasoning (drawn across content domains)</td>
<td>A. Test propositions or conjectures with specific examples.</td>
<td>2</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Use the technique of breaking an argument into cases.</td>
<td>2, 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F. State logical assumptions being used.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G. Identify, analyze, and synthesize relevant external resources to pose or solve problems</td>
<td>3, 4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)</td>
<td>2, 3, 4</td>
<td>1-2</td>
</tr>
</tbody>
</table>

---

DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

The CAT algorithm will be configured to ensure the following:

For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.
<table>
<thead>
<tr>
<th>Claim</th>
<th>Content Category</th>
<th>Assessment Targets</th>
<th>DOK</th>
<th>Items</th>
<th>Total Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concepts and Procedures</td>
<td>Priority Cluster</td>
<td>D. Interpret the structure of expressions.</td>
<td>1, 2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Write expressions in equivalent forms to solve problems.</td>
<td>1, 2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F. Perform arithmetic operations on polynomials.</td>
<td>1, 2</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>G. Create equations that describe numbers or relationships.</td>
<td>1, 2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H. Understand solving equations as a process of reasoning and explain the reasoning.</td>
<td>1, 2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I. Solve equations and inequalities in one variable.</td>
<td>1, 2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>J. Represent and solve equations and inequalities graphically.</td>
<td>1, 2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>K. Understand the concept of a function and use function notation.</td>
<td>1, 2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L. Interpret functions that arise in applications in terms of a context.</td>
<td>1, 2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M. Analyze functions using different representations.</td>
<td>1, 2, 3</td>
<td>0-7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N. Build a function that models a relationship between two quantities.</td>
<td>2</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supporting Cluster</td>
<td>O. Define trigonometric ratios and solve problems involving right triangles.</td>
<td>1, 2</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>P. Summarize, represent, and interpret data on a single count or measurement variable.</td>
<td>2</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Extend the properties of exponents to rational exponents.</td>
<td>1, 2</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Use properties of rational and irrational numbers.</td>
<td>1, 2</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Reason quantitatively and use units to solve problems.</td>
<td>1, 2</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td>2. Problem Solving 4. Modeling and Data Analysis</td>
<td>Problem Solving (drawn across content domains)</td>
<td>A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.</td>
<td>2, 3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Select and use appropriate tools strategically.</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Interpret results in the context of a situation.</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Apply mathematics to solve problems arising in everyday life, society, and the workplace.</td>
<td>2, 3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Interpret results in the context of a situation.</td>
<td>2, 3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.</td>
<td>2, 3, 4</td>
<td>2</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.</td>
<td>2, 3, 4</td>
<td>2</td>
<td>2-3</td>
</tr>
</tbody>
</table>
Establishing Cut-Scores for Common Grades 9 and 10 ELA/L and Mathematics

There are several ways that cut-scores could be established for the common grades 9 and 10 tests. The most time-consuming, and expensive option would be to bring in a panel of standard setters and do a regular standard setting similar to the one done by Smarter Balanced. This could be done after the close of the testing window in 2015. The big disadvantage of this option is that scores in grades 9 and 10 could not be reported until after the standard-setting process was completed in June or July.

A second, more simple and immediate, way the cut-scores could be established would be to use a regression interpolation procedure and determine the cut-scores statistically. This is the approach taken in the results below.
AIR examined the cut-scores established by Smarter Balanced in a variety of ways. Several patterns were immediately obvious when examining the cut-scores in the vicinity of grade 9 and 10. These are show in Figures 1–3 for ELA/L and Figures 4–6 for mathematics.

Figure 1: ELA/L Level 2 Smarter Cut-Scores

Figure 2: ELA/L Level 3 Smarter Cut-Scores
Figure 3: ELA/L Level 4 Smarter Cut-Scores

Figure 4: Mathematics Level 2 Smarter Cut-Scores
The obvious patterns in the graphs are that the cut-scores for ELA/L are curvilinear between grades 7 and 11, but the cut-scores for mathematics are linear. Therefore, in order to predict the cut-scores for grades 9 and 10 AIR used a curvilinear regression approach for ELA/L and a linear regression approach for mathematics. For ELA/L theta was converted to exp(theta). The predicted exp(theta) was converted back to the original theta metric by taking the log of predicted exp(theta). For mathematics, a simple linear regression using theta was used.

The sample sizes are listed in Table 4.
The sample sizes used in the regression analyses are listed in Table 4. Table 5 shows the values of cut-scores used in the regression for ELA/L, along with the slopes and intercepts of the regressions. Similarly, Table 6 shows the same results for mathematics. The percentage at and above for grades 9 and 10 was obtained from ETS. These percentages are based on the 2014 Smarter Balanced field-test vertical linking sample.

Table 4: Sample Sizes of Grades 9, 10, and 11 Students in Vertical Linking Sample

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA/L</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>7,714</td>
<td>12,016</td>
</tr>
<tr>
<td>10</td>
<td>11,924</td>
<td>14,342</td>
</tr>
<tr>
<td>11</td>
<td>31,019</td>
<td>21,250</td>
</tr>
</tbody>
</table>
Table 5: Cut-Scores for ELA/L

<table>
<thead>
<tr>
<th>Anchoring Grade</th>
<th>Exp(theta)</th>
<th>Theta Cut</th>
<th>Percentage (%) at and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>0.712</td>
<td>-0.340</td>
<td>66</td>
</tr>
<tr>
<td>08</td>
<td>0.781</td>
<td>-0.247</td>
<td>71</td>
</tr>
<tr>
<td>11</td>
<td>0.838</td>
<td>-0.177</td>
<td>72</td>
</tr>
</tbody>
</table>

**Level 2**

- *Slope*: 0.028589
- *Intercept*: 0.529122

<table>
<thead>
<tr>
<th>Anchoring Grade</th>
<th>Exp(theta)</th>
<th>Theta Cut</th>
<th>Percentage (%) at and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>1.665</td>
<td>0.510</td>
<td>38</td>
</tr>
<tr>
<td>08</td>
<td>1.984</td>
<td>0.685</td>
<td>41</td>
</tr>
<tr>
<td>11</td>
<td>2.392</td>
<td>0.872</td>
<td>41</td>
</tr>
</tbody>
</table>

**Level 3**

- *Slope*: 0.17107
- *Intercept*: 0.530975

<table>
<thead>
<tr>
<th>Anchoring Grade</th>
<th>Exp(theta)</th>
<th>Theta Cut</th>
<th>Percentage (%) at and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>5.160</td>
<td>1.641</td>
<td>8</td>
</tr>
<tr>
<td>08</td>
<td>6.437</td>
<td>1.862</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>7.584</td>
<td>2.026</td>
<td>11</td>
</tr>
</tbody>
</table>

**Level 4**

- *Slope*: 0.554269
- *Intercept*: 1.58987
Table 6: Cut-Scores for Mathematics

<table>
<thead>
<tr>
<th>Anchoring Grade</th>
<th>Level 2</th>
<th>Percentage (%) at and above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anchoring Grade</td>
<td>Theta Cut</td>
</tr>
<tr>
<td>07</td>
<td>-0.390</td>
<td>64</td>
</tr>
<tr>
<td>08</td>
<td>-0.137</td>
<td>62</td>
</tr>
<tr>
<td>11</td>
<td>0.354</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Slope</td>
<td>0.180846</td>
</tr>
<tr>
<td></td>
<td>Intercept</td>
<td>-1.625</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anchoring Grade</th>
<th>Level 3</th>
<th>Percentage (%) at and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>0.657</td>
<td>33</td>
</tr>
<tr>
<td>08</td>
<td>0.897</td>
<td>32</td>
</tr>
<tr>
<td>11</td>
<td>1.426</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Slope</td>
<td>0.188577</td>
</tr>
<tr>
<td></td>
<td>Intercept</td>
<td>-0.641</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anchoring Grade</th>
<th>Level 4</th>
<th>Percentage (%) at and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>1.515</td>
<td>13</td>
</tr>
<tr>
<td>08</td>
<td>1.741</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>2.561</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Slope</td>
<td>0.264231</td>
</tr>
<tr>
<td></td>
<td>Intercept</td>
<td>-0.351</td>
</tr>
</tbody>
</table>
Table 7 shows the predicted cut-scores for grades 9 and 10 for ELA/L; Table 8 has the same information for mathematics. The scaled score cut-scores for grades 9 and 10 are bolded in both tables.

### Table 7: Predicted Cut-Scores for ELA/L

<table>
<thead>
<tr>
<th>Grade</th>
<th>Predicted Theta Cut</th>
<th>Inverse Proportions</th>
<th>Theta Cuts</th>
<th>Scaled Score Cuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>-0.316</td>
<td>65</td>
<td>-0.34</td>
<td>2479</td>
</tr>
<tr>
<td>08</td>
<td>-0.277</td>
<td>72</td>
<td>-0.247</td>
<td>2487</td>
</tr>
<tr>
<td>09</td>
<td>-0.240</td>
<td>68</td>
<td>-0.240</td>
<td>2488</td>
</tr>
<tr>
<td>10</td>
<td>-0.205</td>
<td>76</td>
<td>-0.205</td>
<td>2491</td>
</tr>
<tr>
<td>11</td>
<td>-0.170</td>
<td>72</td>
<td>-0.177</td>
<td>2493</td>
</tr>
<tr>
<td>07</td>
<td>0.547</td>
<td>37</td>
<td>0.51</td>
<td>2552</td>
</tr>
<tr>
<td>08</td>
<td>0.642</td>
<td>43</td>
<td>0.685</td>
<td>2567</td>
</tr>
<tr>
<td>09</td>
<td>0.728</td>
<td>38</td>
<td>0.728</td>
<td>2571</td>
</tr>
<tr>
<td>10</td>
<td>0.807</td>
<td>46</td>
<td>0.807</td>
<td>2577</td>
</tr>
<tr>
<td>11</td>
<td>0.881</td>
<td>40</td>
<td>0.872</td>
<td>2583</td>
</tr>
<tr>
<td>07</td>
<td>1.699</td>
<td>8</td>
<td>1.641</td>
<td>2649</td>
</tr>
<tr>
<td>08</td>
<td>1.796</td>
<td>10</td>
<td>1.862</td>
<td>2668</td>
</tr>
<tr>
<td>09</td>
<td>1.884</td>
<td>9</td>
<td>1.884</td>
<td>2670</td>
</tr>
<tr>
<td>10</td>
<td>1.965</td>
<td>13</td>
<td>1.965</td>
<td>2677</td>
</tr>
<tr>
<td>11</td>
<td>2.040</td>
<td>11</td>
<td>2.026</td>
<td>2682</td>
</tr>
</tbody>
</table>
Table 8: Predicted Cut-Scores for Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Predicted Theta Cut</th>
<th>Inverse Proportions</th>
<th>Theta Cuts</th>
<th>SS Cuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>-0.359</td>
<td>63</td>
<td>-0.39</td>
<td>2484</td>
</tr>
<tr>
<td>08</td>
<td>-0.178</td>
<td>63</td>
<td>-0.137</td>
<td>2504</td>
</tr>
<tr>
<td>09</td>
<td>0.003</td>
<td>56</td>
<td>0.003</td>
<td>2515</td>
</tr>
<tr>
<td>10</td>
<td>0.183</td>
<td>62</td>
<td>0.183</td>
<td>2529</td>
</tr>
<tr>
<td>11</td>
<td>0.364</td>
<td>59</td>
<td>0.354</td>
<td>2543</td>
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<tr>
<td>07</td>
<td>0.679</td>
<td>32</td>
<td>0.657</td>
<td>2567</td>
</tr>
<tr>
<td>08</td>
<td>0.868</td>
<td>33</td>
<td>0.897</td>
<td>2586</td>
</tr>
<tr>
<td>09</td>
<td>1.056</td>
<td>28</td>
<td>1.056</td>
<td>2599</td>
</tr>
<tr>
<td>10</td>
<td>1.245</td>
<td>33</td>
<td>1.245</td>
<td>2614</td>
</tr>
<tr>
<td>11</td>
<td>1.433</td>
<td>33</td>
<td>1.426</td>
<td>2628</td>
</tr>
<tr>
<td>07</td>
<td>1.499</td>
<td>13</td>
<td>1.515</td>
<td>2635</td>
</tr>
<tr>
<td>08</td>
<td>1.763</td>
<td>12</td>
<td>1.741</td>
<td>2653</td>
</tr>
<tr>
<td>09</td>
<td>2.027</td>
<td>9</td>
<td>2.027</td>
<td>2676</td>
</tr>
<tr>
<td>10</td>
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<td>2.291</td>
<td>2697</td>
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<tr>
<td>11</td>
<td>2.556</td>
<td>11</td>
<td>2.561</td>
<td>2718</td>
</tr>
</tbody>
</table>

The scaled score-cuts were obtained by applying the scaled score linear transformations used by Smarter Balanced to convert thetas to scaled scores. The transformations are in Table 9.

Table 9: Scaled Score Transformations for Smarter Balanced

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Slope (a)</th>
<th>Intercept (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/L</td>
<td>3–8, HS</td>
<td>85.8</td>
<td>2508.2</td>
</tr>
<tr>
<td>Math</td>
<td>3–8, HS</td>
<td>79.3</td>
<td>2514.9</td>
</tr>
</tbody>
</table>

Lowest Observable Scaled Score (LOSS) and Highest Observable Scaled Score (HOSS) and Initial Ability Estimate
For reporting AIR would use the grade 11 lowest observable theta and highest observable theta (LOT/HOT) as well the lowest observable scaled score and highest observable scaled score (LOSS/HOSS) values. For ability estimation AIR would use the average ability of 2014 9th and 10th grade students as starting values. These are shown in Table 10. If approved by ID, WI and WV these values would be included in the Soring Specifications.

Table 10: LOSS/HOSS Values and Initial Ability Estimates

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Min</th>
<th>Max</th>
<th>Average</th>
<th>Standard Dev</th>
<th>Theta Metric</th>
<th>Scale Score Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>LOT</td>
<td>HOT</td>
<td>LOSS</td>
<td>HOSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>9</td>
<td>-2.4375</td>
<td>3.3392</td>
<td>0.3396</td>
<td>1.1536</td>
<td>-2.4375</td>
<td>3.3392</td>
</tr>
<tr>
<td>ELA</td>
<td>10</td>
<td>-2.4375</td>
<td>3.3392</td>
<td>0.6310</td>
<td>1.1747</td>
<td>-2.4375</td>
<td>3.3392</td>
</tr>
<tr>
<td>ELA</td>
<td>11</td>
<td>-2.4375</td>
<td>3.3392</td>
<td>0.5371</td>
<td>1.2025</td>
<td>-2.4375</td>
<td>3.3392</td>
</tr>
<tr>
<td>Math</td>
<td>9</td>
<td>-2.9564</td>
<td>4.3804</td>
<td>0.1791</td>
<td>1.4390</td>
<td>-2.9564</td>
<td>4.3804</td>
</tr>
<tr>
<td>Math</td>
<td>10</td>
<td>-2.9564</td>
<td>4.3804</td>
<td>0.5388</td>
<td>1.4978</td>
<td>-2.9564</td>
<td>4.3804</td>
</tr>
<tr>
<td>Math</td>
<td>11</td>
<td>-2.9564</td>
<td>4.3804</td>
<td>0.6696</td>
<td>1.5757</td>
<td>-2.9564</td>
<td>4.3804</td>
</tr>
</tbody>
</table>
Conclusions

As stated above, there are several ways that cut-scores could be established for the common grades 9 and 10 ELA/L and mathematics test that will be developed for Idaho, the U.S. Virgin Islands, and West Virginia. One way would be to wait for the closing of the testing window and use a standard-setting workshop panel to recommend standards. This would delay the reporting of grades 9 and 10 results until after the cut-scores were adopted.

An easier, and immediate, approach is to set the cut-scores through a statistical procedure. Such an approach is reported in this paper. The cut-scores look reasonable and are probably very close to what would be established if an actual workshop were used to recommend standards. The statistical approach relies on the assumption that the results of the 2014 Grade 9 and 10 vertical linking samples are comparable to the results that would have occurred if the 2014 Grade 9 and 10 tests had been administered according to the above blueprints.

If the three states accept the cut-scores presented above, the results can then be reported on an ongoing basis during the testing window.
SUBJECT
Proposed Rule - IDAPA 08.02.03.109 – Rules Governing Thoroughness

REFERENCE
August 2010 Board approved temporary and proposed rule change to IDAPA 08.02.03.109 regarding the Special Education Individualized Education Programs.
November 2010 Board approved pending rule changes to IDAPA 08.02.03.109 regarding the Special Education Individualized Education Programs.
January 22, 2015 Board approved a temporary rule amending IDAPA 08.02.03.109 amending the timelines required for initial evaluations and determination of eligibility requirements.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-116, 33-2002, Idaho Code, IDAPA 08.02.03.109 (f) 20 U.S.C. 1411-1419; 34 CFR 300,100-300.174, Individuals with Disabilities Education Act (IDEA)

BACKGROUND/DISCUSSION
The Individuals with Disabilities Education Act (IDEA) sets certain timeframes for districts to complete particular activities such as initial evaluation for special education, reevaluation and dispute resolution. Timeframes help ensure that services for students are not unnecessarily delayed and reviewed appropriately. Federal regulation allows for 60 calendar days from the receipt of parent consent for initial evaluation to evaluate a student and determine eligibility for special education. After a student is found eligible for special education, regulations allow 30 calendar days to develop an individualized education program (IEP); implementation of that IEP must occur as soon as possible thereafter. Idaho’s rules currently set a maximum 60 day timeline for student evaluation, determination of eligibility for special education, development of an IEP and implementation of that IEP. Idaho’s timeline starts upon the receipt of parent consent for initial evaluation for special education, and excludes periods when regular school is not in session for five or more consecutive school days, or if all parties agree to an extension beyond 60 days. Idaho also requires once eligibility is determined, an IEP must be developed and implemented within 30 days (as long as those 30 days still fall within the 60 day timeframe). An example would be if a student was evaluated and found eligible by the 15th day, a district would then have 30 days (not 45 days) to ensure development and implementation of an IEP. If a student was evaluated and found eligible on the 35th day, the IEP would have to be developed and implemented within 25 days.

The Individuals with Disabilities Education Act (IDEA) only allows states to modify the timelines for times when a school is not in session for five (5) or more consecutive days for Eligibility for Special Education, this is not allowed for IEP’s
as specified in IDAPA 08.02.03 subsection 109.04. The timeline currently contained in this section violates IDEA.

IMPACT
This Temporary and Proposed Rule change is needed to bring IDAPA into compliance with the Individuals with Disabilities Education Act (IDEA)

ATTACHMENTS
Attachment 1 –Proposed Rule amendment to IDAPA 08.02.03.109

STAFF COMMENTS AND RECOMMENDATIONS
The Board approved this amendment at a special Board meeting on January 22, 2015 as a temporary rule. During the legislative session there is a moratorium on proposed rules requiring the rule be brought back to the Board for consideration at this time to start the permanent rule amendment process. There have been no changes to the rule language from what was originally approved in January.

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION
I move to approve the Proposed Rule amendment to IDAPA 08.02.03.109 as submitted in attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.03 - RULES GOVERNING THOROUGHNESS

109. SPECIAL EDUCATION.

01. Definitions. The following definitions apply only to Section 109 of these rules.

a. Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred.

b. Department. State Department of Education.

c. Due Process Hearing. An administrative hearing that is conducted to resolve disputes.

i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education.

ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act.

d. Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind.

e. Governing Special Education Requirements. Sections 33-201, 33-2001 through 2002, 33-2004 through 2005, and 33-2010, Idaho Code; Section 109 of these rules; the Individuals with Disabilities Education Act (IDEA), Parts A and B, (20 U.S.C., Sections 1400-1419); IDEA Regulations (34 C.F.R. Part 300); Idaho Special Education Manual; and special education case law that sets precedence in Idaho.

f. Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C., Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements.

g. Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student.

02. Legal Compliance. The State Department of Education and education agencies shall comply with all governing special education requirements.

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements.

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for
c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (4-5-00)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it:

i. Is an accredited school or a licensed rehabilitation center; and (4-5-00)

ii. Meets minimum health, fire and safety standards; and (4-5-00)

iii. Is nonsectarian; and (4-5-00)

iv. Provides special education services consistent with governing special education requirements. (4-5-00)

v. Any private school or facility aggrieved by the Department’s final decision may appeal that decision to the State Board of Education. (4-5-00)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the Bureau of Occupational Licensing. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (4-5-00)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (4-5-00)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (4-5-00)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (4-5-00)

03. **Eligibility for Special Education.** The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. (4-7-11)
04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed.

(4-7-11) (___)

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (4-5-00)

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student’s educational program may place a minority report in that student’s file. A minority report shall not prevent implementation of an IEP team decision. (4-5-00)

c. The IEP team shall determine the student’s placement in the least restrictive environment. (5-3-03)

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if:

i. The child is ages three (3) through five (5), and (4-5-00)

ii. The child’s parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (4-5-00)

iii. The child’s parents provide written consent to use the IFSP, and (4-5-00)

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-29-10)

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (4-5-00)

e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (4-5-00)

f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student’s most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (4-5-00)
SUBJECT
Proposed Rule - IDAPA 08.02.03.128.01 – Curricular Materials Selection and
Online Course Approval - Physical Education

REFERENCE
June 20, 2013
Board approved Proposed Fee Rule – IDAPA 08.02.03.128, Rules Governing Thoroughness-
Curricular Materials Selection and Online Course Providers

November 1, 2013
Board approved Pending Fee Rule – IDAPA 08.02.03.128, Rules Governing Thoroughness –
Curricular Materials Selection and Online course Providers adding limited English proficiency as a
subject area.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-118; 33-118A, Idaho Code,
Idaho Administrative Code, IDAPA 08.02.03.128

BACKGROUND/DISCUSSION
Idaho Administrative code, IDAPA 08.02.03.128 outlines the process for the Board
to appoint the Curricular Materials Selection Committee, establishes a fee for
publishers, and specifies the subject areas for which curricular materials are
adopted by the Board.

Physical Education has been a part of that curriculum review the past decade,
however, it is not listed as a required subject area. Pursuant to IDAPA
08.02.03.104 physical education is required to be offered in elementary, middle,
and high schools, and 80% of Idaho’s districts require physical education for
graduation. The proposed amendments would add physical education to the list
of subjects reviewed by the Curricula Material Selection Committee bringing the
administrative rule into alignment with current practice.

IMPACT
Curricular materials would be reviewed and adopted based on the Idaho State
Standards for Physical Education. Publishers and independent curriculum
developers of physical education materials would be held to the same
accountability for review and recommendation of approved curriculum.

ATTACHMENTS
Attachment 1 – Proposed changes to IDAPA 08.02.03.128
STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.03.128 – Inclusion of Physical Education to the list of subject areas for curricular materials adoption as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
08.02.03 - RULES GOVERNING THOROUGHNESS

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE).
The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Professional Technical Education, and State Department of Education personnel. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. The State Department of Education shall charge publishers submission fees of sixty dollars ($60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process.

(3-27-13)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, physical education, handwriting, literature, driver education, limited English proficiency. (3-20-14) ( )

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

06. Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online course providers and courses. Reviewers shall be certified Idaho classroom teachers. Online course providers are approved for a period of four (4) years. The State Department of Education shall
charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process.

(3-20-14)
SUBJECT
Temporary and Proposed Rule Changes IDAPA 08.02.03 regarding the Idaho English Language Assessment for clarity and cleanup.

REFERENCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10, 2006</td>
<td>Board adopted the Idaho English Language (IEL) Development Standards</td>
</tr>
<tr>
<td>November 2, 2007</td>
<td>Board approved Pending Rules incorporating the IEL Development standards by reference into administrative code.</td>
</tr>
<tr>
<td>August 12, 2010</td>
<td>Board adopted the Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures and the Idaho English Language Assessment (IELA) Achievement Standards and approved temporary proposed rules incorporating them by reference.</td>
</tr>
<tr>
<td>November 17, 2010</td>
<td>Board approved pending rules</td>
</tr>
<tr>
<td>August 16, 2012</td>
<td>Board approved proposed rule changes to IDAPA 08.02.03.004. adopting the World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards and incorporating them by reference.</td>
</tr>
<tr>
<td>November 19, 2012</td>
<td>Board approved pending rules</td>
</tr>
</tbody>
</table>

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho Administrative code, IDAPA 08.02.03.004.04
- Idaho Administrative code, IDAPA 08.02.03.008.01
- Idaho Administrative code, IDAPA 08.02.03.111.04.c
- Idaho Administrative code, IDAPA 08.02.03.112.02
- Idaho Administrative code, IDAPA 08.02.03.112.05

BACKGROUND/DISCUSSION

Idaho Administrative Code incorporates the Idaho English Language Assessment (IELA) Achievement Standards by reference, defines what achievement standards are and sets the IELA proficiency levels. Proposed changes would remove duplicative standards that should have been removed when the Board adopted the World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards in 2012, update the achievement level definitions for the IELA from “beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent” to Level 1 through Level 6 and then replaces the name of the current six levels to Level 1 through Level 6 for the IELA as part of Idaho’s accountability system, changing the names from the six levels that are currently referenced.
IMPACT
If approved the amendments would remove redundant standards that may cause districts confusion and update the proficiency levels for the IELA as well as make additional technical corrections.

ATTACHMENTS
Attachment 1 – Temporary and Proposed rule amendment to IDAPA 08.02.03

STAFF COMMENTS AND RECOMMENDATIONS
Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. At the time of agenda production it was unclear whether or not this rule meets the requirements for a temporary rule. The removal of the redundant standard reference is a technical correction and does not qualify, additionally, the current proficiency standards include six standards and changing the names from the existing terms to levels 1 through 6 does not appear to meet the requirements.

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval as a proposed administrative rule only.

BOARD ACTION
I move to approve the temporary and proposed rule amendment to IDAPA 08.02.03. as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)


06 05. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (____) (3-8-09)

07 06. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (____) (3-29-12)

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

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

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.
The principal place of business of the State Board of Education is in Boise, Idaho. The office is located at 650 W. State Street, Room 307, Boise, Idaho and is open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address is: Office of the State Board of Education, PO Box 83720, Boise, Idaho 83720-0037. the telephone number is (208) 334-2270, the facsimile number is (208) 334-2632, and the email address is board@osbe.idaho.gov. (3-15-02)

006. PUBLIC RECORDS ACT COMPLIANCE.
This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho
007. **DEFINITIONS A - G.**

01. **Achievement Standards.** Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and “beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent” “Level 1 through Level 6” on the Idaho’s English language assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (4-2-08)

02. Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student’s Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take the IELA - Idaho’s English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.04. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.03. (4-11-15)

112. **ACCOUNTABILITY.**

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. **ISAT Student Achievement Levels.** There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05. (4-2-08)

02. **IELA-Idaho’s English language assessment Proficiency Levels.** There are six (6) levels of language proficiency for students testing on the Idaho’s English language assessment: beginning,” “advanced beginning,” “intermediate,” “early fluent,” and “fluent” “Level 1 through Level 6.” Definitions for these levels of language proficiency are adopted by reference in Subsections 004.02 and 004.04. (4-2-08)

05. **Annual Measurable Achievement Objectives (AMAOs).** Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by the Idaho’s English language assessment IELA and determined based on three (3) AMAOs: (4-2-08)

  a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency; (4-2-08)

  b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and (4-2-08)

  c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. (4-2-08)