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

BACKGROUND/DISCUSSION
Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.
SUBJECT
Proposed Rule – IDAPA 08.02.03.004.01, Rules Governing Thoroughness, Incorporation by Reference – Idaho Content Standards

REFERENCE
April 2009  Board approved updated Idaho Content Standards.
April 2010  Board approved revision and renaming of Information and Communication Technology standards.
August 2010  Board approved revision of Mathematics standards and revision of English Language Arts standards.
August 2015  Board approved updated Idaho Content Standards for Humanities and Science (rejected by legislature).

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section IV.C.
Section 33-1612, Idaho Code
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – The Idaho Content Standards

BACKGROUND/DISCUSSION
The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho’s public schools. During the 2016 review cycle the following standards were reviewed:

Health Education Content Standards
Revisions to the Health Content Standards are recommended based on public comment received. These revisions include: updating language to clarify goals and objectives, adding language to the Decision Making Standard for grades 6-8 and grades 9-12, clarifying the meaning of environmental exposure, and adding wording to the examples related to alcohol, tobacco, and other drugs and about the consequences of a criminal record.

Arts and Humanities Content Standards
Recommended changes to the Arts and Humanities Content Standards come from recommendations by the committees who reviewed the standards for each of the disciplines.

The fine arts standards include the traditional disciplines of dance, music, theatre, and visual arts. Media Arts, which reflects digital and multi-media art, is a new
addition to the standards. Each of the fine arts standards requires deeper thinking about important themes in art and explores learning through creating, performing, reflecting, and connecting.

The humanities standards include the disciplines of World Language and Interdisciplinary Humanities. The new World Language standards are more complete and allow both teachers and students to measure progress through charts that outline proficiencies at the levels of basic, proficient, and advanced. The new Interdisciplinary Humanities standards offer more guidance on how to integrate multiple disciplines through essential understandings and essential questions.

**English Language Arts/Literacy and Mathematics Content Standards**

In 2010, the Idaho Board of Education adopted the current content standards for English language arts/literacy and mathematics. During the 2015 Idaho Legislative Session, House Bill 314 passed, mandating a review of the Idaho English Language Arts/Literacy and Mathematics standards. While stakeholders had an opportunity to provide feedback during the initial adoption process in 2010-2011, the 2015 review period provided parents, students, teachers, higher education, and the public at large the opportunity to review the standards based on their experience with implementation of the standards over the last several years. Only comments tied to a specific standard were considered during this review period.

The Idaho Challenge English Language Arts/Literacy Standards Committee recommended twenty-one (21) changes to the English Language Arts/Literacy Content Standards. These changes include recommending language clarification, additions to writing standards, and expanding upon existing standards.

The Idaho Challenge Math Standards Committee met on December 16 and 17, 2015 where nineteen (19) individuals reviewed submitted comments for mathematics. Approximately 110 substantive comments were received from community stakeholders for mathematics, the majority of which were focused on instruction and curriculum at the local level and not the state standards. The review team made two (2) recommendations based on the 110 substantive comments. The first recommendation was to communicate the existence of the reference section in the standards document, specifically table 3, through the addition of a footnote attached to a seventh grade standard, The Number System (7.RP.1.d). The second recommendation was to change high school standard The Real Number System’s (N-RN.1) description by removing redundant language.

**Physical Education Content Standards**

During the fall of 2015, a committee of physical education educators and health professionals reviewed the Physical Education Content Standards. The committee recommended changes to the Physical Education standards to include: defining
physical literacy, updating language, and clarifying goals and objectives to align with current physical education skills and health related fitness activities.

Social Studies Content Standards
The Social Studies content standards revisions are based on recommendations from a committee of twelve (12) teachers from different grade levels and areas of expertise from across the state, brought together to participate in the revision process over four (4) days. The committee recommendations to the social studies standards include: additional language to increase clarification, strengthening American Indian content objectives, and increasing knowledge of the basic principles of the United States Constitution.

Computer Science Content Standards
The Computer Science Content Standards are entirely new and build upon the 2016 draft standards put out by the Computer Science Teachers Association (CTSA). The CTSA draft standards were created by several states, including Idaho, large school districts, technology companies, organizations, and individuals, to align with the K-12 Computer Science Education Framework. Idaho’s computer science standards working group evaluated and adapted the draft CSTA standards knowing they are the most up to date and the best match for Idaho. The standards outline what it means to be literate in computer science at various grade levels.

IMPACT
Districts may experience some fiscal impact in the form of new curriculum to align with revised content standards. The cost would likely be cyclical.

ATTACHMENTS
Attachment 1 – Proposed Rule Changes to IDAPA 08.02.03.004.01 Page 7
Attachment 2 – Proposed Changes to Health Education Content Standards Page 13
Attachment 3 – Proposed Changes to Arts and Humanities Content Standards – Visual Arts Page 33
Attachment 4 – Proposed Changes to Arts and Humanities Content Standards – Dance Page 81
Attachment 5 – Proposed Changes to Arts and Humanities Content Standards – Theatre Page 123
Attachment 6 – Proposed Changes to Arts and Humanities Content Standards – Interdisciplinary Humanities Page 169
Attachment 7 – Proposed Changes to Arts and Humanities Content Standards – Music Page 177
Attachment 8 – Proposed Changes to Arts and Humanities Content Standards – World Language Page 263
Attachment 9 – Proposed Changes to Arts and Humanities Content Standards – Media Arts Page 285
STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03.004.01 a portion of the Idaho Content Standards are reviewed each year in alignment with the curricular materials adoption schedule. Curricular materials are required to be reviewed every six (6) years. These materials are reviewed based on a six (6) year rolling calendar so that a portion of them are reviewed each year. The content standards are brought to the Board for consideration the year prior to the curricular materials review to allow the curricular materials review to include any changes to the content standards that are adopted by the Board. The six-year rolling calendar is based on the year of adoption by the Board. Due to the timelines for amendments to administrative code, the Board adopts the standards during the summer of a given year and the changes adopted by the Board take effect in the following spring after consideration by the legislature. Based on this timeline, the English Language Arts/Literacy and Mathematics Content Standards were scheduled to come to the Board during this review cycle and the Arts and Humanities Content Standards were scheduled to come to the Board during the 2015 review cycle. The Board approved amendments to the Arts and Humanities and Science Content Standards during the 2015 review cycle, these standards were rejected by the legislature over concern that there had not been given enough opportunity for public input on the standards. When a rule is rejected by the legislature the proposed amendments do not go into effect and any temporary rules revert back to previous codified version. Due to the rejection by the 2016 legislature, the Arts and Humanities standards are coming back to the Board again for consideration this year and the Science standards will come back to the Board for consideration at a later date.

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. Pending rules are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted unless rejected by the legislature.
BOARD ACTION

I move to approve the revisions to the Health, Arts and Humanities, English Language Arts/Literacy, Mathematics, Physical Education, and Social Studies Content Standards and the adoption of Computer Science Content Standards as submitted in attachments 2 through 14.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

OR

I move to approve the revisions to the Health Content Standards as submitted in Attachment 2.

Moved by _______ Seconded by __________ Carried Yes _____ No _____

I move to approve the revisions to the Arts and Humanities Content Standards as submitted in Attachments 3 through 9.

Moved by _______ Seconded by __________ Carried Yes _____ No _____

I move to approve the revisions to the English Language Arts/Literacy Content Standards as submitted in Attachment 10.

Moved by _______ Seconded by __________ Carried Yes _____ No _____

I move to approve the revisions to the Mathematics Content Standards as submitted in Attachment 11.

Moved by _______ Seconded by __________ Carried Yes _____ No _____

I move to approve the revisions to the Physical Education Content Standards as submitted in Attachment 12.

Moved by _______ Seconded by __________ Carried Yes _____ No _____

I move to approve the revisions to the Social Studies Content Standards as submitted in Attachment 13.

Moved by _______ Seconded by __________ Carried Yes _____ No _____
I move to approve the adoption of the Computer Science Content Standards as submitted in Attachment 14.

Moved by _______ Seconded by ___________ Carried Yes _____ No ____

AND

I move to approve the Proposed Rule amendment to IDAPA 08.02.03.004.01, Rules Governing Thoroughness, The Idaho Content Standards, 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)

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 August 11, 2016. (3-29-10)

c. Arts and Humanities Categories:

i. Visual Arts, as revised and adopted on April 17, 2009 August 11, 2016; (3-29-10)

ii. Dance, as revised and adopted on April 17, 2009 August 11, 2016; (3-29-10)

iii. Drama Theatre, as revised and adopted on April 17, 2009 August 11, 2016; (3-29-10)

iv. Interdisciplinary Humanities, as revised and adopted on April 17, 2009 August 11, 2016; (3-29-10)

v. Music, as revised and adopted on April 17, 2009 August 11, 2016; (3-29-10)

vi. World languages, as revised and adopted on April 17, 2009-August 11, 2016; (3-29-10)

vii. Media Arts, as adopted on August 11, 2016. (3-29-10)

d. English Language Arts/Literacy, as revised and adopted on August 11, 2010 August 11, 2016. (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 August 11, 2016. (4-7-11)

g. Physical Education, as revised and adopted on April 17, 2009 August 11, 2016. (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 August 11, 2016. (3-29-10)

j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

b. Computer Science, adopted on August 11, 2016. (___)

(BREAK IN CONTINUITY OF SECTIONS)
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 (2) or more disciplines that enables students to identify and apply authentic connections and integrate essential concepts that transcend individual disciplines. (4)

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 performance criteria. (4-5-00)

10. **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)

11. **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)

12. **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)

13. **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)
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.

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.

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators.

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.

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community.

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.

Print Awareness. In emergent literacy, a learner’s growing awareness of print as a system of meaning, distinct from speech and visual modes of representation.

Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level.

Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area.

School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students’ opportunities to pursue their career and educational interests.

Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others.

Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors.

Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards.

Standardization. A set of consistent procedures for constructing, administering and scoring an
assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

**2224. Standards-Based Education.** Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

**2325. Structured Work Experience.** A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student’s worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

**2426. Student Learning Goals (Outcomes).** Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

**2527. Synchronous Course.** A course in which the teacher and students interact at the same time. May be applied to both traditional and technology based courses. (3-29-12)

(BREAK IN CONTINUITY OF SECTIONS.)

**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. (5-8-09)

**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. (3-29-10)

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. (3-29-10)

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. (3-29-10)
**STATE DEPARTMENT OF EDUCATION**  
AUGUST 11, 2016

**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. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(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; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student’s choice. (3-29-10)

ii. 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)

iii. 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)

**e. 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)

i. 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)

**f. 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)

**g. 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 graduation requirements if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

**h. 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)
1. 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)
Kindergarten to Grade 2

Standard 1: Comprehend Core Concepts
Core Concepts of Health Education for K-Grade 2 are defined below:

**Alcohol, Tobacco & Other Drugs**
The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. **Implications** Instruction includes the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

**Nutrition & Physical Activity**
To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social health wellness, students need to will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

**Injury Prevention & Safety**
Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge about Instruction includes prevention through safe living habits, skills and choices, healthy decisions, violence prevention, and emergency response and preparedness. Understanding of the consequences of one’s decisions will help to prevent many injuries.

**Mental, Emotional & Social Health**
Mental, emotional, and social well-being are foundations for building health wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others, which includes a sense of security, identity, belonging, purpose, and competence in order to strive toward a healthy and productive life.

**Prevention & Control of Disease**
Individuals can have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, and identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information should be factual, medically accurate, objective and developmentally appropriate.

**Consumer & Community Health**
Consumers need to understand how healthcare services are provided as well as how individuals can take an active role in deciding on the use of healthcare related services and products. Community health may include recognizing appropriate health professionals and products, the different types of healthcare professionals and the benefit of healthcare services. Instruction includes how to identify trusted adults and professionals, and how to access reliable product information.

Growth, Development & Family Life
A healthy family unit is vital to the well-being and successful development of children and youth. Instruction includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Information should be factual, medically accurate, and developmentally appropriate.

Environmental Health
Individuals need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Environmental health instruction includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco, and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:
  K-2.H.1.1.1. Identify that healthy behaviors affect personal health.
  K-2.H.1.1.2. Recognize that there are multiple dimensions (e.g., emotional, intellectual, mental, physical, and social) of health.
  K-2.H.1.1.3. Describe ways to prevent communicable diseases.
  K-2.H.1.1.5. Describe why it is important to seek healthcare.
  K-2.H.1.1.6. Identify the impact of health behaviors on body systems.

Standard 2: Analyzing Influences
Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:
K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.
K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.
K-2.H.2.1.3 Describe how the media can influence health behaviors.

Standard 3: Accessing Information
Goal 1.1: Students will demonstrate the ability to access valid information and products and services to enhance health.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:
  K-2.H.3.1.1. Identify trusted adults and professionals who can help promote health.
  K-2.H.3.1.2. Identify ways to located school and community health helpers.

Standard 4: Interpersonal Communication
Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:
  K-2.H.4.1.1. Demonstrate healthy ways to express needs, wants, and feelings.
  K-2.H.4.1.2 Demonstrate listening skills to enhance health.
  K-2.H.4.1.3 Demonstrate ways to respond when into an unwanted, threatening, or dangerous situation.
  K-2.H.4.1.4. Demonstrate ways to tell a trusted adult if threatened or harmed.

Standard 5: Decision Making
Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:
  K-2.H.5.1.1 Identify situations when a health-related decision is needed.
  K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 6: Goal Setting
Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

K-2nd Grade Objectives

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

K-2.H.6.1.1. Identify a short-term personal health goal and take action towards achieving the goal.
K-2.H.6.1.2. Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Practice Healthy Behavior
Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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

K-2.H.7.1.1. Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity).
K-2.H.7.1.2. Demonstrate behaviors that avoid or reduce health risks.

Standard 8: Advocacy
Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

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

K-2.H.8.1.2. Encourage peers and family to make positive health choices.
Grades 3-5

Standard 1: Comprehend Core Concepts
Core Concepts of Health Education for Grades 3-5 are defined below:

Alcohol, Tobacco & Other Drugs
The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity
To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social health, students need to acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety
Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge of prevention through safe living habits, skills and choices, healthy decisions, violence prevention, emergency response and preparedness, understanding of the consequences of one’s decisions, will help to prevent many injuries.

Mental, Emotional & Social Health
Mental, emotional, and social health are foundations for building good health. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses to self and others.

Prevention & Control of Disease
Individuals can have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease including HIV. Information should be factual, medically accurate, and developmentally appropriate.

Consumer & Community Health
Consumers' Youth need to understand how health care services are provided and as well as how individuals can take an active role in determining the use of health related services and products. Community health includes providing valid and appropriate health information, education, services, and products.

Growth, Development & Family Life
A healthy family unit is vital to the well-being and successful development of children and youth. Growth and development instruction includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships, and information regarding growth and development, and disease including HIV and their prevention. Information should be factual, medically accurate, and developmentally appropriate.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health
Individuals need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Environmental health may include precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Grade 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.1.1.1. Describe the relationship between healthy behaviors and personal health.
3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health.
3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.
3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems (e.g., second hand smoke/vapors from vaping).
3-5.H.1.1.5 Describe when it is important to seek health care.
3-5.H.1.1.6 Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences
Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:
3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors.
3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors.
3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors.
3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors.
3-5.H.2.1.5 Explain how media influences thoughts, feelings, and health behaviors.
3-5.H.2.1.6 Describe ways that technology can influence personal health.

Standard 3: Accessing Information
Goal 1.1: Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 3-5 Grade Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:
3-5.H.3.1.1 Identify characteristics of valid health information, products, and services.
3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information.

Standard 4: Interpersonal Communication
Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:
3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks.
3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict.
3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health.

Standard 5: Decision Making
Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:
Identify health-related situations that might require a thoughtful decision.

Analyze when assistance is needed when making a health-related decision.

List healthy options to health-related issues or problems.

Predict the potential outcomes of each option when making a health-related decision.

Choose a healthy option when making a decision.

Describe the outcomes of a health-related decision.

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**Standard 6: Goal Setting**

**Goal 1.1:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Grades 3-5 Objectives**

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

- **3-5.H.6.1.1** Set a personal health goal and track progress toward its achievement; evaluate results of decision.
- **3-5.H.6.1.2** Identify resources to assist in achieving a personal health goal.

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**Standard 7: Practice Healthy Behavior**

**Goal 1.1:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Grades 3-5 Objectives**

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

- **3-5.H.7.1.1** Identify responsible personal health behaviors.
- **3-5.H.7.1.2** Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- **3-5.H.7.1.3** Demonstrate a variety of behaviors that avoid or reduce health risks.

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**Standard 8: Advocacy**

**Goal 1.1:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Grades 3-5 Objectives**

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

- **3-5.H.8.1.1** Express opinions and give accurate information about health issues.
- **3-5.H.8.1.2** Encourage others to make positive health choices.
Grades 6-8

Standard 1: Comprehend Core Concepts
Core Concepts of Health Education for Grades 6-8 are defined below:

Alcohol, Tobacco & Other Drugs
The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. This instruction includes the effects, influences, environmental exposure, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity
Youth are best to be ready to learn and achieve their fullest potential when they are adolescents need to be well nourished and physically active. Nutrition and physical activity education increases knowledge and skills in order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and to engage in lifelong physical activity, which will promote health and preventable diseases. This includes connections to physical, mental, emotional and social health; energy level; self-image; and physical fitness. The benefits include enhanced energy level, academic performance, self-image and ability to prevent disease.

Injury Prevention & Safety
Unintentional and intentional injuries rank among the greatest threats to the health of young adolescents and adults. Knowledge about instruction includes prevention through safe living habits, skills and choices, healthy decisions, violence prevention, emergency response and preparedness, and an understanding of the consequences of one's decisions will help to prevent many injuries. Adolescents need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional & Social Health
Mental, emotional, and social wellbeing are foundations for building good health and includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions, and socially appropriate responses of self and others. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, mental illness, suicide prevention, healthy relationships, acceptance of self and others, communication skills, and conflict resolution, and mental illness.

Prevention & Control of Disease
Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases, can include recognizing risk factors, and identifying methods of contraction and transmission, as well as the prevention and treatment of disease to include universal precautions. Information and discussion of sexually transmitted diseases, and HIV and AIDS are important components of this content area. Information should be factual, medically accurate, and objective and developmentally appropriate.

**Consumer & Community Health**

Consumers Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

**Growth, Development & Family Life**

A healthy family unit is vital to the well-being and successful development of adolescents. Growth and development Instruction includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process, acceptance of self and others. Family living includes healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV, methods of prevention and pregnancy prevention, and methods of prevention. Information should be factual, medically accurate, and objective and developmentally appropriate.

*Reference to Idaho Education Code Title 33, Chapter 16: Sections 1608-1611*

**Environmental Health**

Individuals Students need an awareness to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Environmental health may Instruction includes precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

**Goal 1.1:** Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

**Grade 6-8 Objectives**

Objective(s): By the end of Eighth Grade, the student will be able to:
6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health wellness.

6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, mental, emotional, physical, and social health in adolescence.

6-8.H.1.1.3 Analyze how the environment, environmental exposure (i.e., e.g., second hand smoke/vapors) affects personal health and personal health are related.

6-8.H.1.1.4 Describe how family history can affect personal health.

6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.

6-8.H.1.1.6 Explain how appropriate health care can promote personal health wellness.

6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.

6-8.H.1.1.8 Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 6-8 Objectives

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

6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).

6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility).

6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.

6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).

6-8.H.2.1.6 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1 Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.
6-8.H.3.1.2 Access valid health information from home, school, and community.
6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.
6-8.H.3.1.4 Describe situations that may require professional health services.

Standard 4: Interpersonal Communication
Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.
6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.
6-8.H.4.1.4 Demonstrate how to ask for request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying).

Standard 5: Decision Making
Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.
6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices).
6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.
6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, and others, and the environment.
6-8.H.5.1.6   Choose healthy alternatives over unhealthy alternatives when making a decision.
6-8.H.5.1.7   Analyze the outcomes of a health-related decision.

**Standard 6: Goal Setting**

**Goal 1.1:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Grades 6-8 Objectives**

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

- 6-8.H.6.1.1   Assess personal health practices.
- 6-8.H.6.1.2   Develop a goal to adopt, maintain, or improve a personal health practice.
- 6-8.H.6.1.3   Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy).

**Standard 7: Practice Healthy Behavior**

**Goal 1.1:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Grades 6-8 Objectives**

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

- 6-8.H.7.1.1   Explain the importance of assuming responsibility for personal health behaviors.
- 6-8.H.7.1.2   Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 6-8.H.7.1.3   Demonstrate behaviors that avoid or reduce health risks to self and others.
- 6-8.H.7.1.4   Explain the importance of personal hygiene, self-care, food behavior, and physical activity.

**Standard 8: Advocacy**

**Goal 1.1:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Grades 6-8 Objectives**

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

- 6-8.H.8.1.1   State a health-enhancing position on a topic and support it with accurate information.
- 6-8.H.8.1.2   Demonstrate how to influence and support others to make positive health choices.
- 6-8.H.8.1.3   Work cooperatively to advocate for the health of individuals, families,
Identify ways in which health messages and communication techniques can be altered for different audiences.
Grades 9-12

Standard 1: Comprehend Core Concepts
Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco & Other Drugs
The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. These Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body and mind.

Nutrition & Physical Activity
For adolescents To be ready to learn and achieve to their fullest potential they adolescents need to acquire knowledge and skills to make healthy choices in food selection and engage in be well nourished and lifelong physically activity active. This The knowledge benefits includes the link between healthy eating and exercise with physical, mental, emotional and social health; energy level; self-image; and physical fitness enhanced energy level, academic performance, self-image and ability to prevent disease.

Injury Prevention & Safety
Unintentional and intentional injuries rank among the greatest threats to the health of adolescence and adults. Adolescents require knowledge that prevention Instruction includes safe living habits skills and choices, healthy decisions, violence prevention, and emergency response and preparedness, an understanding of the consequences of one’s decisions. Young adults need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional & Social Health
Mental, emotional, and social well-being health are foundations for building good health wellness. These foundations Instruction includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, recognizing mental illness, suicide prevention, healthy relationships, communication skills, and conflict resolution, and mental illness.

Prevention & Control of Disease
Individuals have a considerable measure of control over their own health and the risks chance of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include
recognizing risk factors, and identifying methods of contraction and transmission, as well as the prevention and treatment of disease to include universal precautions. Accurate information and discussion of sexually transmitted diseases, and HIV infection and AIDS are necessary and important components of this content area. Information should be factual, medically accurate, and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. This Instruction includes knowledge about health insurance, health related research, advertising, and fraudulent claims.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of adolescents. Growth and development Instruction includes the stages of life, changes in relationships with others that accompany social development, and the aging process the acceptance of self and others. Family living includes the following topics: healthy relationships and sexuality, consequences of sexual activity (e.g., personal, legal and economic responsibilities of parenthood), encouragement of abstinence from sexual activity, sexually transmitted diseases (transmission and prevention), and including HIV and their prevention, as well as methods of preventing pregnancy prevention. Knowledge of information should be factual, medically accurate, and objective. Information is important along with personal, legal and economic responsibilities of parenthood and other consequences of sexual activity.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Environmental health Instruction includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.
Grade 9-12 Objectives

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

9-12.H.1.1.1 Predict how behaviors can affect health status. wellness.
9-12.H.1.1.2 Describe the interrelationships of emotional, intellectual, mental, physical, and social health.
9-12.H.1.1.3 Analyze how environment and personal health wellness are interrelated (e.g., second hand smoke/vapors from vaping).
9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
9-12.H.1.1.5 Propose ways to reduce health problems.
9-12.H.1.1.6 Analyze the relationship between access to health care and health status.
9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 9-12 Objectives

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

9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms).
9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility).
9-12.H.2.1.5 Analyze how the perception of norms influences healthy and unhealthy behaviors.
9-12.H.2.1.6 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
9-12.H.2.1.7 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1 Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:
9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
9-12.H.3.1.3 Access valid and reliable health information, products, and services.
9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication
Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:
9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
9-12.H.4.1.2 Demonstrate refusal, negotiation, conflict resolution, and collaboration skills to enhance health and avoid or reduce health risks.
9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).

Standard 5: Decision Making
Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:
9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).
9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, and others, and the environment.
9-12.H.5.1.6 Defend the healthy choice when making decisions.
9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting
Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:
9-12.H.6.1.1 Assess personal health practices and overall health status.
9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
9-12.H.6.1.3 Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).
9-12.H.6.1.4 Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior
Goal 1.1 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:
9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
9-12.H.7.1.3—4 Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.
9-12.H.7.1.5 Instruction provided on hands-only CPR training, including proper utilization of an AED.

Standard 8: Advocacy
Goal 1.1 Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:
9-12.H.8.1.1 Use accurate peer and societal norms information to formulate a health-enhancing message.
9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.

9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.

9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.
Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades K-3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts. Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.1.1 Compare and contrast key differences and similarities in artworks from different time periods or cultures.
- K.VA.1.1.2 Identify the purpose or function of a work of art that was created in the past.
- K.VA.1.1.3 Explain how art is a visual record of human ideas and a reflection of the culture of its origin.

Goal 1.2: Discuss the interconnections between the visual arts and societies. Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.2.1 Name ways in which a work of visual art is reflects the culture from which it came.
- K.VA.1.2.2 Identify ideas and emotions that are expressed through visual arts and other disciplines.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades K-3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully. Students use problem-solving techniques to respond to, create, and refine visual art forms.

Goal 2.1: Conduct analyses in the visual arts.

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

- K.VA.2.1.1 Identify and respond to characteristics and content of various visual art forms.
- K.VA.2.1.2 Examine the visual arts as a form of communication.
- K.VA.2.1.3 Use arts vocabulary to discuss specific works of art.
K.VA.2.1.4 Identify the elements (line, shape, color) in art works and environments.

Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:
- K.VA.2.2.1 Discuss the importance of visual art in one’s own life.
- K.VA.2.2.2 Discuss how art works can elicit different responses.
- K.VA.2.2.3 Express personal preferences for specific works and styles.
- K.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- K.VA.2.2.5 Show respect for personal work and works of others.
- K.VA.2.2.6 Dictate or write an artist’s statement (tell what the work is about).

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades K-3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

Goal 3.1: Demonstrate skills essential to the visual arts. Objective(s): By the end of Grade 3, the student will be able to:
- K.VA.3.1.1 Acquire and use skills necessary for applying arts techniques, media, and processes.
- K.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- K.VA.3.1.3 Apply the elements of color, shape, and line in artwork.
- K.VA.3.1.4 Demonstrate skills of observation in the production of artwork.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:
- K.VA.3.2.1 Name and use different art materials to express an idea.
- K.VA.3.2.2 Apply artistic concepts, knowledge, and skills to original artwork.
- K.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator.

Goal 3.3: Communicate through the visual arts with creative expression. Objective(s): By the end of Grade 3, the student will be able to:
- K.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- K.VA.3.3.2 Create artwork about self, family, and personal experiences.
Students are expected to know content and apply skills from previous grades. **Standard**

1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 4–5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history.

**Goal 1.1:** Discuss the historical and cultural contexts of the visual arts. **Objective(s):** By the end of Grade 5, the student will be able to:

- **4-5.VA.1.1.1** Compare and contrast specific works of art from different time periods or cultures.
- **4-5.VA.1.1.2** Identify specific works as belonging to a particular era in art history.
- **4-5.VA.1.1.3** Explain how a specific work of art reflects events in history and/or culture.

**Goal 1.2:** Discuss the interconnections between visual arts and societies. **Objective(s):** By the end of Grade 5, the student will be able to:

- **4-5.VA.1.2.1** Classify the ways in which ideas and subject matter of arts disciplines are related.
- **4-5.VA.1.2.2** Describe how elements of various arts depict ideas and emotions.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 4–5 use appropriate arts vocabulary to discuss works of art. Students respond to the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students construct meaning based on elements found in a work of art. Students identify personal preference for works of art.

**Goal 2.1:** Conduct analyses in the visual arts. **Objective(s):** By the end of Grade 5, the student will be able to:

- **4-5.VA.2.1.1** Identify and respond to differences between art materials, techniques, and processes.
- **4-5.VA.2.1.2** Construct meaning based on elements found in a work of art.
- **4-5.VA.2.1.3** Use appropriate arts vocabulary to discuss a variety of art works.
4-5.VA.2.1.4 Discuss how symbols, subject, and themes create meaning in art.
4-5.VA.2.1.5 Identify elements (line, shape, form, value, texture, color, space) in artworks and environments.

Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:
4-5.VA.2.2.1 Observe and describe the presence of the visual arts in today’s society.
4-5.VA.2.2.2 Discuss how an artwork’s properties (e.g., elements, media, technique) can elicit different responses.
4-5.VA.2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art.
4-5.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
4-5.VA.2.2.5 Show respect for personal work and works of others.
4-5.VA.2.2.6 Write an artist’s statement (what the picture depicts and why and how the work was created).

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 4-5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist’s statements.

Goal 3.1: Demonstrate skills essential to the visual arts. Objective(s): By the end of Grade 5, the student will be able to:
4-5.VA.3.1.1 Acquire skills necessary for using arts techniques, media, and processes.
4-5.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
4-5.VA.3.1.3 Apply the elements of color, shape, line, value, form, texture, and space in artwork.
4-5.VA.3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:
4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas.
4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning.
4-5.VA.3.2.3—Replicate or imitate an existing work, respecting the intent of its original creator.

**Goal 3.3: Communicate through the visual arts with creative expression. Objective(s): By the end of Grade 5, the student will be able to:**

- **4-5.VA.3.3.1**—Experiment with different materials, techniques, and processes in the visual arts.
- **4-5.VA.3.3.2**—Create a work of art based on personal experience, and/or emotional response.
- **4-5.VA.3.3.3**—Use the creative process (brainstorm, research, rough-sketch, final-product) to create a work of art.
Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 6-8 identify distinguishing characteristics of artists’ works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts.

**Goal 1.1: Discuss the historical and cultural contexts of the visual arts. Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.1.1.1 Identify distinguishing characteristics of style in the work of individual artists and art movements.
- 6-8.VA.1.1.2 Identify and compare works of art and artifacts from major periods on a chronological timeline.
- 6-8.VA.1.1.3 Analyze the influence of history, geography, and technology of a culture upon a work of art.
- 6-8.VA.1.1.4 Analyze the visual arts of different cultures and time periods and compare to one’s own culture.

**Goal 1.2: Discuss the interconnections between visual arts and societies. Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.VA.1.2.1 Identify the role of visual arts in theatre, dance, and musical productions.
- 6-8.VA.1.2.2 Understand choices made by artists to create meaning.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 6-8 respond works of art, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibition of art.

**Goal 2.1: Conduct analyses in the visual arts.**

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

- 6-8.VA.2.1.1 Identify and respond to characteristics and content of various art forms.
6-8.VA.2.1.2—Construct meaning based on elements and principles found in a work of art.
6-8.VA.2.1.3—Interpret a variety of art works using appropriate arts vocabulary.
6-8.VA.2.1.4—Identify symbols, themes and iconography commonly used in selected diverse cultures.
6-8.VA.2.1.5—Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others.

**Goal 2.2 Exercise sound reasoning and understanding in making choices in the visual arts.**

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

6-8.VA.2.2.1—Investigate the various purposes art plays in society today.
6-8.VA.2.2.2—Analyze the artist’s use of sensory, formal, technical, and expressive properties in a work of art.
6-8.VA.2.2.3—Determine criteria used in making informed judgments about art.
6-8.VA.2.2.4—Demonstrate appropriate behavior while attending and/or participating in arts events.
6-8.VA.2.2.5—Show respect for personal work and works of others.
6-8.VA.2.2.6—Write an artist’s statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).
6-8.VA.2.2.7—Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work.
6-8.VA.2.2.8—Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent by writing an artist’s statement.

**Goal 3.1: Demonstrate skills essential to the visual arts. Objective(s): By the end of Grade 8, the student will be able to:**

6-8.VA.3.1.1—Identify attributes that make a specific art media, technique, or process effective in communicating an idea.
6-8.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

6-8.VA.3.1.3 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.

6-8.VA.3.1.4 Produce art that demonstrates refined observation skills from life.

6-8.VA.3.1.5 Experiment with ideas, techniques, and styles in an artist’s sketchbook.

6-8.VA.3.1.6 Critique one’s own work with the intention of revision and refinement.

6-8.VA.3.1.7 Locate and use appropriate resources in order to work independently, monitoring one’s own understanding and learning needs.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

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

6-8.VA.3.2.1 Illustrate how visual structures and functions of art improve communication of one's ideas.

6-8.VA.3.2.2 Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.

6-8.VA.3.2.3 Create an original artwork that illustrates the influence of a specific artist or artistic style.

6-8.VA.3.2.4 Use visual, spatial, and temporal concepts to communicate meaning in a work of art.

6-8.VA.3.2.5 Create two pieces that depict a common theme, idea, or style of art.

Goal 3.3: Communicate through the visual arts with creative expression. Objective(s): By the end of Grade 8, the student will be able to:

6-8.VA.3.3.1 Utilize different media, techniques, and processes in the visual arts.

6-8.VA.3.3.2 Create a work of art that expresses personal experience, opinions, and/or beliefs.

6-8.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.

6-8.VA.3.3.4 Describe and plan the visual presentation of an artistic work.
Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students compare major periods and movements in visual art to other disciplines in the arts and humanities.

**Goal 1.1: Discuss the historical and cultural contexts of the visual arts.** Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.1.1.1 Identify representative visual works of art from a variety of cultures and historical periods.
- 9-12.VA.1.1.2 Outline the history and function of a particular visual art form.
- 9-12.VA.1.1.3 Compare and contrast the historical, social, and environmental contexts that influence artistic expression.
- 9-12.VA.1.1.4 Compare and contrast aesthetics from different cultural perspectives.

**Goal 1.2: Discuss the interconnections between visual arts and societies.**

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

- 9-12.VA.1.2.1 Compare art forms that share common characteristics (e.g. form, line, space).
- 9-12.VA.1.2.2 Analyze a visual art product or art performance that integrates media, processes, and/or concepts from other performing arts disciplines.
- 9-12.VA.1.2.3 Relate the trends and movements in visual art to other disciplines in the arts and humanities.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 critique works of art using well-articulated rationale and appropriate arts vocabulary. Students analyze an artist's use of elements and principles in a work of art. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.
Goal 2.1: Conduct analyses in the visual arts.

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.2.1.1 Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives.
- 9-12.VA.2.1.2 Construct meaning and support well-developed interpretations of works of art with evidence.
- 9-12.VA.2.1.3 Critique works of art employing appropriate arts vocabulary.
- 9-12.VA.2.1.4 Identify iconography in an artist’s work or a body of work and analyze the meaning.
- 9-12.VA.2.1.5 Analyze an artist’s use of the elements and principles, and how they contribute to one’s interpretation of the artwork.

Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.VA.2.2.1 Identify the role of the arts in today’s society, including career and avocation opportunities.
- 9-12.VA.2.2.2 Discuss the nature of art or aesthetic issues.
- 9-12.VA.2.2.3 Articulate criteria for determining excellence in artwork.
- 9-12.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events.
- 9-12.VA.2.2.5 Show respect for personal work and work of others.
- 9-12.VA.2.2.6 Write an artist’s statement that describes a series of works (background information on the artist, artists and movements that were influential on the work, significance of the work).
- 9-12.VA.2.2.7 Debate dividing lines between imitating a master’s style of creation and unfairly “copying” another person’s original work.
- 9-12.VA.2.2.8 Demonstrate collaborative and interpersonal skills by working productively with others, while producing works of art.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 9-12 select appropriate media and apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and an accompanying artist’s statement. Students use the creative process and a personal sketchbook to plan and create a body of work. Students critique their own artwork and the work of others with the purpose of improving it.
Goal 3.1: Demonstrate skills essential to the visual arts.

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

9-12.VA.3.1.1 Select and apply media, techniques, and processes effectively and with artistic intention.
9-12.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
9-12.VA.3.1.3 Demonstrate how the elements and principles can be used to solve specific visual arts problems.
9-12.VA.3.1.4 Present convincing or accurately rendered subjects that demonstrate refined observational skills.
9-12.VA.3.1.5 Plan, record, and analyze a body of work through keeping an artist’s journal or sketchbook.
9-12.VA.3.1.6 Critique one’s own work with the intent of revision and or refinement.
9-12.VA.3.1.7 Locate and use appropriate resources in order to work independently, monitoring one’s own understanding and learning needs.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

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

9-12.VA.3.2.1 Choose purposefully between visual characteristics of a variety of media and use these to communicate one’s own idea.
9-12.VA.3.2.2 Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements.
9-12.VA.3.2.3 Create an interpretation of a work respecting the intent of its creator.
9-12.VA.3.2.4 Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.
9-12.VA.3.2.5 Create a body of work that develops a specific theme, idea, or style of art.

Goal 3.3: Communicate through the visual arts with creative expression.

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

9-12.VA.3.3.1 Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity.
9-12.VA.3.3.2 Apply various symbols, subjects, and ideas in one’s artwork.
9-12.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create and critique a work of art.
9-12.VA.3.3.4 Determine and execute appropriate visual presentation of an original artwork.
ARTS AND HUMANITIES

VISUAL ARTS

Approved by the Idaho State Board of Education, August 11, 2016
K-3 Visual Arts

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
VA:Pr5.1.3
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 (e.g., 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.

Grade 3
VA:Re8.1.3
Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

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.
4-5 Visual Arts

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
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.
6-8 Visual Arts

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.

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.
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.
#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.

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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.

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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.
#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
VA:Re7.2.8
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.
High School Visual Arts

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?

HS Proficient
VA:Cr1.1.HSI
Use multiple approaches to begin creative endeavors.

HS Accomplished
VA:Cr1.1.HSII
Individually or collaboratively formulate new creative problems based on student’s existing artwork.

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.

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?

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.

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.

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.
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?

HS Proficient
VA:Cr2.1.HSI
Engage in making a work of art or design without having a preconceived plan.

HS Accomplished
VA:Cr2.1.HSII
Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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?

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.

HS Accomplished
VA:Cr2.2.HSII
Demonstrate awareness of ethical implications of making and distributing creative work.

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?

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.

HS Accomplished
VA:Cr2.3.HSII
Redesign an object, system, place, or design in response to contemporary issues.

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?

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.

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.

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?

**HS Proficient**
VA:Pr.4.1.HSI
Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

**HS Accomplished**
VA:Pr.4.1.HSII
Analyze, select, and critique personal artwork for a collection or portfolio presentation.

**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?

**HS Proficient**
VA:Pr5.1.HSI
Analyze and evaluate the reasons and ways an exhibition is presented.

**HS Accomplished**
VA:Pr5.1.HSII
Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

**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?

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.

HS Accomplished
VA:Pr6.1.HSII
Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

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?

HS Proficient
VA:Re7.1.HSI
Hypothesize ways in which art influences perception and understanding of human experiences.

HS Accomplished
VA:Re7.1.HSII
Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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?

**HS Proficient**
**VA:Re7.2.HSI**
Analyze how one’s understanding of the world is affected by experiencing visual imagery.

**HS Accomplished**
**VA:Re7.2.HSII**
Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**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?

**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.

**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.

**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?

HS Proficient
VA:Re9.1.HSI
Establish relevant criteria in order to evaluate a work of art or collection of works.

HS Accomplished
VA:Re9.1.HSII
Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

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?

HS Proficient
VA:Cn10.1.HSI
Document the process of developing ideas from early stages to fully elaborated ideas.

HS Accomplished
VA:Cn10.1.HSII
Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

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?

**HS Proficient**
**VA:Cn11.1.HSI**
Describe how knowledge of culture, traditions, and history may influence personal responses to art.

**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.

**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.
GLOSSARY: VISUAL ARTS

Visual Arts, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials (Revised July 2012)

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”

Appropriation
Intentional borrowing, copying, and alteration of preexisting images and objects

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/)

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 everyday rituals

Materials
Substances out of which art is made or composed, ranging from the traditional to “non-art” 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
Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades K-3 demonstrate dance movements associated with places, historical events, and themes across various cultures and disciplines.

Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.

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

K-3.D.1.1.1 Identify and perform dances associated with particular places and events.
K-3.D.1.1.2 Discuss common subjects, ideas, and themes in dances from different cultures.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

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

K-3.D.1.2.1 Compare dance and other art forms associated with various cultures in various time periods.
K-3.D.1.2.2 Identify common ideas found in other art forms and explore them through movement (e.g., students identify the idea of sadness found and improvise the idea through movement using “sad” music).

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades K-3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.

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

K-3.D.2.1.1 Talk about dance as a means of communicating emotions (happy, sad, angry).
K-3.D.2.1.2 Develop dance vocabulary when discussing dance.
K-3.D.2.1.3 Show through movement how the human body is used to express or communicate an action, idea, or experience.

Goal 2.2: Formulate and express opinions about dance performances.

Objective(s): By the end of Grade 3, the student will be able to:
K-3.D.2.2.1—Voice personal preferences about dances within a classroom or other setting.
K-3.D.2.2.2—Show how dance elicits various interpretations.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades K-3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempos. Students create and perform movement phrases individually and collectively.

**Goal 3.1: Identify and practice concepts essential to dance.**

**Objective(s): By the end of Grade 3, the student will be able to:**
  - K-3.D.3.1.1—Identify and practice different movement qualities (e.g., rise, fall).
  - K-3.D.3.1.2—Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds.
  - K-3.D.3.1.3—Demonstrate dance phrases, following a specific floor pattern.

**Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 3, the student will be able to:**
  - K-3.D.3.2.2—Move as an individual and as part of a group without talking.
  - K-3.D.3.2.3—Move at various tempos.

**Goal 3.3: Communicate in dance through creative expression.**

**Objective(s): By the end of Grade 3, the student will be able to:**
  - K-3.D.3.3.1—Create movement based on a theme (e.g., improvise on the topic of the solar system).
  - K-3.D.3.3.2—Create a dance phrase with a beginning, middle, and end.
  - K-3.D.3.3.3—Communicate an idea through movement.
  - K-3.D.3.3.4—Learn and perform a simple dance, following the cues of a leader.
  - K-3.D.3.3.5—Create a dance phrase, working productively with others.
Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 4-5 research and perform various existing dances and create their own original work based on other art disciplines.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

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

4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., ballet, jazz).

4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society.

**Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.**

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

4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a dance phrase based on a poem, a piece of music, or from a costume).

4-5.D.1.2.2 Identify common themes or ideas found in other art forms and communicate them through movement.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 4-5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

**Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.**

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

4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning.

4-5.D.2.1.2 Develop and apply dance vocabulary when discussing dance.

4-5.D.2.1.3 Change one section of a dance and discuss how it affects the meaning of the dance.
Goal 2.2: Formulate and express opinions about dance performances.

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

4-5.D.2.2.1 Observe a dance performance, discuss its meaning, and voice a personal response to it.

4-5.D.2.2.2 Discuss the process and effort involved in developing an idea into a dance work.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 4-5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

Goal 3.1: Identify and practice concepts essential to dance.

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

4-5.D.3.1.1 Identify and practice transfer of weight, elevation, turning, and falling at varying speeds.

4-5.D.3.1.2 Memorize set patterns of movement.

4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

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

4-5.D.3.2.1 Perform dances from at least two different dance disciplines (jazz, ballet, modern, tap, folk).

4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement.

4-5.D.3.2.3 Create and follow a floor pattern.

Goal 3.3: Communicate in dance through creative expression.

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

4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways, using stage directions.

4-5.D.3.3.2 Analyze a movement problem (e.g., move to the floor from standing without using your hands) with a partner or a group, and create a solution.

4-5.D.3.3.3 Develop and communicate new ideas through movement.

4-5.D.3.3.4 Learn and perform a simple dance, expressing its mood.

4-5.D.3.3.5 Create a dance phrase, working productively with others, respecting diverse perspectives.
Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 6-8 investigate and perform a historical dance. Students compare traditional and modern art forms.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 8, the student will be able to:
- 6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, tap dance, Native American dance).
- 6-8.D.1.1.2 Examine the influence of historical events or culture on the development of a dance form.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:
- 6-8.D.1.2.1 Compare ballet and modern dance, and find music that is appropriate for each form of dance.
- 6-8.D.1.2.2 Create a set, costumes, or props for a dance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 6-8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 8, the student will be able to:
- 6-8.D.2.1.1 Identify criteria for evaluating how well a dance performance conveys meaning.
- 6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance.
- 6-8.D.2.1.3 Experiment with how different artistic choices can change the meaning of a dance.
Goal 2.2: Formulate and express opinions about dance performances.

Objective(s): By the end of Grade 8, the student will be able to:
6-8.D.2.2.1 Discuss how various dance disciplines express different ideas and voice a preference for one style.
6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 6-8 practice correct increasing strength, flexibility, balance, alignment, and control. Students execute on- and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 8, the student will be able to:
6-8.D.3.1.1 Practice correct strengthening and stretching sequences.
6-8.D.3.1.2 Practice maintaining both stationary and moving alignment, balance, and control.
6-8.D.3.1.3 Practice warming up, stretching, and strengthening body parts.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:
6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases.
6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and sagittal).
6-8.D.3.2.3 Create and follow a floor pattern.
6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 8, the student will be able to:
6-8.D.3.3.1 Perform short dance works of two different dance disciplines.
6-8.D.3.3.2 Choreograph a duet.
6-8.D.3.3.3 Create a round or canon for a group of dancers to perform.
6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else; interpreting its meaning.
6-8.D.3.3.5 Create a dance phrase, working productively with others, respecting diverse perspectives.
Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.1.1.1 Choreograph and perform a dance that illustrates a significant historical event, culture, or concept.
- 9-12.D.1.1.2 Discuss how dance has a history, purpose, and function in cultures.

**Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance.
- 9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

**Goal 2.1: Conduct analyses in dance.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.2.1.1 Write a critique of a dance performance, examining how dance creates and communicates meaning.
- 9-12.D.2.1.2 Develop and use dance vocabulary to discuss a variety of dance disciplines.
- 9-12.D.2.1.3 Discuss the aesthetics of dance.
Goal 2.2: Formulate and express opinions about dance performances.

Objective(s): By the end of Grade 12, the student will be able to:

9-12.D.2.2.1 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, or other aspects of a dance.

9-12.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 9-12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 12, the student will be able to:

9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres.

9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).

9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 12, the student will be able to:

9-12.D.3.2.1 Perform a dance using contrast in energy and tempo.

9-12.D.3.2.2 Illustrate the characteristics of a particular dance discipline through a performance that incorporates several skills.

9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance discipline.

9-12.D.3.2.4 Select and/or make costumes that support the intent of a dance.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 12, the student will be able to:

9-12.D.3.3.1 Choreograph a dance based on a theme.

9-12.D.3.3.2 Choreograph a dance for a duet or a small ensemble.

9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).

9-12.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning and mood.

9-12.D.3.3.5 Create choreography, articulating reasons for artistic decisions.
ARTS AND HUMANITIES

DANCE

Approved by the Idaho State Board of Education, August 11, 2016
K-3 Dance

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.

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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g., stage right, stage left, center stage, upstage, and downstage).
b. Explore simple production elements (e.g., 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
Observe movement and describe it using simple dance terminology.

Grade 1
DA.Re8.1.1
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
Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.

Grade 3
DA.Re8.1.3
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
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**  
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**  
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**  
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.

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**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 (e.g., 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.

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
Describe or demonstrate the movements in a dance that was watched or performed.

Grade 1
DA.Cn11.1.1
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
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
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.
4-5 Dance

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 (e.g., 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 (e.g., 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.
b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).

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.
b. Record changes in a dance sequence through writing, symbols, or a form of media technology.

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 (e.g., 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 (e.g., 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 (e.g., 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
Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.

Grade 5
DA.Re8.1.5
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
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
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**
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**
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.
6-8 Dance

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 (e.g., 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 (e.g., 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 (e.g., 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.

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**# 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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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 (e.g. 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
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
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
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
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
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
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.

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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 6**
**DA.Cn11.1.6**
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
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
Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
High School Dance

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?

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.

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?

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.

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?

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.

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 (e.g., 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?

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.

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 (e.g., 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?

HS Proficient
DA.Pr5.1.HSI
a. Embody technical dance skills (e.g., 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.

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 (e.g., 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 (e.g., 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 (e.g., resume, head shot) 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.

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**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.HSIII**

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.

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**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**

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
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
Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

Grade HS Advanced
DA.Re9.1.HSIII
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. Identify collaboratively 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
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
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.
GLOSSARY: Dance

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. In dance, this involves the dance and the dancers within a context

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 is 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** (Tier 1/PreK-2): Basic pedestrian language (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).

**Basic dance terminology** (Tier 2/grades 3-5): Vocabulary used to describe dance movement techniques, structures, works, and experiences that are widely shared in the field of dance (for example, stage terminology, compositional vocabulary, language defining dance structures and devices, anatomical references, dance techniques such as alignment or "line").
**Genre-specific dance terminology (Tier 3/grades 6 up):** Words used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap, and others (for example, in Polynesian dance (Hula), auwana, kahiko, halau, kaholo, uwehe, ami); in ballet: glissade, pas de bouree, pas de chat, arabesque; in jazz: kick ball change, pencil turn, jazz walk, jazz run; in modern: contraction, triplets, spiral, pivot turn; and in tap: shuffle-step, cramp roll, riff, wing, time step

**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; see Elements of Dance Organizer by Perpich Center for Arts Education (used with permission)

**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 Pre-K, 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 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 Pre-K, 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
Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Goal 1.1: Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 3, the student will be able to:
- K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past or present.
- K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story).
- K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 3, the student will be able to:
- K-3.T.1.2.1 Dramatize how theatre is enhanced by dance, visual art, and music.
- K-3.T.1.2.2 Compare a written (oral) story with a dramatic performance of that same story.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using theatre vocabulary. Students explain personal preference about a dramatic performance.

Goal 2.1: Conduct analyses of theatre.

Objective(s): By the end of Grade 3, the student will be able to:
- K-3.T.2.1.1 Use theatre vocabulary to discuss a dramatic performance.
- K-3.T.2.1.2 Identify and describe the character, plot, and setting in stories.
- K-3.T.2.1.3 Use drama as a form of communication.

Goal 2.2: Exercise sound reasoning in understanding and making choices about theatre.
Objective(s): By the end of Grade 3, the student will be able to:
K-3.T.2.2.1 Identify the beginning, middle, and ending of dramatic performances.
K-3.T.2.2.2 Verbalize personal preferences for various types of drama.
K-3.T.2.2.3 Express preferences for the various aspects of a dramatic performance.
K-3.T.2.2.4 Explain the importance of theatre in one’s own life.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

Goal 3.1: Utilize concepts essential to theatre.

Objective(s): By the end of Grade 3, the student will be able to:
K-3.T.3.1.1 Create characters, environments, and situations for dramatization.
K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:
K-3.T.3.2.1 Use dialogue to tell stories
K-3.T.3.2.2 Interact in imaginary situations.
K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production.
K-3.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
K-3.T.3.2.5 Show respect for personal work and works of others.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:
K-3.T.3.3.1 Create spontaneous dialogue to express or create characters in a scene.
K-3.T.3.3.2 Create and present original or fictional stories.
K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading.
Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

Goal 1.1: Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 5, the student will be able to:
- 4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation.
- 4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment.
- 4-5.T.1.1.3 Create dialogue involving historical figures.
- 4-5.T.1.1.4 Identify the value of theatre as a means of reflecting history and culture.

Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:
- 4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance.
- 4-5.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Goal 2.1: Conduct analyses of theatre.

Objective(s): By the end of Grade 5, the student will be able to:
- 4-5.T.2.1.1 Develop and use theatre vocabulary.
- 4-5.T.2.1.2 Compare and contrast film, television, and theatre as distinct genres.
4-5.T.2.1.3 Examine theatre as a means to communicate meaning.
4-5.T.2.1.4 Justify reasons for personal preference concerning a dramatic performance.

Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of Grade 5, the student will be able to:
4-5.T.2.2.1 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning.
4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others.
4-5.T.2.2.4 Identify how theatre reveals universal themes.
4-5.T.2.2.5 Explain the importance of theatre in our society.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

Goal 3.1: Utilize concepts essential to theatre.

Objective(s): By the end of Grade 5, the student will be able to:
4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.
4-5.T.3.1.2 Vary movements, vocal pitch, tempo, and tone for different characters.
4-5.T.3.1.3 Create characters, environments, and situations for dramatization.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:
4-5.T.3.2.1 Use appropriate improvised or scripted dialogue in a scene.
4-5.T.3.2.2 Demonstrate basic stage movement.
4-5.T.3.2.3 Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.
4-5.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
4-5.T.3.2.5 Show respect for personal work and works of others.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:
4-5.T.3.3.1 Create characters and plots from a variety of sources.
4-5.T.3.3.2 Create a short dramatic scene from narrative literature.
4-5.T.3.3.3 Improvise scenes collaboratively, based on relationships and social situations.
Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

**Goal 1.1: Examine the historical and cultural contexts of theatre.**

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

6-8.T.1.1.1 Investigate theatre’s Greek roots.
6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.
6-8.T.1.1.3 Compare and contrast various historical changes and developments in the theatre and stage.
6-8.T.1.1.4 Delineate the differences among various acting styles, genres, and time periods.

**Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.**

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

6-8.T.1.2.1 Analyze how other art forms contribute to a dramatic performance.
6-8.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character’s role, actions, and the consequences for actions.

**Goal 2.1: Conduct analyses of theatre.**

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

6-8.T.2.1.1 Use theatrical vocabulary to critique a dramatic performance.
6-8.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.
6.8.T.2.1.3 Identify the theatrical elements that contribute to the meaning of a dramatic work.
6.8.T.2.1.4 Compare one's interpretation of a dramatic scene with the interpretations of others.
6.8.T.2.1.5 Compare and contrast the theatre of different cultures.

Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of Grade 8, the student will be able to:
6.8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.
6.8.T.2.2.2 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
6.8.T.2.2.3 Defend one's personal preferences for the various aspects of a dramatic work.
6.8.T.2.2.4 Utilize drama as a study of human character and personality.
6.8.T.2.2.5 Identify roles of professional and amateur performers and theatre technicians in our society.
6.8.T.2.2.6 Explain how lighting, sets, and costumes can create meaning in a dramatic performance.
6.8.T.2.2.7 Compare and contrast modern drama with the theatre of earlier periods.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

Goal 3.1: Utilize concepts essential to theatre.

Objective(s): By the end of Grade 8, the student will be able to:
6.8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level.
6.8.T.3.1.2 Vary movements and vocal qualities to convey an interpretation of a character.
6.8.T.3.1.3 Create characters, environments, and situations to convey a specific idea or mood.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:
6.8.T.3.2.1 Use pantomime to communicate an idea or tell a story.
6.8.T.3.2.2 Demonstrate basic stage movement.
6.8.T.3.2.3 Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.
6.8.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
6.8.T.3.2.5 Show respect for personal work and works of others.
6-8.T.3.2.6 Identify and describe how performance and technical elements communicate the meaning and intent of a dramatic presentation.

6-8.T.3.2.7 Demonstrate the use of physical tools for acting (voice, movement, facial expression, gestures).

Goal 3.3: Communicate through theatre with creative expression.

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

6-8.T.3.3.1 Build characters and portray situations through improvisation.

6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.

6-8.T.3.3.3 Plan and direct scripted scenes
Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare stock characters and archetypes from various cultures. Students create and analyze the use of other art forms in dramatic performances.

**Goal 1.1: Examine the historical and cultural contexts of theatre.**

**Objective(s):** By the end of high school, the student will be able to:

- 9-12.T.1.1.1 Investigate representative dramatic works from a variety of cultures and historical periods.
- 9-12.T.1.1.2 Demonstrate an understanding of cultural and historical perspectives required by a specific script.
- 9-12.T.1.1.3 Identify historical periods and their theatrical styles.
- 9-12.T.1.1.4 Describe and compare stock characters, archetypes, and universal themes in dramas from various cultures and periods.
- 9-12.T.1.1.5 Investigate representative playwrights from a variety of cultures and historical periods.

**Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.**

**Objective(s):** By the end of high school, the student will be able to:

- 9-12.T.1.2.1 Analyze how other art forms contribute to a dramatic performance.
- 9-12.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

**Goal 2.1: Conduct analyses of theatre.**
Objective(s): By the end of high school, the student will be able to:

9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays.
9-12.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.
9-12.T.2.1.3 Analyze how technical elements can create meaning in a dramatic performance.
9-12.T.2.1.4 Evaluate how well the dramatic text or production meets its intended objectives.
9-12.T.2.1.5 Compare and contrast traditional theatre and contemporary trends in entertainment.

Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.

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

9-12.T.2.2.1 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
9-12.T.2.2.2 Analyze a character’s actions and the consequences they create.
9-12.T.2.2.3 Develop and defend one’s critique of a dramatic performance.
9-12.T.2.2.4 Utilize drama as a study of human character and personality.
9-12.T.2.2.5 Analyze production and performance appropriateness of a theatrical work within a given community.
9-12.T.2.2.6 Analyze how technical elements can create meaning in a dramatic performance.
9-12.T.2.2.7 Evaluate how theatrical participation is critical to global culture.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

Goal 3.1: Utilize concepts essential to theatre.

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

9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience.
9-12.T.3.1.2 Utilize theatrical terminology in appropriate settings.
9-12.T.3.1.3 Research and apply physical, emotional, and social dimensions in creating character.
Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

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

9-12.T.3.2.1 Create imaginative scripts that convey story and meaning to an audience.
9-12.T.3.2.2 Interpret/perform a work respecting the intent of its creator.
9-12.T.3.2.3 Plan and utilize technical theatre elements to support a dramatic text.
9-12.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
9-12.T.3.2.5 Show respect for personal work and works of others.
9-12.T.3.2.6 Demonstrate how artistic choices can affect performances and formal productions.
9-12.T.3.2.7 Use theatrical elements to convey mood and environment.
9-12.T.3.2.8 Create works that integrate processes and concepts of other art forms.

Goal 3.3: Communicate through theatre with creative expression. Objective(s): By the end of high school, the student will be able to:

9-12.T.3.3.1 Develop and sustain a character that communicates with the audience.
9-12.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.
9-12.T.3.3.3 Organize and conduct rehearsals for production.
ARTS AND HUMANITIES
THEATRE

Approved by the Idaho State Board of Education, August 11, 2016
K-3 Theatre

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.
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.

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
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?

Grade K
TH:Pr5.1.K
a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided dramatic experiences (e.g., process drama, story drama, creative drama).
b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided dramatic experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Pr5.1.1
a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).
b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Pr5.1.2
a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).
b. Explore technical elements 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: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
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
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
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
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
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
Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Re7.1.2
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
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). 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 dram).

c. Explain or use text and pictures to describe 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.

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
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
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
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
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
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**
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**
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.
4-5 Theatre

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 replication 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.

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
Share small-group drama/theatre work, with peers as audience.

Grade 5
TH:Pr6.1.5
Present drama/theatre work informally to 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 4
TH:Re7.1.4
Identify artistic choices made in a drama/theatre work through participation and observation.

**Grade 5**

**TH:Re7.1.5**

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  
Identify the ways drama/theatre work reflects the perspectives of a community or culture.

**Grade 5**  
TH:Cn10.1.5  
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  
Respond to community and social issues and incorporate other content areas in drama/theatre work.

**Grade 5**  
TH:Cn11.1.5  
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.
6-8 Theatre

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
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
Adapt a drama/theatre work and present it informally for an audience.

Grade 7

TH:Pr6.1.7
Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Grade 8

TH:Pr6.1.8
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
Describe and record personal reactions to artistic choices in a drama/theatre work.

Grade 7

TH:Re7.1.7
Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.

Grade 8

TH:Re7.1.8
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
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
Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Grade 8
TH:Cn10.1.8
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
Identify universal themes or common social issues and express them through a drama/theatre work.

**Grade 7**
**TH:Cn11.1.7**
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**
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.

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High School Theatre

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?

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.

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.

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?

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.

**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.

**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?

**HS Proficient**  
**TH:Cr3.1.HSI**

a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.  
b. 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.

**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.

**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?

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.

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.

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?

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.

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.

**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.

**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?

**HS Proficient**
**TH:Pr6.1.HSI**
Perform a scripted drama/theatre work for a specific audience.

**HS Accomplished**
**TH:Pr6.1.HSII**
Present a drama/theatre work using creative processes that shape the production for a specific audience.

**HS Advanced**
**TH:Pr6.1.HSIII**
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 dramaturgy.

**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?

**HS Proficient**
**TH:Re7.1.HSI**
Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

**HS Accomplished**  
**TH:Re7.1.HSII**  
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.

**HS Advanced**  
**TH:Re7.1.HSIII**  
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?

**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.

**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.

**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?

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.

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.

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?

HS Proficient
TH:Cn10.1.HSI
Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

**HS Accomplished**  
**TH:Cn10.1.HSII**  
Choose and interpret a drama/theatre work to reflect or question personal beliefs.

**HS Advanced**  
**TH:Cn10.1.HSIII**  
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?

**HS Proficient**  
**TH:Cn11.1.HSI**  
Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

**HS Accomplished**  
**TH:Cn11.1.HSII**  
Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

**HS Advanced**  
**TH:Cn11.1.HSIII**  
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?
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.

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.

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.
GLOSSARY: THEATRE

**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-exhibitionl 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-exhibition 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
Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:
- 9-12.I.1.1.1 Identify, in context, events and people influential in the development of historical events and/or movements and living cultures.
- 9-12.I.1.1.2 Demonstrate the ways in which the arts and humanities reflect events.
- 9-12.I.1.1.3 Illustrate how an artifact symbolizes and reflects a particular culture and/or time period.

Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:
- 9-12.I.1.2.1 Acquire a working vocabulary of two or more arts and humanities disciplines.
- 9-12.I.1.2.2 Compare and contrast the products and processes of two arts and humanities disciplines.
- 9-12.I.1.2.3 Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other.
- 9-12.I.1.2.4 Create an original work that shows the relationship between two or more arts and humanities disciplines.

Goal 1.3: Understand the interrelationships between cultures. Objective(s): By the end of high school, the student will be able to:
- 9-12.I.1.3.1 Identify the ways the structure of an art or discipline mirrors the structure and values of society.
- 9-12.I.1.3.2 Identify the ways that the humanities disciplines portray human relationships.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts and humanities. They build literacy and develop critical thinking through analysis and interpretation.
Interdisciplinary Humanities students research and analyze important cultural, artistic, and societal issues as they relate to two or more arts and humanities disciplines (e.g., visual art, music, theatre, dance, world language, history, literature). Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

**Goal 2.1: Conduct analyses in the arts and humanities disciplines. Objective(s): By**

the end of high school, the student will be able to:

9–12.1.2.1.1 Relate arts and humanities disciplines to ethical and/or human issues.
9–12.1.2.1.2 Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.
9–12.1.2.1.3 Research and present findings about the role of artworks in a society.

**Goal 2.2: Engage in discussions about arts and humanities issues. Objective(s): By**

the end of high school, the student will be able to:

9–12.1.2.2.1 Analyze an artifact or idea and debate its meaning in the context of its societal values.
9–12.1.2.2.2 Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct.
9–12.1.2.2.3 Discuss ways in which the arts and humanities both break through and create class barriers.
9–12.1.2.2.4 Discuss the significance of artworks in a society.

**Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.**

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

9–12.1.2.3.1 Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others.
9–12.1.2.3.2 Create an original work that offers a response to a human problem.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation. Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a(n) historical period, culture, or universal theme.

**Goal 3.1: Understand concepts essential to interdisciplinary study. Objective(s): By**

the end of high school, the student will be able to:

9–12.1.3.1.1 Discuss the role of diverse cultures within the arts and humanities.
9–12.1.3.1.2 Identify universal themes in the arts and humanities disciplines.
9–12.1.3.1.3 Select and exhibit works that communicate a common meaning.
Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.

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

9-12.I.3.2.1 Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview.
9-12.I.3.2.2 Interpret how a literary/artistic work relates to the history and/or culture from which it originated.
9-12.I.3.2.3 Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.

Goal 3.3: Communicate in the humanities disciplines through creative expression.

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

9-12.I.3.3.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
9-12.I.3.3.2 Illustrate a connection between two humanities disciplines, showing how they compliment one another.
9-12.I.3.3.3 Create an artistic work that expresses the uniqueness of a historical period or cultural influence.
9-12.I.3.3.4 Create a literary work that targets a universal theme.
ARTS AND HUMANITIES
INTERDISCIPLINARY HUMANITIES
Approved by the Idaho State Board of Education, August 11, 2016
**Interdisciplinary Humanities**

**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.
**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.
  - **Objective RES 1.1:** Summarize how the human experience is expressed through the arts and humanities.
  - **Objective RES 1.2:** Interpret content knowledge from multiple perspectives and/or sources.
  - **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
  - Objective CR1.1: Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
  - Objective CR1.2: Engage in collaborative learning to foster the creative process.
  - Objective CR1.3: Create an original product that interprets and/or investigates themes, issues, and/or movements.
  - 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.
IDAHO CONTENT STANDARDS
GRADE K-3 HUMANITIES:
MUSIC

Standard 1: Historical and Cultural Contexts

 Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

 Students in grades K-3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and examine how they relate to other disciplines within that culture.

 Goal 1.1: Discuss the historical and cultural contexts of music. Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.1.1.1 Name the historical or cultural background of musical selections learned.
- K-3.Mu.1.1.2 Identify the country or region of musical selections learned.
- K-3.Mu.1.1.3 Recognize characteristics of suitable music for various occasions and traditions.

 Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines of music and culture.

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

- K-3.Mu.1.2.1 Identify ideas and emotions that are expressed through music and other disciplines.

Standard 2: Critical Thinking

 Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

 Students in grades K-3 differentiate among simple musical forms and identify instrument families and voices. Students discuss preferences for musical examples. Students explain the role of music in their lives.

 Goal 2.1: Conduct analyses in music.

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

- K-3.Mu.2.1.1 Examine music as a way to communicate emotions.
- K-3.Mu.2.1.2 Use music vocabulary to discuss specific works of music.
- K-3.Mu.2.1.3 Identify sounds of different instrument families and voices.
- K-3.Mu.2.1.4 Differentiate between simple musical forms when they are heard.

 Goal 2.2: Formulate and express opinions about musical performances.
Objective(s): By the end of Grade 3, the student will be able to:
- K-3.Mu.2.2.1 Discuss the importance of music in one's own life.
- K-3.Mu.2.2.2 Discuss preferences for musical examples using familiar musical terms.
- K-3.Mu.2.2.3 Draw conclusions about the meaning of the term "classical music."

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades K-3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students create melodic or rhythmic responses using instructor guidelines. Students move to the beat of music.

**Goal 3.1: Utilize concepts essential to music.**

Objective(s): By the end of Grade 3, the student will be able to:
- K-3.Mu.3.1.1 Sing independently with a clear tone and on pitch.
- K-3.Mu.3.1.2 Identify symbols and notation in music.
- K-3.Mu.3.1.3 Read music notation in simple meters or groupings using a system of symbols, numbers, or letters.

**Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.**

Objective(s): By the end of Grade 3, the student will be able to:
- K-3.Mu.3.2.1 Identify and perform simple songs from different cultures and genres.
- K-3.Mu.3.2.2 Illustrate group singing and instrumental skills in response to conductor cues.
- K-3.Mu.3.2.3 Echo rhythmic or melodic patterns accurately.
- K-3.Mu.3.2.4 Demonstrate proper behavior for different types of music performances.

**Goal 3.3: Communicate through music with creative expression. Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.Mu.3.3.1 Improvise musical "answers" to given rhythmic and/or melodic phrases.
- K-3.Mu.3.3.2 Sing/play a simple melody following a director.
- K-3.Mu.3.3.3 Move to the beat of music in a prescribed manner.
Students are expected to know content and apply skills from previous grades. **Standard 1:**

**Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 4-5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

**Goal 1.1:** Discuss the historical and cultural contexts of music. **Objective(s):** By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.
- 4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods.
- 4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history.
- 4-5.Mu.1.1.4 Recognize the uses of music in everyday life.

**Goal 1.2:** Discuss the interrelationships among visual and performing arts disciplines. **Objective(s):** By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.2.1 Compare a musical selection with another art form that uses a similar style.
- 4-5.Mu.1.2.2 Identify similarities and differences in the meanings of terms common to other arts disciplines.
- 4-5.Mu.1.2.3 Describe ways that music is related to another subject area.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 4-5 identify specific elements of music and sounds of various instruments and voices. Students discuss the importance of music in today’s society. Students express personal preferences for a specific work using appropriate arts vocabulary.

**Goal 2.1:** Conduct analyses in music. **Objective(s):** By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.1.1 Describe music as a form of communication.
4-5.Mu.2.1.2 Use music vocabulary to discuss specific compositions of various styles and cultures.

4-5.Mu.2.1.3 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre).

**Goal 2.2: Formulate and express opinions about musical performances. Objective(s):**

**By the end of Grade 5, the student will be able to:**

4-5.Mu.2.2.1 Discuss the importance of music in our society.
4-5.Mu.2.2.2 Express personal preference for a specific work using appropriate musical vocabulary.
4-5.Mu.2.2.3 Identify and discuss copyright issues in music.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 4-5 use standard music symbols and terms to read, notate, and perform music. Students sing, alone and with others, accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students also perform in groups blending vocal/instrumental sounds and follow a conductor. Students improvise simple melodic phrases.

**Goal 3.1: Utilize concepts essential to music.**

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

4-5.Mu.3.1.1 Sing/play independently or in a small ensemble with grade appropriate music, following the cues of a conductor.
4-5.Mu.3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols.
4-5.Mu.3.1.3 Use standard musical notation to sing/play grade appropriate material.

**Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.**

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

4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons.
4-5.Mu.3.2.2 Perform independently while other students sing or play contrasting parts.
4-5.Mu.3.2.3 Sing/play accurately with appropriate dynamics, breath control, phrasing, and interpretation.
4-5.Mu.3.2.4 Discuss and demonstrate the importance of proper concert behavior.
4-5.Mu.3.2.5 Demonstrate interpersonal skills through working collaboratively and productively with others.
Goal 3.3: Communicate through music with creative expression.

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

4-5.Mu.3.3.1 Create original rhythmic/melodic ostinatos to accompany group performances.

4-5.Mu.3.3.2 Sing/play an improvised simple melody in a call and response context.

5.Mu.3.3.3 Improvise movement that is stylistically appropriate to music (e.g., free style).
Students are expected to know content and apply skills from previous grades. Standard

1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 8, the student will be able to:
6-8.Mu.1.1.1—Analyze the relationship of a country's traditions and its music.
6-8.Mu.1.1.2—Identify the historical period during which musical works being studied were composed.
6-8.Mu.1.1.3—Discuss the relationship of music to the historical period in which it was composed.
6-8.Mu.1.1.4—Identify prominent musicians in contemporary society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:
6-8.Mu.1.2.1—Compare a musical style with another art form sharing a similar style or movement.
6-8.Mu.1.2.2—Discuss similarities among various disciplines of the arts.
6-8.Mu.1.2.3—Discuss the connections of music to other subject areas.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 8, the student will be able to:
6-8.Mu.2.1.1—Identify a musical theme.
6-8.Mu.2.1.2—Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys.

6-8.Mu.2.1.3—Identify the sounds of voices and musical instruments as they are used in musical works.

6-8.Mu.2.1.4—Discuss the style of a musical selection.

**Goal 2.2:** Formulate and express opinions about musical performances. **Objective(s):** By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.2.1—Discuss the roles of professional and amateur musicians in society.
- 6-8.Mu.2.2.2—Express personal preference for music using appropriate musical terminology.
- 6-8.Mu.2.2.3—Debate copyright issues in music.
- 6-8.Mu.2.2.4—Develop criteria for high musical quality.
- 6-8.Mu.2.2.5—Evaluate constructively the quality of one’s performance and the performances of others.

**Standard 3:** Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students formulate a method of consistent musical practice.

**Goal 3.1:** Utilize concepts essential to music.

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

- 6-8.Mu.3.1.1—Sing/play independently or in a small ensemble with grade appropriate music, following the cues of a conductor.
- 6-8.Mu.3.1.2—Read and notate music symbols (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).
- 6-8.Mu.3.1.3—Use standard musical notation to sing/play grade appropriate material.
- 6-8.Mu.3.1.4—Formulate a method of consistent musical practice.

**Goal 3.2:** Communicate through music, applying artistic concepts, knowledge, and skills.

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

- 6-8.Mu.3.2.1—Sing/play accurately and expressively in at least 3-part harmony using good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor.
- 6-8.Mu.3.2.2—Perform in an ensemble, using appropriate musical technique.
- 6-8.Mu.3.2.3—Sing/play expressively with appropriate dynamics and phrasing, considering the intent of the music’s creator.
6-8.Mu.3.2.3. Discuss and demonstrate the importance of proper concert behavior and attire.
6-8/Mu.3.2.5. Demonstrate interpersonal skills through working collaboratively and productively with others.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:
6-8.Mu.3.3.1. Create a melody when given specific guidelines.
6-8.Mu.3.3.2. Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music.
6-8.Mu.3.3.3. Improvise simple rhythmic and/or melodic accompaniments.
Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines.

**Goal 1.1: Discuss the historical and cultural contexts of music.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods.
- 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history.
- 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives.
- 9-12.Mu.1.1.4 Identify the roles of musicians in society.

**Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style.
- 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.
- 9-12.Mu.1.2.3 Compare and contrast the origins of music with another core subject area (e.g., history, literature, math).

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.
Goal 2.1: Conduct analyses in music.

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

9-12.Mu.2.1.1 Recognize commonalities in the use of musical elements appearing in music throughout history.
9-12.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
9-12.Mu.2.1.3 Compare two contrasting musical works.
9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed.

Goal 2.2: Formulate and express opinions about musical performances.

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

9-12.Mu.2.2.1 Evaluate how music participation is critical to global culture.
9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology.
9-12.Mu.2.2.3 Offer an alternative for copyright infringement both for the consumer and the artist.
9-12.Mu.2.2.4 Develop criteria for high musical quality and apply it to a live musical performance.
9-12.Mu.2.2.5 Evaluate constructively the quality of one’s performance and the performances of others.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students formulate a method of consistent and efficient musical practice.

Goal 3.1: Utilize concepts essential to music.

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

9-12.Mu.3.1.1 Perform an appropriate instrumental or vocal part demonstrating rhythm and pitch accuracy, articulation and expression, following the cues from a conductor.
9-12.Mu.3.1.2 Sight read simple melodies and rhythms in clefs applicable to the performance medium.
9-12.Mu.3.1.3 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.
9-12.Mu.3.1.4 Formulate a method of consistent and efficient musical practice.
Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

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

9-12.Mu.3.2.1 Perform in groups, blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor.
9-12.Mu.3.2.2 Perform in a small ensemble or as a soloist using appropriate musical technique.
9-12.Mu.3.2.3 Interpret/perform a musical selection, respecting the intent of its creator.
9-12.Mu.3.2.4 Discuss and demonstrate the importance of proper concert behavior and attire.
9-12.Mu.3.2.5 Demonstrate interpersonal skills by working collaboratively and productively with others.

Goal 3.3: Communicate through music with creative expression.

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

9-12.Mu.3.3.1 Create an original harmony to accompany a melody.
9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy.
9-12.Mu.3.3.3 Improvise rhythmic and melodic variations on given melodies.
ARTS AND HUMANITIES

MUSIC

Approved by the Idaho State Board of Education, August 11, 2016
Music: General

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?

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, 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, 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 which would include 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, develop, 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
With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

Grade 1
MU:Cr3.1.1
With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

Grade 2
MU:Cr3.1.2
Interpret and apply personal, peer, and teacher feedback to revise personal music.

Grade 3
MU:Cr3.1.3
Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

Grade 4
MU:Cr3.1.4
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
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 one’s 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, which would include the teacher and peers.

Proficient
MU:Cr3.1.8
a. Evaluate one’s 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?

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**Grade K**

**MU:Cr3.2.K**

With guidance, demonstrate a final version of personal musical ideas to peers.

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**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.

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**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.

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**Grade 3**

**MU:Cr3.2.3**

Present the final version of personal created music to others, and describe connection to expressive intent.

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**Grade 4**

**MU:Cr3.2.4**

Present the final version of personal created music to others, and explain connection to expressive intent.

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**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.

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**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.

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**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.

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**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
With guidance, explore and demonstrate awareness of music contrasts, (e.g., 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. Read and perform rhythmic patterns using iconic or standard notation when analyzing selected music.

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. Read and perform rhythmic and melodic patterns using iconic or standard notation when analyzing selected music.

Grade 3
MU:Pr4.2.3
a. Demonstrate understanding of the structure in music selected for performance.
b. Read and perform rhythmic patterns and melodic phrases using iconic and standard notation when analyzing selected music.
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, (e.g., rhythm, pitch, and form) in music selected for performance.
b. Read and perform using iconic and/or standard notation when analyzing selected music.
c. Explain how social and cultural context informs a performance.

Grade 5
MU:Pr4.2.5
a. Demonstrate understanding of the structure and the elements of music, (e.g., rhythm, pitch, form, and harmony) in music selected for performance.
b. Read and perform using standard notation when analyzing selected music.
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. Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics when analyzing selected music.
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. Read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form when analyzing selected music.
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. Sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation when analyzing selected music.
c. Identity 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 (e.g., voice quality, dynamics, and tempo) that support the creator’s expressive intent.
**Grade 1**
**MU:Pr4.3.1**
Demonstrate and describe music’s expressive qualities (e.g., dynamics and tempo).

**Grade 2**
**MU:Pr4.3.2**
Demonstrate understanding of expressive qualities (e.g., 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 (e.g., dynamics and tempo).

**Grade 4**
**MU:Pr4.3.4**
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (e.g., dynamics, tempo, and timbre).

**Grade 5**
**MU:Pr4.3.5**
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (e.g., 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 (e.g., 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 (e.g., 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 (e.g., 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
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
Identify and apply collaboratively-developed criteria, (e.g., 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
Identify and apply personally-developed criteria, (e.g., 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, (e.g., stage presence, attire, 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, (e.g., stage presence, attire, 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, (e.g., stage presence, attire, behavior and audience etiquette) appropriate for venue, purpose, context, and style.

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, (e.g., 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.

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**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.

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**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)?
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.

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?
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 (e.g. 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
With guidance, explore and demonstrate awareness of music contrasts, (e.g., 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 (e.g., 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, (e.g., 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

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?

**Novice**
MU:Cr1.1. Novice
Generate melodic, rhythmic, and harmonic ideas for simple melodies, such as two-phrase, and chordal accompaniments for given melodies.

**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.

**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 (e.g., arpeggio, country, gallop strumming, finger picking).

**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?

**Novice**
MU:Cr2.1.H. Novice
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.

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.

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 (e.g., arpeggio, country and gallop strumming, finger picking).

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?

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.

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.

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.

Advanced
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

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?

Novice

MU:Cr3.2.H. Novice
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.

Intermediate

MU:Cr3.2.H. Intermediate
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).

Proficient

MU:Cr3.2.H. I
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 (e.g., arpeggio, country and gallop strumming, finger picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Advanced

MU:Cr3.2.H. III
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

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 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?

Novice
MU:Pr4.1.H. Novice
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.

Intermediate
MU:Pr4.1.H. Intermediate
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.

Proficient
MU:Pr4.1.H. Proficient
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).

Advanced
MU:Pr4.1.H. Proficient
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?

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.

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. Identity 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?

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.

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.

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).

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?

**Novice**
**MU:Pr5.1.H. Novice**
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.

**Intermediate**
**MU:Pr5.1.H. Intermediate**
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.

**Proficient**
**MU:Pr5.1.H. I**
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.

**Advanced**
**MU:Pr5.1.H. III**
Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (e.g., 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?

**Novice**
**MU:Pr6.1.H. Novice**
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.

**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).

**Proficient**  
**MU:Pr6.1.H. I**  
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 (e.g., arpeggio, country and gallop strumming, finger picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

**Advanced**  
**MU:Pr6.1.H. III**  
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).

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**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?

**Novice**  
**MU:Re7.1.H. Novice**  
Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.

**Intermediate**  
**MU:Re7.1.H. Intermediate**  
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

**Proficient**  
**MU:Re7.1.H. I**  
Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

**Advanced**  
**MU:Re7.1.H. III**  
Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
#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?

### Novice
**MU:Re7.2.H. Novice**
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.

### Intermediate
**MU:Re7.2.H. Intermediate**
Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

### Proficient
**MU:Re7.2.H. I**
Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.

**Advanced**
**MU:Re7.2.H. III**
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?

### Novice
**MU:Re8.1.H. Novice**
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.

### Intermediate
**MU:Re8.1.H. Intermediate**
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.

### Proficient
**MU:Re8.1.H. I**
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.

**Advanced**
**MU:Re8.1.H. III**
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)?

**Novice**
**MU:Re9.1.H. Novice**
Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

**Intermediate**
**MU:Re9.1.H. Intermediate**
Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

**Proficient**
**MU:Re9.1.H. I**
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.

**Advanced**
**MU:Re9.1.H. III**
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.

**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?

**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.

**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.

**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.

**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?

**Novice**
**MU:Cn11.0.H. Novice**
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**Intermediate**
**MU:Cn11.0.H. Intermediate**
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**Proficient**
**MU:Cn11.0.H. I**
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Music: Theory and Composition

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?

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.

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.

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?

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 (e.g., one-part, cyclical, or binary).
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).

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?

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.

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.

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?
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.

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.

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?

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).

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?

**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.

**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.

**HS Advanced**
MU:Pr4.2.HSIII
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.

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**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?

**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.

**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.

**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?

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.

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.

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.

Music Theory Composition/Responding

#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?

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.

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?

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.

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.

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)?
HS Proficient  
MU:Re9.1.C.HSI  
a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.  
b. Describe the way(s) in which critiquing others’ work and receiving feedback from others can be applied in the personal creative process.

HS Accomplished  
MU:Re9.1.C.HSII  
a. 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.  
b. Describe ways in which critiquing others’ work and receiving feedback from others have been specifically applied in the personal creative process.

HS Advanced  
MU:Re9.1.C.HSIII  
a. 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.  
b. Describe and evaluate ways in which critiquing others’ work and receiving feedback from others have been specifically applied in the personal creative process.

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?

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.
Music Theory Composition/Connecting

**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?

**HS Proficient**

**MU:Cn11.0.C.HSI**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**HS Accomplished**

**MU:Cn11.0.C.HSII**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**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

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?

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.

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.

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.

HS Accomplished
MU:Cr1.1.E.HSI
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.

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?
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.

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.

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.

HS Accomplished  
MU:Cr2.1.E.HSI  
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.

HS Advanced  
MU:Cr2.1.E.HSI  
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.

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?

HS Novice  
MU:Cr3.1.E.HS. Novice  
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

HS Intermediate  
MU:Cr3.1.E.HS. Intermediate
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

**HS Proficient**
**MU:Cr3.1.E.HSI**
Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

**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.

**HS Advanced**
**MU:Cr3.1.E.HSIII**
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?

**HS Novice**
**MU:Cr3.2.E.HS. Novice**
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.

**HS Intermediate**
**MU:Cr3.2.E.HS. Intermediate**
Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

**HS Proficient**
**MU:Cr3.2.E.HSI**
Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

**HS Accomplished**
**MU:Cr3.2.E.HSII**
Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

**HS Advanced**
**MU:Cr3.2.E.HSIII**
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?

HS Novice
MU:Pr4.1.E.HS. Novice
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.

HS Intermediate
MU:Pr4.1.E.HS. Intermediate
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.

HS Proficient
MU:Pr4.1.E.HSI
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.

HS Accomplished
MU:Pr4.1.E.HSII
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.

HS Advanced
MU:Pr4.1.E.HSIII
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?

**HS Novice**
**MU:Pr4.2.E.HS. Novice**
Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**HS Intermediate**
**MU:Pr4.2.E.HS. Intermediate**
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.

**HS Proficient**
**MU:Pr4.2.E.HSI**
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.

**HS Accomplished**
**MU:Pr4.2.E.HSII**
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.

**HS Advanced**
**MU:Pr4.2.E.HSIII**
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?

**HS Novice**
**MU:Pr4.3.E.HS. Novice**
Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

**HS Intermediate**
**MU:Pr4.3.E.HS Intermediate**
Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

**HS Proficient**
Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

**HS Accomplished**
**MU:Pr4.3.E.HSII**
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.

**HS Advanced**
**MU:Pr4.3.E.HSIII**
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.

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**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?

**HS Novice**
**MU:Pr5.1.E.HS. Novice**
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

**HS Intermediate**
**MU:Pr5.1.E.HS. Intermediate**
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

**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.

**HS Accomplished**
**MU:Pr5.1.E.HSII**
Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

**HS Advanced**
**MU:Pr5.1.E.HSIII**
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?

**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.

**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.

**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.

**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.

**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?

**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.

**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.

**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.

**HS Accomplished**
**MU:Re7.1.E.HSI**
Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

**HS Advanced**
**MU:Re7.1.E.HSI**
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?

**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.

**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.

**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.

**HS Accomplished**
**MU:Re7.2.E.HSII**
Explain how the analysis of structures and contexts inform the response to music.

**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?

**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.

**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.

**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.

**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.

**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)?

HS Novice
MU:Re9.1.E.HS. Novice
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

HS Intermediate
MU:Re9.1.E.HS. Intermediate
Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

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.

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.

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?

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.

**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.

**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?

**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.

**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.

**HS Proficient**  
**MU:Cn11.0.E.HSI**  
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**HS Accomplished**  
**MU:Cn11.0.E.HSII**  
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**HS Advanced**  
**MU:Cn11.0.E.HSIII**  
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Music: Technology

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?

HS Proficient
MU:Cr1.1.T.HSI
Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

HS Accomplished
MU:Cr1.1.T.HSII
Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.

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?

HS Proficient
MU:Cr2.1.T.HSI
Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

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.

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?

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.

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.

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?

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.

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.
HS Advanced
MU:Cr3.2.T.HSII
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?

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.

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.

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-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?

HS Proficient
MU:Pr4.2.T.HSI
Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

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.

**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?

**HS Proficient**

**MU:Pr4.3.T.HSI**
Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

**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.

**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?

**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.

**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.

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?

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.

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?

**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.

**HS Accomplished**  
**MU:Re7.2.T.HSII**  
Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

**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?

**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.

**HS Accomplished**  
**MU:Re7.1.T.HSII**  
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.

**HS Advanced**  
**MU:Re7.1.T.HSIII**  
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?

**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.

**HS Accomplished**  
**MU:Re8.1.T.HSII**  
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.

**HS Advanced**  
**MU:Re8.1.T.HSIII**  
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.

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**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)?

**HS Proficient**  
**MU:Re9.1.T.HSI**  
Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

**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.

**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.

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**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?

**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.

**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.

**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?

**HS Proficient**

**MU:Cn11.0.T.HSI**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**HS Accomplished**

**MU:Cn11.0.T.HSII**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**HS Advanced**

**MU:Cn11.0.T.HSIII**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
GLOSSARY: MUSIC

**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

**Analysis**
(See Analyze)

**Analyze**
Examine in detail the structure and context of the 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 procedures
Techniques that a composer initiates and continues in pieces to develop musical ideas, such as fragmentation, imitation, sequencing, variation, aggregate completion, registral saturation, contour inversion of gestures, and rhythmic phrasing

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, sound-silence, 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
The 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 (duple 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 through-composed

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

**Structural**
(See **Structure**)
**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
Theoretical
(See Fundamentals of Music Theory)

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
Standard 1: Acquisition and use of language.

Students comprehend and communicate in the target language through listening, reading, writing, and speaking.

Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Goal 1.1: Listening

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.
7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).
7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).
7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).
7-12.WL1.1.1.5 Recognize number and gender signals.
7-12.WL1.1.1.6 Distinguish between formal and informal address.

Goal 1.2: Speaking

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.
7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.
7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.

Goal 1.3: Reading

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.
12.WL1.1.3.2 Recognize written forms of basic vocabulary.
7-12.WL1.1.3.3 Associate the written text with spoken forms.
12.WL1.1.3.4 Recognize cognates and borrowed words.

Goal 1.4: Writing

Objective(s): Upon completion of Level 1, the student will be able to:

7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).
7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.
12.WL1.1.4.3 Rewrite sentences, using substitutions.
7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.

Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use verb patterns (e.g., a specific tense when appropriate). Students use a short, comprehensible sentence structure, although it may not be completely accurate.

**Goal 2.1: Analysis of Language Elements and Products**

**Objective(s): Upon completion of Level 1, the student will be able to:**
- 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).
- 7-12.WL1.2.1.2 Derive meaning from word order.
- 7-12.WL1.2.1.3 Recognize appropriate verb patterns in context or tense.
- 12.WL1.2.1.4 Compare linguistic elements among languages.
- 7-12.WL1.2.1.5 Recognize systematic changes in word families.

**Goal 2.2: Modification and Manipulation of Language Elements and Products**

**Objective(s): Upon completion of Level 1, the student will be able to:**
- 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.
- 12.WL1.2.2.2 Use acquired verbs appropriately to convey meaning.
- 7-12.WL1.2.2.3 Modify sentences to express positive and negative aspects.
- 7-12.WL1.2.2.4 Organize components of statements, questions, and commands to convey meaning individually and collaboratively.

**Standard 3: History, Geography, and Culture**

Students demonstrate an understanding of how people and cultures are connected across time in the geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture.

**Goal 3.1: Historical Context**
Objectives: Upon completion of Level 1, the student will be able to:

7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.

7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).

Goal 3.2: Geographical Context

Objectives: Upon completion of Level 1, the student will be able to:

7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.
7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.

Goal 3.3: Cultural Context

Objectives: Upon completion of Level 1, the student will be able to:

7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.

7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.

7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).
The student is expected to know content and apply skills from Level 1.

**Standard 1: Acquisition and use of language.**

Students comprehend and communicate in the target language through listening, reading, writing, and speaking.

Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph-length texts about a variety of familiar topics, in a variety of settings (place and time). Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

**Goal 1.1: Listening**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL.2.1.1.1 Comprehend expanding vocabulary in isolation and in context.
- 7-12.WL.2.1.1.2 Follow general classroom instruction in the target language.
- 7-12.WL.2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.
- 7-12.WL.2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).

**Goal 1.2: Speaking**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL.2.1.2.1 Engage in an extended conversation about rehearsed topics.
- 7-12.WL.2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).
- 7-12.WL.2.1.2.3 Read texts aloud.
- 7-12.WL.2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.

**Goal 1.3: Reading**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL.2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.
- 7-12.WL.2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.
7-12.WL2.1.3.3—Scan authentic sources to gain specific information through visual clues and cognates.
7-12.WL2.1.3.4—Read more complex, annotated passages with supplied vocabulary.

**Goal 1.4: Writing**

**Objective(s): Upon completion of Level 2, the student will be able to:**
7-12.WL2.1.4.1—Write in a variety of forms and tenses, using acquired vocabulary to focus on time, events, and settings.
7-12.WL2.1.4.2—Create paragraph-length writings about familiar topics.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.

Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, verbal expression, and vocabulary. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

**Goal 2.1: Analysis of Language Elements and Products**

**Objective(s): Upon completion of Level 2, the student will be able to:**
7-12.WL2.2.1.1—Recognize appropriate verb patterns (e.g., tenses and intonations).
7-12.WL2.2.1.2—Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).
7-12.WL2.2.1.3—Predict meaning of unfamiliar words based on context and word families.

**Goal 2.2: Modification and Manipulation of Language Elements and Products**

**Objective(s): Upon completion of Level 2, the student will be able to:**
7-12.WL2.2.2.1—Manipulate language structures to demonstrate comparative and superlative relationships.
7-12.WL2.2.2.2—Use language structures to express degrees of preference or differences (e.g., “I like hamburgers,” “I prefer hamburgers to hotdogs”).
7-12.WL2.2.2.3—Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).

**Standard 3: History, Geography, and Culture**

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.
Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

**Goal 3.1: Historical Context**

**Objective(s):** Upon completion of Level 2, the student will be able to:

7-12.WL2.3.1.1—Analyze the impact of selected historical figures and events on the target culture.

**Goal 3.2: Geographical Context**

**Objective(s):** Upon completion of Level 2, the student will be able to:

7-12.WL2.3.2.1—Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).

**Goal 3.3: Cultural Context**

**Objective(s):** Upon completion of Level 2, the student will be able to:

7-12.WL2.3.3.1—Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).
The student is expected to know content and apply skills from Levels 1–2.

**Standard 1: Acquisition and use of language.**

Students comprehend and communicate in the target language through listening, reading, writing, and speaking.

Level 3 and 4 students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

**Goal 1.1: Listening**

**Objective(s): Upon completion of Levels 3–4, the student will be able to:**

- 7-12.WL.3.1.1.1 Comprehend vocabulary related to class themes and literature.
- 7-12.WL.3.1.1.2 Comprehend extended passages and peer conversations in the target language.
- 7-12.WL.3.1.1.3 Gather key information from longer passages.
- 7-12.WL.3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 7-12.WL.3.1.1.5 Comprehend authentic speech.

**Goal 1.2: Speaking**

**Objective(s): Upon completion of Levels 3–4, the student will be able to:**

- 7-12.WL.3.1.2.1 Engage in an extended conversation about unrehearsed topics.
- 7-12.WL.3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).
- 7-12.WL.3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).

**Goal 1.3: Reading**

**Objective(s): Upon completion of Levels 3–4, the student will be able to:**

- 7-12.WL.3.1.3.1 Acquire new vocabulary through reading.
- 7-12.WL.3.1.3.2 Identify the key elements or main idea of authentic information texts.
7-12.WL3.1.3.3 — Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).
7-12.WL3.1.3.4 — Read and comprehend extended narratives.

Goal 1.4: Writing

Objective(s): Upon completion of Levels 3–4, the student will be able to:
7-12.WL3.1.4.1 — Write in a variety of forms about thematic subjects.
7-12.WL3.1.4.2 — Incorporate all acquired tenses, structures, and vocabulary in original works.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.

Level 3 and 4 students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Levels 3–4, the student will be able to:
7-12.WL3.2.1.1 — Infer meaning of an unfamiliar word based on its grammatical position and origins.
7-12.WL3.2.1.2 — Recognize appropriate verb patterns (e.g., modes, tenses, and intonations).
7-12.WL3.2.1.3 — Compare idiomatic and figurative expressions among languages.
7-12.WL3.2.1.4 — Predict the meaning of a word based on its origin and usage in the sentence.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Levels 3–4, the student will be able to:
7-12.WL3.2.2.1 — Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).
7-12.WL3.2.2.2 — Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).

Standard 3: History, Geography, and Culture

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students demonstrate an understanding of the historical, geographical, and cultural contexts of the target language.
Level 3 and 4 students examine geography, history, and culture in the context of class themes in the target language.

**Goal 3.1: Historical Context**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**
- 7-12.WL3.3.1.1 Examine selected historical figures and events in depth.
- 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

**Goal 3.2: Geographical Context**

- 7-12.WL3.3.2.1 Discuss geography in context of class themes.

**Goal 3.3: Cultural Context**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**
- 7-12.WL3.3.3.1 React to current events in the target language.
- 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.
- 7-12.WL3.3.3.3 Demonstrate a willingness to be open and responsive to new and diverse perspectives.
ARTS AND HUMANITIES

WORLD LANGUAGE

Approved by the Idaho State Board of Education, August 11, 2016
World Language Standards

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.

CONNECTIONS

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

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.
  o Objective CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
  o Objective CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
  o 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.
  o Objective COMP 1.1: Observe formal and informal forms of language.
  o Objective COMP 1.2: Identify patterns and explain discrepancies the sounds and the writing system in the target language.
  o 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.
  o Objective COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner’s culture.
  o Objective COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner’s culture.
  o 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.
World Language Performance Indicators

COMMUNICATION 1: Interpersonal
Interact with others in the target language and gain meaning from interactions in the target language.

Novice:
   a. Express 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.
   b. Respond to basic questions about self and others using a series of highly practiced or memorized phrases.
   c. Communicate about self, others, and everyday life using a series of highly practiced or memorized phrases.

Intermediate:
   a. Express self and actively participates in conversations on familiar topics using single sentences or a series of sentences.1
   b. Handle short social interactions in everyday situations by asking and answering a variety of questions.: 
   c. Communicate about self, others, and everyday life.

Advanced:
   a. Express self fully to maintain conversations on familiar topics and new concrete academic, social and work related topics.
   b. Handle changes in situations confidently and share one’s point of view in discussions.
   c. Communicate in more in-depth conversations about self, others, or events with detail and organization.
   Interact with others in the target language and gain meaning from interactions in the target

COMMUNICATION 2: Interpretive
Discover meaning from what is heard, read or viewed on a variety of topics in the target language.

Novice:
   a. List key characters and main events from developmentally appropriate narratives based on familiar themes.
   b. Report out the content of brief written messages and short personal notes on familiar topics, such as family, school events, and celebrations.
   c. Interpret the meaning of gestures, intonation, and other visual or auditory clues.

Intermediate:
   a. Identify the principal characters and discuss the main idea and themes with a piece of literature.
b. Locate key ideas/items in authentic materials and relate them to people and objects in one’s own life.

c. Restate information and react to messages within short articles or multi-media clips from the target culture.

Advanced:

a. Discuss main ideas and key details of live/recorded discussions, lectures, and presentations from the target culture.
b. Analyze main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
c. 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 settings.

COMMUNICATION 3: Presentational

Utilize appropriate media to present an idea to an audience.

Novice:

Present information about self or others using simple sentences or memorized phrases.

Intermediate:

Express opinions and state facts about self, using a series of sentences.

Advanced:

Deliver an organized presentation about a variety of topics that is appropriate for an audience.

CUES

CULTURES 1: Cultural Practices

Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.

Novice:

a. Use appropriate gestures within the classroom environment.
b. Imitate appropriate etiquette from the target culture.
c. List cultural practices observed in a video from the target culture.
d. Role-play simple interactions in stores and restaurants in the target culture.

Intermediate:

a. Use formal and informal forms of address appropriately in rehearsed situations.
b. Adjust language and message gradually to acknowledge audiences with varied cultural backgrounds.
c. Suggest reasons for connecting cultural practices to associated products and perspectives.
d. Role-play culturally appropriate interactions (e.g., with shop keepers, ticket sellers, waiters, taxi drivers) in the target culture.

Advanced:

a. Use formal and informal forms of address appropriately in unrehearsed situations.
b. Adjust language, message, and behavior to acknowledge audiences with varied cultural backgrounds.
c. Provide evidence based reasoning for connecting cultural practices to associated products and perspectives.
d. Utilize culturally appropriate behaviors and language in a variety of situations in the target language.

CULTURES 2: Cultural Products

Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.

Novice:

a. Give simple reasons for the role and importance of products from the target culture.
b. Identify the author/country of origin for short poems, stories, or plays from the target culture.
c. Make simple connections between cultural products, associated practices, and possible perspectives from the target culture.

Intermediate:

a. Identify, investigate, and analyze the function of everyday objects produced in the culture.
b. Identify and analyze cultural products found in literature, news stories, and films from the target culture.
c. Create connections based on background knowledge between cultural products, associated practices, and perspectives.

Advanced:

a. Research in detail the role and importance of products from the target cultures.
b. Identify and analyze the role and importance of cultural products found in literature, news stories, and film.
c. Provide evidence-based insights connecting cultural products, associated practices, and perspectives.

CONNECTIONS 1: Making Connections

Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Novice:

a. Use skills gained in other content areas to study key figures/events in the target culture.
b. 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.
c. Use skills gained in other content areas to identify the similarities and differences between the cultural norm in the United States and that of the target culture (e.g., food, clothing, music).
d. Read text from the target culture, such as maps, using skills gained in other content areas.

Intermediate:

a. Seek out sources in the target language for content presently or previously studied in history and English.
b. Use skills gained in other content areas to analyze the impact of currencies rates, and measurement systems on the global economy.
c. Analyze and discuss the similarities and differences between the cultural norm in the United States and that of the target culture (e.g., food, clothing, music) using knowledge from other content areas.
d. Analyze text from the target culture using skills gained in other content areas.

Advanced:

a. Write a critical analysis for a movie where the target language is spoken.
b. Research and discuss how various governmental structures might impact global issues.
c. Explore, discuss, and debate topics from other academic subjects (e.g., political and historical concepts, worldwide health issues, and environmental concerns).
d. Write and/or produce an original work that highlights a challenge facing people in countries where the target language is spoken.

CONNECTIONS 2: Acquiring Information/Perspectives
Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Novice:

a. Interpret main idea from infographics showing statistics, such as number of endangered species, or changes in population.
b. Identify main idea of current events reported in the news about the target culture.
c. Access short texts and multi-media from the target culture.

Intermediate:

a. Access charts and surveys about daily life in the target culture and compare this information with similar events in the United States.
b. Compare current events reported in the news to similar events in the United States.
c. View publicity and promotional information from the target culture.

Advanced:

a. Research an issue of global importance and provide insight into the issue from the perspective of the target culture.
b. Research and debate current events in the target culture.
c. Compare, analyze, and discuss how and why advertisements for the same product differ in the target culture and the United States.

COMPARISONS 1: Language
Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Novice:
  a. Compare word order and sentence structure between one’s own language and the target language.
  b. Observe the use of formal and informal structures in the target language.
  c. Report similarities and differences between the sound and writing systems of one’s own language and the target language.

Intermediate:
  a. Hypothesize regarding the similarities of languages based on the use of cognates and idioms.
  b. Match groups of people with ways of expressing respect in the target culture.
  c. Identify patterns and explain discrepancies between the sound and writing systems of one’s own language and the target language.

Advanced:
  a. Compare the choice/use of particular grammatical structures among languages.
  b. Identify, compare, and analyze how language reflects culture and regional-national linguistic patterns in the target language.
  c. Compare the writing system of the target language to one’s own, and discuss the nature of other writing systems.

COMPARISONS 2: Culture
Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.

Novice:
  a. Compare daily routines, celebrations etc. in one’s culture and the target culture.
  b. Identify, describe, and compare/contrast products and their use in the target culture and one’s own (e.g., toys, clothing, and food).
  c. Observe, identify, and compare/contrast simple patterns of behavior or interactions in various settings in the target culture and one’s own.
  d. Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and one’s own.
Intermediate:

a. Compare and contrast the role of family, schools schedules, value of social media etc. in one’s culture and the target culture.
b. Identify, investigate, and compare/contrast the function of everyday objects (e.g., toys, tools, clothing, food) produced in the target culture and one’s own.
c. Document and contrast verbal and non-verbal behavior in daily activities among peers or mixed groups in the target culture and one’s own.
d. Hypothesize regarding the relationship between cultural perspectives and expressive products (e.g., visual arts, music, and literature) through analyzing selected products for the target culture and one’s own.

Advanced:

a. Compare and contrast the value placed on work, leisure time, health and wellness, the environment, and technology in one’s culture and the target culture.
b. Identify, analyze, and discuss tangible and intangible products and their use in the target culture and one’s own as represented through authentic materials.
c. Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and one’s own.
d. Identify, examine, and analyze the relationship between cultural products, practices, and perspectives in the target culture and one’s own by conducting research, observations, or interviews.

COMMUNITIES 1: School and Global Communities

Interact and collaborate in communities and the globalized world both within and beyond the classroom.

Novice:

a. Communicate on a personal level with speakers of the language in person or via email, video chats, or other electronic means.
b. Identify professions that require proficiency in another language.
c. Simulate interactions that might take place in a community setting using the target culture/language

Intermediate:

a. Present information gained from a native speaker about a cultural event or topic of interest in the target language.
b. Discuss steps to becoming a professional in a field requiring language proficiency.
c. Discuss preferences/opinions concerning leisure activities and current events, in written form or orally, with peers who speak the target language and/or students in class.

Advanced:

a. Communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concerns.
b. Participate in a career exploration or school-to-work project which requires proficiency in the
language and culture.
c. 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.

COMMUNITIES 2: Lifelong Learning
Reflect on progress using languages for enjoyment, enrichment, and advancement.

Novice:
 a. Reflect on one’s progress in communication skills and collect evidence to support.
b. Explore and interpret media and materials from the target culture for enjoyment.
c. Attend cultural or social events from the target culture.

Intermediate:
 a. Collect evidence showing that learning targets for each unit have been met.
b. Exchange information with native speakers, and use various media to view cultural events for
entertainment/learning.
c. Seek community/online activities that foster an interaction with native speakers of the target
language

Advanced:
 a. Document language growth through collecting evidence and records that support meeting or
exceeding the learning targets for each unit.
b. Attend events or use media from the target culture for entertainment or personal growth.
c. Explore online resources to find sites of personal interest, using the target language to maintain and
increase one’s language skills.
ARTS AND HUMANITIES

MEDIA ARTS

Approved by the Idaho State Board of Education, August 11, 2016
K-3 Media Arts

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
Discover and share ideas for media artworks using play and experimentation.

Grade 1
MA:Cr1.1.1.1
Express and share ideas for media artworks through sketching and modeling.

Grade 2
MA:Cr1.1.1.2
Discover multiple ideas for media artworks through brainstorming and improvising.

Grade 3
MA:Cr1.1.1.3
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
With guidance, use ideas to form plans or models for media arts productions.

Grade 1
MA:Cr2.1.1.1
With guidance, use identified ideas to form plans and models for media arts productions.

Grade 2
MA:Cr2.1.1.2
Choose ideas to create plans and models for media arts productions.
Grades 3
MA:Cr2.1.1.3
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
With guidance, combine arts forms and media content, such as dance and video, to form media artworks.

**Grade 1**
MA:Pr4.1.1
Combine varied academic, arts, and media content in media artworks, such as an illustrated story.

**Grade 2**
MA:Pr4.1.2
Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.

**Grade 3**
MA:Pr4.1.3
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 do 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
With guidance, share observations regarding a variety of media artworks.

Grade 1
MA:Re8.1.1
With guidance, identify the meanings of a variety of media artworks.

Grade 2
MA:Re8.1.2
Determine the purposes and meanings of media artworks, considering their context.

Grade 3
MA:Re8.1.3
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

Share appealing qualities and possible changes in media artworks.

**Grade 1**

MA:Re9.1.1

Identify the effective parts of and possible changes to media artworks considering viewers.

**Grade 2**

MA:Re9.1.2

Discuss the effectiveness of and improvements for media artworks, considering their context.

**Grade 3**

MA:Re9.1.3

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.
4-5 Media Arts

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
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
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
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
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/refine 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
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
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 do 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.

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
Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

Grade 5
MA:Re8.1.5
Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and 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 4
MA:Re9.1.4
Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

Grade 5
MA:Re9.1.5
Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

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

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
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
Produce a variety of ideas and solutions for media artworks through producing 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
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
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
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  
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
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  
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  
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 do 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  
Analyze the intent of a variety of media artworks, using given criteria.

Grade 7  
MA:Re8.1.7  
Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.

Grade 8  
MA:Re8.1.8  
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  
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
Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.

Grade 8
MA:Re9.1.8
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.
High School Media Arts

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?

**HS Proficient**
MA:Cr1.1.1.HSI
Identify generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

**HS Accomplished**
MA:Cr1.1.1.HSII
Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

**HS Advanced**
MA:Cr1.1.1.HSIII
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?

**HS Proficient**
MA:Cr2.1.1.HSI
Apply 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.

**HS Accomplished**
MA:Cr2.1.1.HSII
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.
HS Advanced
MA:Cr2.1.1.HSIII
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?

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.

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.

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?

HS Proficient
MA:Pr4.1.HSI
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.

HS Accomplished
MA:Pr4.1.HSI
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.

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?

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.

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.

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 do 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?

**HS Proficient**  
**MA:Pr6.1.HSI**

a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.  
b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.

**HS Accomplished**  
**MA:Pr6.1.HSII**

a. 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.  
b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.

**HS Advanced**  
**MA:Pr6.1.HSIII**

a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.  
b. 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?

**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.

**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.

**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?

**HS Proficient**
**MA:Re8.1.HSI**
Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

**HS Accomplished**
**MA:Re8.1.HSII**
Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

**HS Advanced**
**MA:Re8.1.HSIII**
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?
HS Proficient
MA:Re9.1.HSI
Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

HS Accomplished
MA:Re9.1.HSII
Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

HS Advanced
MA:Re9.1.HSIII
Develop independently, 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?

HS Proficient
MA:Cn10.1.HSI
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.

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.

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?

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.

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.

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.
GLOSSARY: MEDIA ARTS

Attention
Principle of directing perception through sensory and conceptual impact

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
The 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, rule-bending, 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 multi-sensory 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 non-print messages – National Association for Media Literacy Education.

Media messages
The various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks.

Meaning
The formulation of significance and purposefulness in media artworks.

Modeling or 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
The 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, for example.

**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
Idaho Content Standards

English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects

K-12
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Idaho Content Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Idaho Content Standards describe what Idaho students should know and be able to do at each grade level in certain content areas. Content standards are reviewed by teams of Idaho educators on a rotating basis every six years to ascertain whether changes or revisions are indicated to ensure that the most current and effective standards form the foundational basis for instruction, which is the responsibility of each local public school district.

In 2015, Idaho’s Content Standards in English Language Arts & Literacy were reviewed through a four month online review process. In December of 2015, Stake Holders from across Idaho came together to review all comments and suggestions submitted.

The committee then recommended changes to Idaho’s English Language Arts (ELA)/Literacy Standards to best meet the needs of Idaho students and educators.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are designed to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. 

June 2, 2010
What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for the use of Braille, screen-reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.
Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.
How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level.

Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.
How to Write the Idaho Content Standards for English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects:

<table>
<thead>
<tr>
<th>Full name of Standard (Grade Level Indicator)</th>
<th>Standard -Reading Literature</th>
<th>Grade level</th>
<th>Standard number</th>
<th>Standard sub category letter (if applicable)</th>
<th>How to write as Anchor Standard</th>
<th>Way to write for Grade Level Standard</th>
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<td>RL.6.3</td>
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<td>RI.9-10.9</td>
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<td>SL.8.1.c</td>
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<td>Language (K-12)</td>
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<td>11-12</td>
<td>4</td>
<td>CCRA.L.4</td>
<td>L.11-12.4.d</td>
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When writing the anchor standards you write them as: College & Career Readiness Anchor Standard .Standard Strand. Standard Number

i.e. College & Career Readiness .Reading (both Reading Literature and Reading Informational Text are just Reading). Standard 1

i.e. College & Career Readiness. Writing. Standard 9

When writing your grade level standard that you write them as: Standard. Grade Level. Standard. Standard Number. Sub category letter if applicable

i.e. Speaking and Listening . Eighth Grade . Standard 1. Sub category letter e


i.e. Reading Literature . Sixth Grade . Standard 3

i.e. Reading Informational Text . Grades Nine – Ten . Standard 9
Idaho Content Standards

English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects

K-5 Section
### College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Key Ideas and details

| CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

#### Craft and Structure

| CCRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| CCRA.R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CCRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |

#### Integration of Knowledge and Ideas

| CCRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CCRA.R.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

#### Range of Reading and Level of Text Complexity

| CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

---

### Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.
Reading Standards for Literature (K–5)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.**

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.K.1</strong> With prompting and support, ask and answer questions about key details in a text.</td>
<td><strong>RL.1.1</strong> Ask and answer questions about key details in a text.</td>
<td><strong>RL.2.1</strong> Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td><strong>RL.K.2</strong> With prompting and support, retell familiar stories, including key details.</td>
<td><strong>RL.1.2</strong> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td><strong>RL.2.2</strong> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
</tr>
<tr>
<td><strong>RL.K.3</strong> With prompting and support, identify characters, settings, and major events in a story.</td>
<td><strong>RL.1.3</strong> Describe characters, settings, and major events in a story, using key details.</td>
<td><strong>RL.2.3</strong> Describe how characters in a story respond to major events and challenges.</td>
</tr>
<tr>
<td><strong>RL.K.4</strong> Ask and answer questions about unknown words in a text.</td>
<td><strong>RL.1.4</strong> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
<td><strong>RL.2.4</strong> With guidance and support from adults, identify and describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
</tr>
<tr>
<td><strong>RL.K.5</strong> Recognize common types of texts (e.g., storybooks, poems).</td>
<td><strong>RL.1.5</strong> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</td>
<td><strong>RL.2.5</strong> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
</tr>
<tr>
<td><strong>RL.K.6</strong> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td><strong>RL.1.6</strong> Identify who is telling the story at various points in a text.</td>
<td><strong>RL.2.6</strong> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>RL.1.7</strong> Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td><strong>RL.2.7</strong> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
</tr>
<tr>
<td><strong>RL.K.7</strong> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
<td><strong>RL.1.8</strong> (Not applicable to literature)</td>
<td><strong>RL.2.8</strong> (Not applicable to literature)</td>
</tr>
<tr>
<td><strong>RL.K.8</strong> (Not applicable to literature)</td>
<td><strong>RL.1.9</strong> Compare and contrast the adventures and experiences of characters in stories.</td>
<td><strong>RL.2.9</strong> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>RL.1.10</strong> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
<td><strong>RL.2.10</strong> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
</tbody>
</table>
# Reading Standards for Literature (K–5)

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td><strong>RL.3.1</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td><strong>RL.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.</td>
<td><strong>RL.5.1</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td></td>
<td><strong>RL.4.2</strong> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td><strong>RL.5.2</strong> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
</tr>
<tr>
<td><strong>RL.3.2</strong> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td><strong>RL.4.3</strong> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
<td><strong>RL.5.3</strong> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
</tr>
<tr>
<td><strong>RL.3.3</strong> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<td></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td><strong>RL.3.4</strong> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td><strong>RL.4.4</strong> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
<td><strong>RL.5.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
</tr>
<tr>
<td><strong>RL.3.5</strong> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
<td><strong>RL.4.5</strong> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
<td><strong>RL.5.5</strong> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
</tr>
<tr>
<td><strong>RL.3.6</strong> Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td><strong>RL.4.6</strong> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td><strong>RL.5.6</strong> Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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</tr>
<tr>
<td><strong>RL.3.7</strong> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
<td><strong>RL.4.7</strong> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
<td><strong>RL.5.7</strong> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</td>
</tr>
<tr>
<td><strong>RL.3.8</strong> (Not applicable to literature)</td>
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</tr>
<tr>
<td><strong>RL.3.9</strong> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
<td><strong>RL.4.9</strong> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td><strong>RL.5.9</strong> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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</tr>
<tr>
<td><strong>RL.3.10</strong> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
<td><strong>RL.4.10</strong> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td><strong>RL.5.10</strong> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>
## Reading Standards for Informational Text (K–5)

### Kindergartners: | Grade 1 Students: | Grade 2 Students: |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>RI</strong></td>
<td><strong>RI</strong></td>
</tr>
<tr>
<td><strong>RI.K.1</strong> With prompting and support, ask and answer questions about key details in a text.</td>
<td><strong>RI.1.1</strong> Ask and answer questions about key details in a text.</td>
<td><strong>RI.2.1</strong> Ask and answer questions as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td><strong>RI.K.2</strong> With prompting and support, identify the main topic and retell key details of a text.</td>
<td><strong>RI.1.2</strong> Identify the main topic and retell key details of a text.</td>
<td><strong>RI.2.2</strong> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</td>
</tr>
<tr>
<td><strong>RI.K.3</strong> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td><strong>RI.1.3</strong> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<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.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>RI</strong></td>
<td><strong>RI</strong></td>
</tr>
<tr>
<td><strong>RI.K.4</strong> With prompting and support, ask and answer questions about unknown words in a text.</td>
<td><strong>RI.1.4</strong> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td><strong>RI.2.4</strong> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
<tr>
<td><strong>RI.K.5</strong> Identify the front cover, back cover, and title page of a book.</td>
<td><strong>RI.1.5</strong> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
<td><strong>RI.2.5</strong> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</td>
</tr>
<tr>
<td><strong>RI.K.6</strong> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td><strong>RI.1.6</strong> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td><strong>RI.2.6</strong> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>RI</strong></td>
<td><strong>RI</strong></td>
</tr>
<tr>
<td><strong>RI.K.7</strong> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</td>
<td><strong>RI.1.7</strong> Use the illustrations and details in a text to describe its key ideas.</td>
<td><strong>RI.2.7</strong> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
</tr>
<tr>
<td><strong>RI.K.8</strong> With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td><strong>RI.1.8</strong> Identify the reasons an author gives to support points in a text.</td>
<td><strong>RI.2.8</strong> Describe how reasons support specific points the author makes in a text.</td>
</tr>
<tr>
<td><strong>RI.K.9</strong> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td><strong>RI.1.9</strong> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td><strong>RI.2.9</strong> Compare and contrast the most important points presented by two texts on the same topic.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>RI</strong></td>
<td><strong>RI</strong></td>
</tr>
<tr>
<td><strong>RI.K.10</strong> Actively engage in group reading activities with purpose and understanding.</td>
<td><strong>RI.1.10</strong> With prompting and support, read informational texts appropriately complex for grade 1.</td>
<td><strong>RI.2.10</strong> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
</tbody>
</table>
### Reading Standards for Informational Text (K–5)

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>RI</th>
</tr>
</thead>
<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.</td>
<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.</td>
</tr>
<tr>
<td><strong>RI.3.2</strong> Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td><strong>RI.4.2</strong> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
</tr>
<tr>
<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.</td>
<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.</td>
</tr>
<tr>
<td><strong>RI.3.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td><strong>RI.4.4</strong> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
</tr>
<tr>
<td><strong>RI.3.5</strong> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td><strong>RI.4.5</strong> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
</tr>
<tr>
<td><strong>RI.3.6</strong> Distinguish their own point of view from that of the author of a text.</td>
<td><strong>RI.4.6</strong> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
</tr>
<tr>
<td><strong>RI.3.7</strong> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
<td><strong>RI.4.7</strong> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
</tr>
<tr>
<td><strong>RI.3.8</strong> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
<td><strong>RI.4.8</strong> Explain how an author uses reasons and evidence to support particular points in a text.</td>
</tr>
<tr>
<td><strong>RI.3.9</strong> Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<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.</td>
</tr>
</tbody>
</table>

### Craft and Structure

| RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |

### Integration of Knowledge and Ideas

| RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **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. |

### Range of Reading and Level of Text Complexity

| 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). |
| **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

| RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | **RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
Reading Standards for Foundational Skills (K–5) No Anchor Standards for Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Note: in kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

<table>
<thead>
<tr>
<th>Kindergarteners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.1 Demonstrate understanding of the organization and basic features of print.</td>
<td>RF.1.1 Demonstrate understanding of the organization and basic features of print.</td>
<td>N/A</td>
</tr>
<tr>
<td>a. Follow words from left to right, top to bottom, and page by page.</td>
<td>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
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</tr>
<tr>
<td>b. Recognize that spoken words are represented in written language by specific sequences of letters.</td>
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<td></td>
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<tr>
<td>c. Understand that words are separated by spaces in print.</td>
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<td></td>
</tr>
<tr>
<td>d. Recognize and name all upper- and lowercase letters of the alphabet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>N/A</td>
</tr>
<tr>
<td>a. Recognize and produce rhyming words.</td>
<td>a. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
<td></td>
</tr>
<tr>
<td>b. Count, pronounce, blend, and segment syllables in spoken words.</td>
<td>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
<td></td>
</tr>
<tr>
<td>c. Blend and segment onsets and rimes of single-syllable spoken words.</td>
<td>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
<td></td>
</tr>
<tr>
<td>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</td>
<td>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td>
<td></td>
</tr>
<tr>
<td>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
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</tr>
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### Reading Standards for Foundational Skills (K–5) No Anchor Standards for Foundational Skills

**Note:** *in kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

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<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics and Word Recognition</strong></td>
<td><strong>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</strong></td>
<td><strong>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</strong></td>
</tr>
<tr>
<td><strong>RF.K.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</td>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
</tr>
<tr>
<td>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</td>
<td>b. Decode regularly spelled one-syllable words.</td>
<td>b. Decode words with common Latin suffixes.</td>
</tr>
<tr>
<td>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</td>
<td>c. Know final -e and common vowel team conventions for representing long vowel sounds.</td>
<td>c. Decode multi-syllable words.</td>
</tr>
<tr>
<td>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</td>
<td>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
<td>d. d. Read grade-appropriate irregularly spelled words.</td>
</tr>
<tr>
<td>d. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td>
<td>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</td>
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<td></td>
<td>f. Read words with inflectional endings.</td>
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<tr>
<td></td>
<td>g. Recognize and read grade-appropriate irregularly spelled words.</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</strong></td>
<td><strong>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</strong></td>
</tr>
<tr>
<td><strong>RF.K.4</strong> Read emergent-reader texts with purpose and understanding.</td>
<td>a. Read grade-level text with purpose and understanding.</td>
<td>a. Read grade-level text with purpose and understanding.</td>
</tr>
<tr>
<td></td>
<td>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</td>
<td>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</td>
</tr>
<tr>
<td></td>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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</tr>
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</table>
# Reading Standards for Foundational Skills (K–5)

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<tr>
<td><strong>Print Concepts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Kindergarten and First grade</td>
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</tr>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
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<tr>
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<td>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
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<tr>
<td>b. Decode words with common Latin suffixes.</td>
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<tr>
<td>c. Decode multi-syllable words.</td>
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<tr>
<td>d. Read grade-appropriate irregularly spelled words.</td>
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<tr>
<td><strong>Fluency</strong></td>
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<tr>
<td>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</td>
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</tr>
<tr>
<td>a. Read grade-level text with purpose and understanding.</td>
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</tr>
<tr>
<td>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</td>
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</tr>
<tr>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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</tbody>
</table>
### College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Text Types and Purposes*

**CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

**CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCRA.W.5** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

**CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

**CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**Note on range and content of student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.**

---

**College and Career Readiness Anchor Standards for Writing**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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**CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

**CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.**

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**College and Career Readiness Anchor Standards for Writing**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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#### Range of Writing

**CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

---

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.**
## Writing Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td></td>
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<tr>
<td>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 (e.g., My favorite book is . . .).</td>
<td>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
</tr>
<tr>
<td>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
<td>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
<td>W.2.3 Write narratives in which they recount a well-organized event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
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<tr>
<td><strong>Production and Distribution of Writing</strong></td>
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<tr>
<td>W.K.4. (Begins in grade 3)</td>
<td>W.1.4 (Begins in grade 3)</td>
<td>W.2.4 (Begins in grade 3)</td>
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<tr>
<td>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
<td>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</td>
<td>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
</tr>
<tr>
<td>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>W.2.6 With guidance and support from adults, use technology and a variety of digital tools to produce and publish writing, (using keyboarding skills) as well as to interact and collaborate with others, including in collaboration with peers.</td>
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<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
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<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).</td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td>W.K.9 (Begins in grade 4)</td>
<td>W.1.9 (Begins in grade 4)</td>
<td>W.2.9 (Begins in grade 4)</td>
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<tr>
<td><strong>Range of Writing</strong></td>
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</tr>
<tr>
<td>W.K.10 (Begins in grade 3)</td>
<td>W.1.10 (Begins in grade 3)</td>
<td>W.2.10 (Begins in grade 3)</td>
</tr>
</tbody>
</table>
## Writing Standards K–5

### Text Types and Purposes

#### W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- **a.** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **b.** Provide reasons that support the opinion.
- **c.** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **d.** Provide a concluding statement or section.

#### W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- **b.** Provide reasons that are supported by facts and details.
- **c.** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

- **d.** **Use precise language and domain-specific vocabulary to support the opinion piece.**

- **d.e.** Provide a concluding statement or section related to the opinion presented.

#### W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **b.** Develop the topic with facts, definitions, and details.
- **c.** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **d.** Provide a concluding statement or section.

#### W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **c.** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

- **d.** **Use precise language and domain-specific vocabulary to inform or explain the topic.**

- **d.e.** Provide a concluding statement or section related to the information or explanation presented.

#### W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- **b.** Provide logically ordered reasons that are supported by facts and details.
- **c.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

- **d.** **Use precise language and domain-specific vocabulary to support the opinion piece.**

- **d.e.** Provide a concluding statement or section related to the opinion presented.

#### W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **a.** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **b.** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- **c.** Use temporal words and phrases to signal event order.
- **d.** Provide a sense of closure.

#### W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **b.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **c.** Use a variety of transitional words and phrases to manage the sequence of events.
- **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

- **d.** **Use precise language and domain-specific vocabulary to inform or explain the topic.**

- **d.e.** Provide a concluding statement or section related to the information or explanation presented.

#### W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **b.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **c.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
### Production and Distribution of Writing

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<thead>
<tr>
<th>Grade Level</th>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>W.3.4</td>
<td>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
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<td>W.4.4</td>
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### Research to Build and Present Knowledge

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<tr>
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<tr>
<td>W.3.7</td>
<td>Conduct short research projects that build knowledge about a topic.</td>
<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
</tr>
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<td>W.4.7</td>
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### Range of Writing

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<tr>
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<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>W.3.10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.**
### Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understanding mastered in preceding grades.*

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<th>Kindergartners:</th>
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<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
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</tr>
</tbody>
</table>
| **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
  b. Continue a conversation through multiple exchanges. | **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.  
  a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  
  b) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  
  c) Ask questions to clear up any confusion about the topics and texts under discussion. | **SL.3.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups  
  a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  
  b) Build on others’ talk in conversations by linking their comments to the remarks of others.  
  c) Ask for clarification and further explanation as needed about the topics and texts under discussion. |

| **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | **SL.3.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

| **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | **SL.3.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |

<table>
<thead>
<tr>
<th><strong>Presentation of Knowledge and Ideas</strong></th>
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<tbody>
<tr>
<td><strong>SL.K.4</strong> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
<td><strong>SL.1.4</strong> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
<td><strong>SL.3.4</strong> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
</tr>
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</table>

| **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail. | **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | **SL.3.5** 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. |

| **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly. | **SL.1.6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.) | **SL.3.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3.) |
### Speaking and Listening Standards K–5

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<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
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<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  &lt;br&gt; a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  &lt;br&gt; b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  &lt;br&gt; c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  &lt;br&gt; d. Explain their own ideas and understanding in light of the discussion.</td>
<td>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  &lt;br&gt; a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  &lt;br&gt; b. Follow agreed-upon rules for discussions and carry out assigned roles.  &lt;br&gt; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  &lt;br&gt; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
<td>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  &lt;br&gt; a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  &lt;br&gt; b. Follow agreed-upon rules for discussions and carry out assigned roles.  &lt;br&gt; c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  &lt;br&gt; d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
</tr>
<tr>
<td><strong>SL.3.2</strong></td>
<td>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td><strong>SL.3.3.</strong></td>
<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</td>
<td>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td>
</tr>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td>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.</td>
<td>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
<td>SL.4.5 Report on topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
</tr>
<tr>
<td><strong>SL.3.5</strong></td>
<td>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.</td>
<td>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>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.</td>
</tr>
<tr>
<td>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</td>
<td>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</td>
<td>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</td>
<td></td>
</tr>
</tbody>
</table>
College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary acquisition and Use
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
## Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td><strong>Conventions of Standard English</strong></td>
<td><strong>Conventions of Standard English</strong></td>
</tr>
<tr>
<td><strong>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</strong></td>
<td><strong>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</strong></td>
<td><strong>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</strong></td>
</tr>
<tr>
<td>a. Print many upper- and lowercase letters.</td>
<td>a. Print all upper- and lowercase letters.</td>
<td>a. Use collective nouns (e.g., group).</td>
</tr>
<tr>
<td>b. Use frequently occurring nouns and verbs.</td>
<td>b. Use common, proper, and possessive nouns.</td>
<td>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</td>
</tr>
<tr>
<td>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
<td>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</td>
<td>c. Use reflexive pronouns (e.g., myself, ourselves).</td>
</tr>
<tr>
<td>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
<td>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</td>
<td>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</td>
</tr>
<tr>
<td>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
<td>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</td>
<td>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
</tr>
<tr>
<td>f. Produce and expand complete sentences in shared language activities.</td>
<td>f. Use frequently occurring adjectives.</td>
<td>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</td>
</tr>
<tr>
<td><strong>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
<td><strong>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
<td><strong>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
</tr>
<tr>
<td>a. Capitalize the first word in a sentence and the pronoun I.</td>
<td>a. Capitalize dates and names of people.</td>
<td>a. Capitalize holidays, product names, and geographic names.</td>
</tr>
<tr>
<td>b. Recognize and name end punctuation.</td>
<td>b. Use end punctuation for sentences.</td>
<td>b. Use commas in greetings and closings of letters.</td>
</tr>
<tr>
<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td>c. Use commas in dates and to separate single words in a series.</td>
<td>c. Use an apostrophe to form contractions and frequently occurring possessives.</td>
</tr>
<tr>
<td>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</td>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</td>
</tr>
<tr>
<td><strong>Knowledge of Language</strong></td>
<td><strong>L.1.3 ( Begins in grade 2)</strong></td>
<td><strong>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</strong></td>
</tr>
<tr>
<td><strong>L.K.3 ( Begins in grade 2)</strong></td>
<td><strong>L.1.3 ( Begins in grade 2)</strong></td>
<td><strong>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</strong></td>
</tr>
</tbody>
</table>
### Vocabulary Acquisition and Use

<table>
<thead>
<tr>
<th>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
</tr>
<tr>
<td>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>b. Use frequently occurring affixes as a clue to the meaning of a word.</td>
</tr>
<tr>
<td>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/tell).</td>
</tr>
<tr>
<td>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</td>
</tr>
<tr>
<td>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</td>
</tr>
<tr>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
</tr>
<tr>
<td>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful).</td>
</tr>
<tr>
<td>c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</td>
</tr>
<tr>
<td>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy).</td>
</tr>
<tr>
<td>c. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
</tr>
<tr>
<td>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</td>
</tr>
</tbody>
</table>

| L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
## Language Standards K–5

**Conventions of Standard English**

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.3.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
<td></td>
<td></td>
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<tr>
<td>b. Form and use regular and irregular plural nouns.</td>
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<tr>
<td>c. Use abstract nouns (e.g., childhood).</td>
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<tr>
<td>d. Form and use regular and irregular verbs.</td>
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<tr>
<td>e. Form and use the simple (I walked; I walk; I will walk) verb tenses.</td>
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<tr>
<td>f. Ensure subject-verb and pronoun-antecedent agreement.*</td>
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<tr>
<td>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
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<td></td>
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<tr>
<td>h. Use coordinating and subordinating conjunctions.</td>
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<td></td>
</tr>
<tr>
<td>i. Use commas in addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.3.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Capitalize appropriate words in titles.</td>
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<tr>
<td>b. Use comma before a coordinating conjunction in a compound sentence.</td>
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<td></td>
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<tr>
<td>c. Use commas and quotation marks in dialogue. Form and use possessives.</td>
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</tr>
<tr>
<td>d. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</td>
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<tr>
<td>e. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
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<tr>
<td>f. Use correct capitalization.</td>
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<tr>
<td>g. Use a comma to separate an introductory element from the rest of the sentence.</td>
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<td></td>
</tr>
<tr>
<td>h. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Use commas in addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Use commas and quotation marks in dialogue. Form and use possessives.</td>
<td></td>
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<tr>
<td>k. Use a comma before a coordinating conjunction in a compound sentence.</td>
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<td></td>
</tr>
<tr>
<td>l. Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.3.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Choose words and phrases for effect.*</td>
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</tr>
<tr>
<td>b. Recognize and observe differences between the conventions of spoken and written standard English.</td>
<td></td>
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</tr>
<tr>
<td><strong>L.4.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
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<td></td>
</tr>
<tr>
<td>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
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</tr>
<tr>
<td>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
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<tr>
<td>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
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<td></td>
</tr>
<tr>
<td>e. Use commas in addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Use a comma before a coordinating conjunction in a compound sentence.</td>
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</tr>
<tr>
<td>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
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<tr>
<td><strong>L.4.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use commas and quotation marks to mark direct speech and quotations from a text.</td>
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<td></td>
</tr>
<tr>
<td>c. Use a comma before a coordinating conjunction in a compound sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use commas in addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Use a comma before a coordinating conjunction in a compound sentence.</td>
<td></td>
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</tr>
<tr>
<td><strong>L.4.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td></td>
</tr>
<tr>
<td>a. Choose words and phrases to convey ideas precisely.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Choose punctuation for effect.*</td>
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<td></td>
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<tr>
<td>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td></td>
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</tr>
<tr>
<td><strong>L.5.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
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</tr>
<tr>
<td>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
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<td></td>
</tr>
<tr>
<td>c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
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<td></td>
</tr>
<tr>
<td>d. Recognize and correct inappropriate shifts in verb tense.*</td>
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<td></td>
</tr>
<tr>
<td>e. Use correlative conjunctions (e.g., either/or, neither/nor).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.5.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use punctuation to separate items in a series.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use a comma to separate an introductory element from the rest of the sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use commas in addresses.</td>
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<tr>
<td>e. Use commas and quotation marks in dialogue. Form and use possessives.</td>
<td></td>
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</tr>
<tr>
<td>f. Use a comma before a coordinating conjunction in a compound sentence.</td>
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<td></td>
</tr>
<tr>
<td>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.5.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Knowledge of Language**

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.3.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
<td></td>
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</tr>
<tr>
<td>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
<td></td>
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</tr>
<tr>
<td>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Use commas in addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Use a comma before a coordinating conjunction in a compound sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.4.1</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use commas and quotation marks to mark direct speech and quotations from a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use a comma before a coordinating conjunction in a compound sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use commas in addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Use a comma before a coordinating conjunction in a compound sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.4.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Choose words and phrases to convey ideas precisely.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Choose punctuation for effect.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.5.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Recognize and correct inappropriate shifts in verb tense.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Use correlative conjunctions (e.g., either/or, neither/nor).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.5.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use punctuation to separate items in a series.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use a comma to separate an introductory element from the rest of the sentence.</td>
<td></td>
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</tr>
<tr>
<td>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use commas in addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Use commas and quotation marks in dialogue. Form and use possessives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Use a comma before a coordinating conjunction in a compound sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.5.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.3.4</strong> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.4.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.5.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>L.3.5</strong> Demonstrate understanding of word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</td>
</tr>
<tr>
<td>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
</tr>
<tr>
<td>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</td>
</tr>
<tr>
<td><strong>L.4.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
</tr>
<tr>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
<tr>
<td>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>L.5.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interpret figurative language, including similes and metaphors, in context.</td>
</tr>
<tr>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
<tr>
<td>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>L.3.6</strong> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.4.6</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
</tr>
</tbody>
</table>

| **L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
**Language Progressive Skills, by Grade**

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.1f.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.3.3a.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.4.1f.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.4.1g.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.4.3a.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.4.3b.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.5.1d.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.5.2a.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.6.1c.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.6.1d.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.6.1e.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.6.2a.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.6.3a.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.6.3b.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.7.1c.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.7.3a.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.8.1d.</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
<tr>
<td>L.9–10.1a</td>
<td>3 4 5 6 7 8 9–10 11–12</td>
</tr>
</tbody>
</table>

*Subsumed by L.7.3a
†Subsumed by L.9–10.1a
‡Subsumed by L.11–12.3a
Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5
Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>Dramas</td>
</tr>
<tr>
<td>Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth</td>
<td>Includes staged dialogue and brief familiar scenes</td>
</tr>
</tbody>
</table>
**Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5**

<table>
<thead>
<tr>
<th>Literature: Stories, drama, Poetry</th>
<th>Informational texts: Literary nonfiction and Historical, Scientific, and technical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong>*</td>
<td></td>
</tr>
<tr>
<td>• <em>Over in the Meadow</em> by John Langstaff (traditional) (c1800)*</td>
<td><em>My Five Senses</em> by Aliki (1962)**</td>
</tr>
<tr>
<td>• <em>A Boy, a Dog, and a Frog</em> by Mercer Mayer (1967)</td>
<td><em>Truck</em> by Donald Crews (1980)</td>
</tr>
<tr>
<td>• <em>Pancakes for Breakfast</em> by Tomie DePaola (1978)</td>
<td><em>I Read Signs</em> by Tana Hoban (1987)</td>
</tr>
<tr>
<td>• <em>A Story, A Story</em> by Gail E. Haley (1970)*</td>
<td><em>What Do You Do With a Tail Like This?</em> by Steve Jenkins and Robin Page (2003)*</td>
</tr>
<tr>
<td>• <em>Kitten’s First Full Moon</em> by Kevin Henkes (2004)*</td>
<td><em>Amazing Whales!</em> by Sarah L. Thomson (2005)*</td>
</tr>
<tr>
<td><strong>1</strong>*</td>
<td></td>
</tr>
<tr>
<td>• “<em>Mix a Pancake</em>” by Christina G. Rossetti (1893)**</td>
<td><em>A Tree Is a Plant</em> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**</td>
</tr>
<tr>
<td>• <em>Mr. Popper’s Penguins</em> by Richard Atwater (1938)*</td>
<td><em>Starfish</em> by Edith Thacher Hurd (1962)</td>
</tr>
<tr>
<td>• <em>Little Bear</em> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**</td>
<td><em>Follow the Water from Brook to Ocean</em> by Arthur Dorros (1991)**</td>
</tr>
<tr>
<td>• <em>Frog and Toad Together</em> by Arnold Lobel (1971)**</td>
<td><em>From Seed to Pumpkin</em> by Wendy Peffer, illustrated by James Graham Hale</td>
</tr>
<tr>
<td><strong>2–3</strong></td>
<td></td>
</tr>
<tr>
<td>• “<em>Who Has Seen the Wind?”</em> by Christina G. Rossetti (1893)</td>
<td><em>A Medieval Feast</em> by Aliki (1983)</td>
</tr>
<tr>
<td>• <em>Charlotte’s Web</em> by E. B. White (1952)*</td>
<td><em>From Seed to Plant</em> by Gail Gibbons (1991)</td>
</tr>
<tr>
<td>• <em>Sarah, Plain and Tall</em> by Patricia MacLachlan (1985)</td>
<td><em>The Story of Ruby Bridges</em> by Robert Coles (1995)*</td>
</tr>
<tr>
<td><strong>4–5</strong></td>
<td></td>
</tr>
<tr>
<td>• <em>Alice’s Adventures in Wonderland</em> by Lewis Carroll (1865)</td>
<td><em>Discovering Mars: The Amazing Story of the Red Planet</em> by Melvin Berger (1992)</td>
</tr>
<tr>
<td>• “<em>Casey at the Bat</em>” by Ernest Lawrence Thayer (1888)</td>
<td><em>Hurricanes: Earth’s Mightiest Storms</em> by Patricia Lauber (1996)</td>
</tr>
</tbody>
</table>

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.*
Staying on Topic Within a Grade and Across Grades:

How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students’ reading and understanding of increasingly complex texts on their own in subsequent grades.

### Exemplar Tests on a Topic

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2-3</th>
<th>Grade 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Human Body</strong></td>
<td><strong>Introduction to the systems of the human body and associated body parts</strong></td>
<td><strong>Digestive and Excretory systems</strong></td>
<td><strong>Circulatory system</strong></td>
</tr>
<tr>
<td>Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.</td>
<td><strong>Under Your Skin: Your Amazing Body</strong> by Mick Manning (2007)</td>
<td><strong>What Happens to a Hamburger</strong> by Paul Showers (1985)</td>
<td><strong>The Heart</strong> by Seymour Simon (2006)</td>
</tr>
<tr>
<td></td>
<td><strong>Taking care of your body: Germs, diseases, and preventing illness</strong></td>
<td><strong>Good Enough to Eat</strong> by Lizzy Rockwell (1999)</td>
<td><strong>The Lungs</strong> by Seymour Simon (2007)</td>
</tr>
<tr>
<td></td>
<td><strong>Tiny Life on Your Body</strong> by Christy Taylor-Butler (2005)</td>
<td><strong>Muscular, skeletal, and nervous systems</strong></td>
<td><strong>The Respiratory System</strong> by Kristin Petrie (2007)</td>
</tr>
</tbody>
</table>

**Digestive and Excretory systems**

- **What Happens to a Hamburger** by Paul Showers (1985)
- **The Digestive System** by Christine Taylor-Butler (2008)
- **The Digestive System** by Rebecca L. Johnson (2006)
- **The Digestive System** by Kristin Petrie (2007)

**Circulatory system**

- **The Heart** by Seymour Simon (2006)
- **The Heart and Circulation** by Carol Ballard (2005)
- **The Digestive System** by Kristin Petrie (2007)
- **The Amazing Circulatory System** by John Burstein (2009)

**Respiratory System**

- **The Lungs** by Seymour Simon (2007)
- **The Respiratory System** by Susan Glass (2004)
- **The Respiratory System** by Kristin Petrie (2007)
- **The Remarkable Respiratory System** by John Burstein (2009)

**Endocrine System**

- **The Endocrine System** by Rebecca Olien (2006)
- **The Exciting Endocrine System** by John Burstein (2009)
Idaho Content Standards

English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects

6-12 Section
College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and details

**CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

**CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

**CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.
# Reading Standards for Literature (6-12)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Grade 6 Students:</th>
<th>Grade 7 Students:</th>
<th>Grade 8 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.6.1</strong> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><strong>RL.7.1</strong> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><strong>RL.8.1</strong> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td></td>
</tr>
<tr>
<td><strong>RL.6.2</strong> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td><strong>RL.7.2</strong> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</td>
<td><strong>RL.8.2</strong> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
<td></td>
</tr>
<tr>
<td><strong>RL.6.3</strong> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
<td><strong>RL.7.3</strong> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
<td><strong>RL.8.3</strong> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
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</tbody>
</table>

### Craft and Structure

<table>
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<tbody>
<tr>
<td><strong>RL.6.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td><strong>RL.7.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
<td><strong>RL.8.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td></td>
</tr>
<tr>
<td><strong>RL.6.5</strong> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td><strong>RL.7.5</strong> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</td>
<td><strong>RL.8.5</strong> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
<td></td>
</tr>
<tr>
<td><strong>RL.6.6</strong> Explain how an author develops the point of view of the narrator or speaker in a text.</td>
<td><strong>RL.7.6</strong> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td><strong>RL.8.6</strong> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
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</table>

### Integration of Knowledge and Ideas

<table>
<thead>
<tr>
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<th>Grade 8 Students:</th>
</tr>
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<tbody>
<tr>
<td><strong>RL.6.7</strong> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</td>
<td><strong>RL.7.7</strong> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</td>
<td><strong>RL.8.7</strong> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</td>
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</tr>
<tr>
<td><strong>RL.6.8</strong> (Not applicable to literature)</td>
<td><strong>RL.7.8</strong> (Not applicable to literature)</td>
<td><strong>RL.8.8</strong> (Not applicable to literature)</td>
<td></td>
</tr>
<tr>
<td><strong>RL.6.9</strong> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</td>
<td><strong>RL.7.9</strong> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</td>
<td><strong>RL.8.9</strong> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible), such as the Bible, including describing how the material is rendered new.</td>
<td></td>
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</tbody>
</table>

### Range of Reading and Level of Text Complexity

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**Revised and Adapted, 2015 December, by Idaho Stakeholders from the Common Core State Standards for English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects**
| RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. |
# Reading Standards for Literature (6-12)

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>RL.11-12.1</strong> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td><strong>RL.9-10.1</strong> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><strong>RL.11-12.2</strong> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</td>
</tr>
<tr>
<td><strong>RL.9-10.2</strong> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td><strong>RL.11-12.3</strong> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</td>
</tr>
<tr>
<td><strong>RL.9-10.3</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td><strong>RL.11-12.4</strong> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or powerful language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</td>
</tr>
<tr>
<td><strong>RL.9-10.4</strong> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
<td><strong>RL.11-12.5</strong> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</td>
</tr>
<tr>
<td><strong>RL.9-10.5</strong> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
<td><strong>RL.11-12.6</strong> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td>
</tr>
<tr>
<td><strong>RL.9-10.6</strong> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
<td><strong>RL.11-12.7</strong> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>RL.11-12.8</strong> (Not applicable to literature)</td>
</tr>
<tr>
<td><strong>RL.9-10.7</strong> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</td>
<td><strong>RL.11-12.9</strong> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics.</td>
</tr>
<tr>
<td><strong>RL.9-10.8</strong> (Not applicable to literature)</td>
<td><strong>RL.11-12.10</strong> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
<tr>
<td><strong>RL.9-10.9</strong> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</td>
<td><strong>RL.11-12.11</strong> By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>RL.11-12.12</strong> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
<tr>
<td><strong>RL.9-10.10</strong> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td><strong>RL.11-12.13</strong> By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</td>
<td><strong>RL.11-12.14</strong> By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</td>
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</tbody>
</table>
# Reading Standards for Informational Text (6-12)

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<td><strong>RI.7.1</strong> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><strong>RI.8.1</strong> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td></td>
</tr>
<tr>
<td><strong>RI.6.2</strong> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td><strong>RI.7.2</strong> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
<td><strong>RI.8.2</strong> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
<td></td>
</tr>
<tr>
<td><strong>RI.6.3</strong> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
<td><strong>RI.7.3</strong> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td><strong>RI.8.3</strong> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
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</table>

<table>
<thead>
<tr>
<th>Craft and Structure</th>
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<tr>
<td><strong>RI.6.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td><strong>RI.7.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td><strong>RI.8.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
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<tr>
<td><strong>RI.6.5</strong> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
<td><strong>RI.7.5</strong> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
<td><strong>RI.8.5</strong> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
<td></td>
</tr>
<tr>
<td><strong>RI.6.6</strong> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
<td><strong>RI.7.6</strong> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</td>
<td><strong>RI.8.6</strong> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
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<tr>
<td><strong>RI.6.7</strong> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</td>
<td><strong>RI.7.7</strong> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</td>
<td><strong>RI.8.7</strong> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</td>
<td></td>
</tr>
<tr>
<td><strong>RI.6.8</strong> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
<td><strong>RI.7.8</strong> 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.</td>
<td><strong>RI.8.8</strong> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</td>
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</tr>
<tr>
<td><strong>RI.6.9</strong> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</td>
<td><strong>RI.7.9</strong> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</td>
<td><strong>RI.8.9</strong> 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.</td>
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<tr>
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*Revised and Adapted, 2015 December, by Idaho Stakeholders from the Common Core State Standards for English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects.*
| RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. |
## Reading Standards for Informational Text (6-12)

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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<tbody>
<tr>
<td><strong>RI.9-10.1</strong> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><strong>RI.11-12.1</strong> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td><strong>RI.9-10.2</strong> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and defined by specific details; provide an objective summary of the text.</td>
<td><strong>RI.11-12.2</strong> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</td>
</tr>
<tr>
<td><strong>RI.9-10.3</strong> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td><strong>RI.11-12.3</strong> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
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<tr>
<td><strong>RI.9-10.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices in meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</td>
<td><strong>RI.11-12.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
</tr>
<tr>
<td><strong>RI.9-10.5</strong> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</td>
<td><strong>RI.11-12.5</strong> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</td>
</tr>
<tr>
<td><strong>RI.9-10.6</strong> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
<td><strong>RI.11-12.6</strong> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
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<tbody>
<tr>
<td><strong>RI.9-10.7</strong> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</td>
<td><strong>RI.11-12.7</strong> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</td>
</tr>
<tr>
<td><strong>RI.9-10.8</strong> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
<td><strong>RI.11-12.8</strong> Delineate and evaluate the reasoning in seminal U.S. and other texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</td>
</tr>
<tr>
<td><strong>RI.9-10.9</strong> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</td>
<td><strong>RI.11-12.9</strong> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.</td>
</tr>
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</table>

### Range of Reading and Level of Text Complexity

**STATE DEPARTMENT OF EDUCATION**

**AUGUST 11, 2016**

**IDAHO CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS/LITERACY & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

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41 **Revised and Adapted, 2015 December, by Idaho Stakeholders from the Common Core State Standards for S**
| RI.9-10.10 | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. | RI.11-12.10 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |
### College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Text Types and Purposes*

**CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

**CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCRA.W.5** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

**CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

**CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**Note on range and content of student writing**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

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**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.**
## Writing Standards 6-12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

<table>
<thead>
<tr>
<th>Grade 6 Students:</th>
<th>Grade 7 Students:</th>
<th>Grade 8 Students:</th>
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<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Text Types and Purposes</strong></td>
</tr>
</tbody>
</table>
| **W.6.1** Write arguments to support claims with clear reasons and relevant evidence.  
  a. Introduce claim(s) and organize the reasons and evidence clearly.  
  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  
  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  
  d. Use precise language and domain-specific vocabulary to support the argument.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section that follows from the argument presented. | **W.7.1** Write arguments to support claims with clear reasons and relevant evidence.  
  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  
  d. Use precise language and domain-specific vocabulary to support the argument.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section that follows from and supports the argument presented. | **W.8.1** Write arguments to support claims with clear reasons and relevant evidence.  
  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  
  d. Use precise language and domain-specific vocabulary to support the argument.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section that follows from and supports the argument presented. |
| **W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section that follows from the information or explanation presented. | **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | **W.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.  
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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

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.

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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| **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  
  b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | **W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).  
  b. Apply grade 7 Reading standards to literary nonfiction (e.g., “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”). | **W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).  
  b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |

**Range of Writing**

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<tbody>
<tr>
<td><strong>W.6.10</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td><strong>W.7.10</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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</table>
## Writing Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
<th>Grades 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
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<tbody>
<tr>
<td><strong>W.9-10.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td><strong>W.11-12.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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</tr>
<tr>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</td>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequencess claim(s), counterclaims, reasons, and evidence.</td>
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</tr>
<tr>
<td>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
<td></td>
</tr>
<tr>
<td>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
<td>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
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<tr>
<td>d. Use precise language and domain-specific vocabulary to manage the complexity of the argument.</td>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the argument.</td>
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<tr>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td>f. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<tr>
<td><strong>W.9-10.2</strong> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td><strong>W.11-12.2</strong> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td></td>
</tr>
<tr>
<td>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
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<tr>
<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
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</tr>
<tr>
<td>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
<td>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
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<tr>
<td>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
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<tr>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
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</tr>
<tr>
<td><strong>W.9-10.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td><strong>W.11-12.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td></td>
</tr>
<tr>
<td>a. Engage and orient the reader by setting out a problem, situation, or observation,</td>
<td>a. Engage and orient the reader by setting out a problem, situation, or observation,</td>
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</table>
establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

<table>
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<tr>
<th>Production and Distribution of Writing</th>
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<tr>
<td><strong>W.9-10.4</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td><strong>W.11-12.4</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
</tbody>
</table>

| W.9-10.5 | 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| W.11-12.5 | 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) |

| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

<table>
<thead>
<tr>
<th>Research to Build and Present Knowledge</th>
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<tbody>
<tr>
<td><strong>W.9-10.7</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.</td>
</tr>
<tr>
<td><strong>W.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.</td>
</tr>
</tbody>
</table>

| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.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 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. |

| W.9-10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|---------------------------------|
| a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare”]). |
| b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delimitate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|---------------------------------|
| a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). |
| b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delimitate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissent] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). |
| W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.**
Speaking and Listening Standards 6-12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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<tr>
<th>Grade 6 Students:</th>
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<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
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</tbody>
</table>
| SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  
  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
  a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
  b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  
  c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  
  d) Acknowledge new information expressed by others and, when warranted, modify their own views. | 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.  
  a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
  b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
  c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  
  d) Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. |
<p>| <strong>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</strong> | <strong>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</strong> | <strong>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</strong> |
| <strong>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</strong> | <strong>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</strong> | <strong>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</strong> |
| <strong>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</strong> | <strong>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</strong> | <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.</strong> |</p>
<table>
<thead>
<tr>
<th>SL.6.5</th>
<th>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.7.5</td>
<td>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td>
</tr>
<tr>
<td>SL.8.5</td>
<td>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SL.6.6</th>
<th>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.7.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</td>
</tr>
<tr>
<td>SL.8.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</td>
</tr>
</tbody>
</table>
### Speaking and Listening Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</strong></td>
</tr>
<tr>
<td>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
<td>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
</tr>
<tr>
<td>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
<td>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</td>
</tr>
<tr>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
<td>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</td>
</tr>
<tr>
<td><strong>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</strong></td>
<td>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
</tr>
<tr>
<td><strong>SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</strong></td>
<td>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
</tr>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td><strong>SL.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</strong></td>
</tr>
<tr>
<td>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
<td>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.</td>
</tr>
<tr>
<td>SL.9-10.5 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.</td>
<td>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</td>
</tr>
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<td>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</td>
<td><strong>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</strong></td>
</tr>
</tbody>
</table>
### College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Conventions of Standard English

**CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCRA.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

**CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary acquisition and Use

**CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Language Standards 6-12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

### Conventions of Standard English

<table>
<thead>
<tr>
<th>Grade 6 Students:</th>
<th>Grade 7 Students:</th>
<th>Grade 8 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.6.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td><strong>L.7.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td><strong>L.8.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
<td>a. Explain the function of phrases and clauses in general and their function in specific sentences.</td>
<td>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</td>
</tr>
<tr>
<td>b. Use intensive pronouns (e.g., myself, ourselves).</td>
<td>a. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
<td>b. Form and use verbs in the active and passive voice.</td>
</tr>
<tr>
<td>c. Recognize and correct inappropriate shifts in pronoun number and person.*</td>
<td>b. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</td>
<td>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
</tr>
<tr>
<td>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</td>
<td></td>
<td>d. Recognize and correct inappropriate shifts in verb voice and mood.*</td>
</tr>
<tr>
<td>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>L.6.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
<th><strong>L.7.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
<th><strong>L.8.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</td>
<td>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt)</td>
<td>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
</tr>
<tr>
<td>b. Spell correctly.</td>
<td>b. Spell correctly.</td>
<td>b. Use an ellipsis to indicate an omission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Spell correctly.</td>
</tr>
</tbody>
</table>

#### Knowledge of Language

<table>
<thead>
<tr>
<th><strong>L.6.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
<th><strong>L.7.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
<th><strong>L.8.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</td>
<td>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</td>
<td>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</td>
</tr>
<tr>
<td>b. Maintain consistency in style and tone.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Vocabulary Acquisition and Use

<table>
<thead>
<tr>
<th><strong>L.6.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</th>
<th><strong>L.7.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</th>
<th><strong>L.8.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a</td>
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</tr>
</tbody>
</table>

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55 | Revised and Adapted, 2015 December, by Idaho Stakeholders from the Common Core State Standards for English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects
<table>
<thead>
<tr>
<th>Regulation/Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a.</td>
<td>Interpret figures of speech (e.g., personification) in context.</td>
</tr>
<tr>
<td>b.</td>
<td>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
</tr>
<tr>
<td>c.</td>
<td>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
</tr>
<tr>
<td>L.6.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
<tr>
<td>L.7.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a.</td>
<td>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</td>
</tr>
<tr>
<td>b.</td>
<td>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</td>
</tr>
<tr>
<td>c.</td>
<td>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</td>
</tr>
<tr>
<td>L.7.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
<tr>
<td>L.8.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a.</td>
<td>Interpret figures of speech (e.g., verbal irony, puns) in context.</td>
</tr>
<tr>
<td>b.</td>
<td>Use the relationship between particular words to better understand each of the words.</td>
</tr>
<tr>
<td>c.</td>
<td>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</td>
</tr>
<tr>
<td>L.8.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
</tbody>
</table>
### Language Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Conventions of Standard English</th>
<th>Grade 11-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.9-10.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
</tr>
<tr>
<td>a. Use parallel structure.*</td>
<td></td>
</tr>
<tr>
<td>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
<td></td>
</tr>
<tr>
<td>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
</tr>
<tr>
<td>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</td>
<td></td>
</tr>
<tr>
<td>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</td>
<td></td>
</tr>
</tbody>
</table>

| **L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| b. Use a colon to introduce a list or quotation |
| c. Spell correctly |
| L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| a. Observe hyphenation conventions. Use hyphenation conventions. |
| b. Spell correctly. |

<table>
<thead>
<tr>
<th>Knowledge of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.9-10.3</strong> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
</tr>
<tr>
<td>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</td>
</tr>
<tr>
<td>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
</tr>
<tr>
<td>a. Vary syntax for effect, consulting references (e.g., Tufts’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.9-10.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
</tr>
<tr>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
</tr>
<tr>
<td>d. Check the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
<tr>
<td>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</td>
</tr>
<tr>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</td>
</tr>
<tr>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
</tbody>
</table>

| L.9-10.5 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. |
| L.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. |
| L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</td>
<td></td>
</tr>
<tr>
<td>L.3.3a. Choose words and phrases for effect.</td>
<td></td>
</tr>
<tr>
<td>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</td>
<td></td>
</tr>
<tr>
<td>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</td>
<td></td>
</tr>
<tr>
<td>L.4.3a. Choose words and phrases to convey ideas precisely.*</td>
<td></td>
</tr>
<tr>
<td>L.4.3b. Choose punctuation for effect.</td>
<td></td>
</tr>
<tr>
<td>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</td>
<td></td>
</tr>
<tr>
<td>L.5.2a. Use punctuation to separate items in a series.†</td>
<td></td>
</tr>
<tr>
<td>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.</td>
<td></td>
</tr>
<tr>
<td>L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</td>
<td></td>
</tr>
<tr>
<td>L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</td>
<td></td>
</tr>
<tr>
<td>L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
<td></td>
</tr>
<tr>
<td>L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡</td>
<td></td>
</tr>
<tr>
<td>L.6.3b. Maintain consistency in style and tone.</td>
<td></td>
</tr>
<tr>
<td>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
<td></td>
</tr>
<tr>
<td>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
<td></td>
</tr>
<tr>
<td>L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.</td>
<td></td>
</tr>
<tr>
<td>L.9–10.1a. Use parallel structure.</td>
<td></td>
</tr>
</tbody>
</table>

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a
Standard 10: Range, Quality, and Complexity of Student Reading 6-12

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6-12
Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>Dramas</td>
</tr>
<tr>
<td>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td>
<td>Includes one-act and multi-act plays, both in written form and on film</td>
</tr>
</tbody>
</table>
## Texts Illustrating the Complexity, Quality, and Range of Student Reading 6-12

<table>
<thead>
<tr>
<th>Literature: Stories, Dramas, Poetry</th>
<th>Informational Texts: Literary Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6–8</strong></td>
<td></td>
</tr>
<tr>
<td>• <em>Little Women</em> by Louisa May Alcott (1869)</td>
<td>• “Letter on Thomas Jefferson” by John Adams (1776)</td>
</tr>
<tr>
<td>• <em>The Adventures of Tom Sawyer</em> by Mark Twain (1876)</td>
<td>• <em>Narrative of the Life of Frederick Douglass, an American Slave</em> by Frederick Douglass (1845)</td>
</tr>
<tr>
<td>• “The Road Not Taken” by Robert Frost (1915)</td>
<td>• “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</td>
</tr>
<tr>
<td>• <em>The Dark Is Rising</em> by Susan Cooper (1973)</td>
<td>• <em>Harriet Tubman: Conductor on the Underground Railroad</em> by Ann Petry (1955)</td>
</tr>
<tr>
<td>• <em>Dragonwings</em> by Laurence Yep (1975)</td>
<td>• <em>Travels with Charley: In Search of America</em> by John Steinbeck (1962)</td>
</tr>
<tr>
<td>• <em>Roll of Thunder, Hear My Cry</em> by Mildred Taylor (1976)</td>
<td></td>
</tr>
<tr>
<td><strong>9–10</strong></td>
<td></td>
</tr>
<tr>
<td>• <em>The Tragedy of Macbeth</em> by William Shakespeare (1592)</td>
<td>• “Speech to the Second Virginia Convention” by Patrick Henry (1775)</td>
</tr>
<tr>
<td>• “Ozymandias” by Percy Bysshe Shelley (1817)</td>
<td>• “Farewell Address” by George Washington (1796)</td>
</tr>
<tr>
<td>• “The Raven” by Edgar Allan Poe (1845)</td>
<td>• <em>Gettysburg Address</em> by Abraham Lincoln (1863)</td>
</tr>
<tr>
<td>• “The Gift of the Magi” by O. Henry (1906)</td>
<td>• “State of the Union Address” by Franklin Delano Roosevelt (1941)</td>
</tr>
<tr>
<td>• <em>The Grapes of Wrath</em> by John Steinbeck (1939)</td>
<td>• “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964)</td>
</tr>
<tr>
<td>• <em>Fahrenheit 451</em> by Ray Bradbury (1953)</td>
<td>• “Hope, Despair and Memory” by Elie Wiesel (1997)</td>
</tr>
<tr>
<td>• <em>The Killer Angels</em> by Michael Shaara (1975)</td>
<td></td>
</tr>
<tr>
<td><strong>11–CCR</strong></td>
<td></td>
</tr>
<tr>
<td>• “Ode on a Grecian Urn” by John Keats (1820)</td>
<td>• <em>Common Sense</em> by Thomas Paine (1776)</td>
</tr>
<tr>
<td>• <em>Jane Eyre</em> by Charlotte Brontë (1848)</td>
<td>• <em>Walden</em> by Henry David Thoreau (1854)</td>
</tr>
<tr>
<td>• “Because I Could Not Stop for Death” by Emily Dickinson (1890)</td>
<td>• “Society and Solitude” by Ralph Waldo Emerson (1857)</td>
</tr>
<tr>
<td>• <em>The Great Gatsby</em> by F. Scott Fitzgerald (1925)</td>
<td>• “The Fallacy of Success” by G. K. Chesterton (1909)</td>
</tr>
<tr>
<td>• <em>Their Eyes Were Watching God</em> by Zora Neale Hurston (1937)</td>
<td>• <em>Black Boy</em> by Richard Wright (1945)</td>
</tr>
<tr>
<td>• <em>A Raisin in the Sun</em> by Lorraine Hansberry (1959)</td>
<td>• “Politics and the English Language” by George Orwell (1946)</td>
</tr>
</tbody>
</table>

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.
Idaho Content Standards

Literacy in History/Social Studies, Science, and Technical Subjects

6-12 Section
### College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Key Ideas and details

**CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

**CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

**CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

**CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

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### Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.
Reading Standards for Literacy in History/Social Studies (6-12)  

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grade 6-8 Students:</th>
<th>Grade 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
<td>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
<td>RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
<td>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</td>
<td>RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
<td>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Craft and Structure</th>
<th>Craft and Structure</th>
<th>Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
<td>RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</td>
<td>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
</tr>
<tr>
<td>RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
<td>RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
<td>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
</tr>
<tr>
<td>RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
<td>RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
<td>RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
<th>Integration of Knowledge and Ideas</th>
<th>Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
<td>RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
<td>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</td>
<td>RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</td>
<td>RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
</tr>
<tr>
<td>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</td>
<td>RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
<td>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
</tbody>
</table>

Range of Reading and Level of Text Complexity
| RH.6-8.10 | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. |
### Reading Standards for Literacy in Science and Technical Subjects (6-12)

<table>
<thead>
<tr>
<th>Grade 6-8 Students:</th>
<th>Grade 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</td>
<td>RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</td>
<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.</td>
</tr>
<tr>
<td>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.</td>
<td>RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</td>
<td>RST.11-12.2 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.</td>
</tr>
<tr>
<td>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</td>
<td>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</td>
<td>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>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.</td>
<td>RST.9-10.4 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 9–10 texts and topics.</td>
<td>RST.11-12.4 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 11–12 texts and topics.</td>
</tr>
<tr>
<td>RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</td>
<td>RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</td>
<td>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</td>
</tr>
<tr>
<td>RST.6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</td>
<td>RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</td>
<td>RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>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).</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.</td>
<td>RST.11-12.8.7 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.</td>
</tr>
<tr>
<td>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</td>
<td>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</td>
</tr>
</tbody>
</table>

**Range of Reading and Level of Text Complexity**
| RST.6-8.10 | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
| RST.9-10.10 | By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. |
| RST.11-12.10 | By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. |
## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes*

| CCRA.W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CCRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

### Production and Distribution of Writing

| CCRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCRA.W.5 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CCRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

### Research to Build and Present Knowledge

| CCRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| CCRA.W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| CCRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

### Range of Writing

| CCRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences |

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.**

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**Note on range and content of student writing**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.
The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
<th>WHST.6-8.1 Write arguments focused on discipline-specific content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6-8 Students:</td>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>Grade 9-10 Students:</td>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>Grade 11-12 Students:</td>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td></td>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td></td>
<td>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</td>
</tr>
<tr>
<td></td>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the argument.</td>
</tr>
<tr>
<td></td>
<td>d. Use precise language, domain-specific vocabulary to manage the complexity of the argument and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</td>
</tr>
<tr>
<td></td>
<td>e. Establish and maintain a formal style.</td>
</tr>
<tr>
<td></td>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td></td>
<td>f. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td></td>
<td>f. Provide a concluding statement or section that follows from or supports the argument presented.</td>
</tr>
</tbody>
</table>

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

<table>
<thead>
<tr>
<th>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>c. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
</tbody>
</table>

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

<table>
<thead>
<tr>
<th>WHST.9-10.1 Write arguments focused on discipline-specific content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</td>
</tr>
<tr>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the argument.</td>
</tr>
<tr>
<td>e. Establish and maintain a formal style.</td>
</tr>
<tr>
<td>f. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
</tbody>
</table>

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

<table>
<thead>
<tr>
<th>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, and examples.</td>
</tr>
</tbody>
</table>

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

<table>
<thead>
<tr>
<th>WHST.11-12.1 Write arguments focused on discipline-specific content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
</tr>
<tr>
<td>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</td>
</tr>
<tr>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td>f. Provide a concluding statement or section that follows from or supports the argument presented.</td>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Develop the topic thoroughly by selecting the most determining facts and examples, organizing them clearly in a logical order, and adapting a narrative techniques as necessary.</td>
</tr>
<tr>
<td>c. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</td>
</tr>
<tr>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<td>e. Provide a concluding statement or section that follows from or supports the argument presented.</td>
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significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

b. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

c. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

d. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

---

**WHST.6-8.3** (See note; not applicable as a separate requirement)  
**WHST.9-10.3** (See note; not applicable as a separate requirement)  
**WHST.11-12.3** (See note; not applicable as a separate requirement)

**Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

### Production and Distribution of Writing

<table>
<thead>
<tr>
<th>WHST.6-8.4</th>
<th>WHST.9-10.4</th>
<th>WHST.11-12.4</th>
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<tbody>
<tr>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<th>WHST.6-8.5</th>
<th>WHST.9-10.5</th>
<th>WHST.11-12.5</th>
</tr>
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<tbody>
<tr>
<td>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
<td>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.</td>
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<thead>
<tr>
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<th>WHST.9-10.6</th>
<th>WHST.11-12.6</th>
</tr>
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<tbody>
<tr>
<td>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
</tr>
</tbody>
</table>

### Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>WHST.6-8.7</th>
<th>WHST.9-10.7</th>
<th>WHST.11-12.7</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
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<thead>
<tr>
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<th>WHST.9-10.8</th>
<th>WHST.8.8</th>
</tr>
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<tbody>
<tr>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the</td>
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</tbody>
</table>

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Revised and Adapted, 2015 December, by Idaho Stakeholders from the Common Core State Standards for English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Effective Use of Disciplinary Material:</strong></td>
</tr>
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<td>credibility and accuracy of each source; and quote or</td>
</tr>
<tr>
<td>paraphrase the data and conclusions of others while avoiding</td>
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<tr>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
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</tr>
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Idaho Content Standards
MATHEMATICS

Approved by the Idaho State Board of Education, August 11, 2016
Common Core State Standards

Idaho Content Standards for Mathematics

Revised and Adapted from the Common Core State Standards for Mathematics
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Introduction

Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

— Mathematics Learning in Early Childhood, National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

— Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

— Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

— Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the key ideas that determine how knowledge is organized and generated within that discipline. This implies
that to be coherent, a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties).

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the properties of operations to structure those ideas.

In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students…absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as \((a + b)(x + y)\) and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding \((a + b + c)(x + y)\). Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

The Standards begin on page 6 with eight Standards for Mathematical Practice.
How to read the grade level standards

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Number and operations in Base ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

These Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

What students can learn at any particular grade level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, “Students who already know ... should next come to learn ....” But at present this approach is unrealistic—not least because existing education research cannot specify all such learning pathways. Of necessity therefore, grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians. One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students based on their current understanding.

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.
Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others,
and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
7 Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

8 Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content
The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.
Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.
Grade K Overview

Counting and Cardinality
• Know number names and the count sequence.
• Count to tell the number of objects.
• Compare numbers.

Operations and Algebraic Thinking
• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten
• Work with numbers 11–19 to gain foundations for place value.

Measurement and Data
• Describe and compare measurable attributes.
• Classify objects and count the number of objects in categories.

Geometry
• Identify and describe shapes.
• Analyze, compare, create, and compose shapes.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Counting and Cardinality K.CC

Know number names and the count sequence.
1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.
4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

1Include groups with up to ten objects.
2Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
Number and Operations in Base Ten  K.NBT

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data  K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
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. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3

Geometry  K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

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3Limit category counts to be less than or equal to 10.
Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientation, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

¹Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.
Grade 1 Overview

Operations and Algebraic Thinking

• Represent and solve problems involving addition and subtraction.
• Understand and apply properties of operations and the relationship between addition and subtraction.
• Add and subtract within 20.
• Work with addition and subtraction equations.

Number and Operations in Base Ten

• Extend the counting sequence.
• Understand place value.
• Use place value understanding and properties of operations to add and subtract.

Measurement and Data

• Measure lengths indirectly and by iterating length units.
• Tell and write time.
• Represent and interpret data.

Geometry

• Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.
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 with a symbol for the unknown number to represent the problem.⁷

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.³ Examples: If \(8 + 3 = 11\) is known, then \(3 + 8 = 11\) is also known. (Commutative property of addition.) To add \(2 + 6 + 4\), the second two numbers can be added to make a ten, so \(2 + 6 + 4 = 2 + 10 = 12\). (Associative property of addition.)

4. Understand subtraction as an unknown-addend problem. For example, subtract \(10 - 8\) by finding the number that makes 10 when added to 8.

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., \(8 + 6 = 8 + 2 + 4 = 10 + 4 = 14\)); decomposing a number leading to a ten (e.g., \(13 - 4 = 13 - 3 - 1 = 10 - 1 = 9\)); using the relationship between addition and subtraction (e.g., knowing that \(8 + 4 = 12\), one knows \(12 - 8 = 4\)); and creating equivalent but easier or known sums (e.g., adding \(6 + 7\) by creating the known equivalent \(6 + 6 + 1 = 12 + 1 = 13\)).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? \(6 = 6\), \(7 = 8 - 1\), \(5 + 2 = 2 + 5\), \(4 + 1 = 5 + 2\).

8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations \(9 + ? = 11\), \(5 = \_ - 3\), \(6 + 6 = \_\).

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones — called a “ten.”
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

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⁷See Glossary, Table 1.
³Students need not use formal terms for these properties.
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

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 used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measure and Data 1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

2. Express the length of an object as a whole number of length units, by laying 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.

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

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.

Geometry 1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 4

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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4Students do not need to learn formal names such as “right rectangular prism.”
Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(2) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(3) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.
Grade 2 Overview

Operations and Algebraic Thinking

• Represent and solve problems involving addition and subtraction.
• Add and subtract within 20.
• Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

• Understand place value.
• Use place value understanding and properties of operations to add and subtract.

Measurement and Data

• Measure and estimate lengths in standard units.
• Relate addition and subtraction to length.
• Work with time and money.
• Represent and interpret data.

Geometry

• Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2. Count within 1000; skip-count by 5s, 10s, and 100s.

3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

7. Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

9. Explain why addition and subtraction strategies work, using place value and the properties of operations.³

¹See Glossary, Table 1.
²See standard 1.OA.6 for a list of mental strategies.
³Explanations may be supported by drawings or objects.
Measurement and Data 2.MD

Measure and estimate lengths in standard units.
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.
5. 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.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
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.

Geometry 2.G

Reason with shapes and their attributes.
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

\[\text{See Glossary, Table 1.}\]
\[\text{Sizes are compared directly or visually, not compared by measuring.}\]
Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.
Grade 3 Overview

Operations and Algebraic Thinking
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and Divide Within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
- Develop understanding of fractions as numbers.

Measurement and Data
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and Interpret Data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry
- Reason with shapes and their attributes.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$.

2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.\(^1\)

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.\(^2\) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. 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.\(^3\)

9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

\(^1\)See Glossary, Table 2.
\(^2\)Students need not use formal terms for these properties.
\(^3\)This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.¹

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions 3.NF

Develop understanding of fractions as numbers.

1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
   a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
   b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
   a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
   b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
   c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.
   d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

¹A range of algorithms may be used.
²Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.
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.

Represent and interpret data.
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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

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.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
   a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
   b. A plane figure which can be covered without gaps or overlaps by \( n \) unit squares is said to have an area of \( n \) square units.

6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

7. Relate area to the operations of multiplication and addition.
   a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
   b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
   c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths \( a \) and \( b + c \) is the sum of \( a \times b \) and \( a \times c \). Use area models to represent the distributive property in mathematical reasoning.
   d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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6 Excludes compound units such as cm³ and finding the geometric volume of a container.  
7 Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).
Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.
Mathematics | Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.
Grade 4 Overview

Operations and Algebraic Thinking
- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Geometry
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
Operations and Algebraic Thinking  4.OA

Use the four operations with whole numbers to solve problems.

1. 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.

2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem; distinguishing multiplicative comparison from additive comparison.¹

3. 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.

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten²

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

¹See Glossary, Table 2.
²Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Number and Operations—Fractions**

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.
   a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
   b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $\frac{2}{8} = \frac{1}{8} + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.
   c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
   d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
   a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times \left( \frac{1}{4} \right)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
   b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times \left( \frac{2}{5} \right)$ as $6 \times \left( \frac{1}{5} \right)$, recognizing this product as $6/5$. (In general, $n \times \left( \frac{a}{b} \right) = \left( n \times a \right)/b$.)
   c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

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3Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.
Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express \(3/10\) as \(30/100\), and add \(3/10 + 4/100 = 34/100\).

6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Measurement and Data 4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

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.

3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
   a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.
   b. An angle that turns through \(n\) one-degree angles is said to have an angle measure of \(n\) degrees.

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*Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.*
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry 4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.
Grade 5 Overview

Operations and Algebraic Thinking
- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Operations and Algebraic Thinking 5.OA

Write and interpret numerical expressions.
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

Analyze patterns and relationships.
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Number and Operations in Base Ten 5.NBT

Understand the place value system.
1. Recognize 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 and 1/10 of what it represents in the place to its left.
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.
3. Read, write, and compare decimals to thousandths.
   a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
   b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.
5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, 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 used.
Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{(ad + bc)}{bd}$.)

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
   a. Interpret the product $\left(\frac{a}{b}\right) \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)
   b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5. Interpret multiplication as scaling (resizing), by:
   a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
   b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.\(^1\)
   a. Interpret division of a unit fraction by a non-zero whole number,
and compute such quotients. For example, create a story context for \((1/3) ÷ 4\), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that \((1/3) ÷ 4 = 1/12\) because \((1/12) \times 4 = 1/3\).

b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for \(4 ÷ (1/5)\), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that \(4 ÷ (1/5) = 20\) because \(20 \times (1/5) = 4\).

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

### Measurement and Data 5.MD

#### Convert like measurement units within a given measurement system.

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.

#### Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

#### Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
   a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
   b. A solid figure which can be packed without gaps or overlaps using \(n\) unit cubes is said to have a volume of \(n\) cubic units.

4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
   b. Apply the formulas \(V = l \times w \times h\) and \(V = b \times h\) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
   c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., $x$-axis and $x$-coordinate, $y$-axis and $y$-coordinate).

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.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

4. Classify two-dimensional figures in a hierarchy based on properties.
Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as \(3x = y\)) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.
Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.
Grade 6 Overview

Ratios and Proportional Relationships
• Understand ratio concepts and use ratio reasoning to solve problems.

The Number System
• Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
• Compute fluently with multi-digit numbers and find common factors and multiples.
• Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations
• Apply and extend previous understandings of arithmetic to algebraic expressions.
• Reason about and solve one-variable equations and inequalities.
• Represent and analyze quantitative relationships between dependent and independent variables.

Geometry
• Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability
• Develop understanding of statistical variability.
• Summarize and describe distributions.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

2. Understand the concept of a unit rate \( \frac{a}{b} \) associated with a ratio \( a:b \) with \( b \neq 0 \), and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is \( \frac{3}{4} \) cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.”

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
   a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
   b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
   c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
   d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for \( \frac{2}{3} \div \frac{3}{4} \) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that \( \frac{2}{3} \div \frac{3}{4} = \frac{8}{9} \) because \( \frac{3}{4} \) of \( \frac{8}{9} \) is \( \frac{2}{3} \). (In general, \( \left(\frac{a}{b}\right) \div \left(\frac{c}{d}\right) = \frac{ad}{bc} \).) How much chocolate will each person get if 3 people share \( \frac{1}{2} \) lb of chocolate equally? How many \( \frac{3}{4} \)-cup servings are in \( \frac{2}{3} \) of a cup of yogurt? How wide is a rectangular strip of land with length \( \frac{3}{4} \) mi and area \( \frac{1}{2} \) square mi?

Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express \( 38 + 44 \) as \( 4 \left( 9 + 2 \right) \).

1Expectations for unit rates in this grade are limited to non-complex fractions.
Apply and extend previous understandings of numbers to the system of rational numbers.

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.

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
   a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., \(-(-3) = 3\), and that 0 is its own opposite.
   b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
   c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

7. Understand ordering and absolute value of rational numbers.
   a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret \(-3 > -7\) as a statement that \(-3\) is located to the right of \(-7\) on a number line oriented from left to right.
   b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write \(-3^\circ\text{C} > -7^\circ\text{C}\) to express the fact that \(-3^\circ\text{C}\) is warmer than \(-7^\circ\text{C}\).
   c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of \(-30\) dollars, write \(|-30| = 30\) to describe the size of the debt in dollars.
   d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than \(-30\) dollars represents a debt greater than 30 dollars.

8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

### Expressions and Equations 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents.

2. Write, read, and evaluate expressions in which letters stand for numbers.
   a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract \(y\) from 5” as \(5 - y\).
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression \(2(8+7)\) as a product of two factors; view \((8+7)\) as both a single entity and a sum of two terms.

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas \(V = s^3\) and \(A = 6s^2\) to find the volume and surface area of a cube with sides of length \(s = 1/2\).

3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression \(3(2 + x)\) to produce the equivalent expression \(6 + 3x\); apply the distributive property to the expression \(24x + 18y\) to produce the equivalent expression \(6(4x + 3y)\); apply properties of operations to \(y + y + y\) to produce the equivalent expression \(3y\).

4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions \(y + y + y\) and \(3y\) are equivalent because they name the same number regardless of which number \(y\) stands for.

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

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.

7. Solve real-world and mathematical problems by writing and solving equations of the form \(x + p = q\) and \(px = q\) for cases in which \(p, q\) and \(x\) are all nonnegative rational numbers.

8. Write an inequality of the form \(x > c\) or \(x < c\) to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form \(x > c\) or \(x < c\) have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

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. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation \(d = 65t\) to represent the relationship between distance and time.

**Geometry 6.G**

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

3. Draw polygons in the coordinate plane given coordinates for the vertices: use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

5. Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.
Grade 7 Overview

Ratios and Proportional Relationships

• Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

• Use properties of operations to generate equivalent expressions.

• Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

• Draw, construct and describe geometrical figures and describe the relationships between them.

• Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

• Use random sampling to draw inferences about a population.

• Draw informal comparative inferences about two populations.

• Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Ratios and Proportional Relationships 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction \( \frac{\frac{1}{2}}{\frac{1}{4}} \) miles per hour, equivalently 2 miles per hour.

2. Recognize and represent proportional relationships between quantities.
   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
   c. Represent proportional relationships by equations. For example, if total cost \( t \) is proportional to the number \( n \) of items purchased at a constant price \( p \), the relationship between the total cost and the number of items can be expressed as \( t = pn \).
   d. Explain what a point \((x, y)\) on the graph of a proportional relationship means in terms of the situation, with special attention to the points \((0, 0)\) and \((1, r)\) where \( r \) is the unit rate.

3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

The Number System 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
   a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
   b. Understand \( p + q \) as the number located a distance \(|q|\) from \( p \), in the positive or negative direction depending on whether \( q \) is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
   c. Understand subtraction of rational numbers as adding the additive inverse, \( p - q = p + (-q) \). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
   d. Apply properties of operations as strategies to add and subtract rational numbers.\(^1\)

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
   a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as \((-1)(-1) = 1\) and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

\(^1\)See Glossary, Table 3
b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If \( p \) and \( q \) are integers, then \(-\frac{p}{q} = \frac{-p}{q} = \frac{p}{-q}\). Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 9s or eventually repeats.

3. Solve real-world and mathematical problems involving the four operations with rational numbers.\(^1\)

**Expressions and Equations** 7.EE

**Use properties of operations to generate equivalent expressions.**

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, \( a + 0.05a = 1.05a \) means that “increase by 5%” is the same as “multiply by 1.05.”

**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), 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. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional \( \frac{1}{10} \) of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

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.

   a. Solve word problems leading to equations of the form \( px + q = r \) and \( p(x + q) = r \), where \( p, q \), and \( r \) are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

   b. Solve word problems leading to inequalities of the form \( px + q > r \) or \( px + q < r \), where \( p, q \), and \( r \) are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.

**Geometry** 7.G

**Draw, construct, and describe geometrical figures and describe the relationships between them.**

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

\(^1\)Computations with rational numbers extend the rules for manipulating fractions to complex fractions.
2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Draw informal comparative inferences about two populations.

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
   a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
   b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
   a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
   b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
   c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?
Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality ($m$) is the slope, and the graphs are lines through the origin. They understand that the slope ($m$) of a line is a constant rate of change, so that if the input or $x$-coordinate changes by an amount $A$, the output or $y$-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and $y$-intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.
Grade 8 Overview

The Number System

• Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

• Work with radicals and integer exponents.
• Understand the connections between proportional relationships, lines, and linear equations.
• Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

• Define, evaluate, and compare functions.
• Use functions to model relationships between quantities.

Geometry

• Understand congruence and similarity using physical models, transparencies, or geometry software.
• Understand and apply the Pythagorean theorem.
• Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

• Investigate patterns of association in bivariate data.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
**The Number System 8.NS**

Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., \( \pi^2 \)). For example, by truncating the decimal expansion of \( \sqrt{2} \), show that \( \sqrt{2} \) is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

**Expressions and Equations 8.EE**

Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, \( 3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27 \).

2. Use square root and cube root symbols to represent solutions to equations of the form \( x^2 = p \) and \( x^3 = p \), where \( p \) is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that \( \sqrt{2} \) is irrational.

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. For example, estimate the population of the United States as \( 3 \times 10^8 \) and the population of the world as \( 7 \times 10^9 \), and determine that the world population is more than 20 times larger.

4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

6. Use similar triangles to explain why the slope \( m \) is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation \( y = mx \) for a line through the origin and the equation \( y = mx + b \) for a line intercepting the vertical axis at \( b \).

Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.
   a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form \( x = a \), \( a = a \), or \( a = b \) results (where \( a \) and \( b \) are different numbers).
   b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
8. Analyze and solve pairs of simultaneous linear equations.
   a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
   b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, \(3x + 2y = 5\) and \(3x + 2y = 6\) have no solution because \(3x + 2y\) cannot simultaneously be 5 and 6.
   c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

**Functions**

**Define, evaluate, and compare functions.**

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.¹

2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

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. For example, the function \(A = s^2\) giving the area of a square as a function of its side length is not linear because its graph contains the points \((1,1)\), \((2,4)\) and \((3,9)\), which are not on a straight line.

**Use functions to model relationships between quantities.**

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two \((x, y)\) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**Geometry**

**Understand congruence and similarity using physical models, transparencies, or geometry software.**

1. Verify experimentally the properties of rotations, reflections, and translations:
   a. Lines are taken to lines, and line segments to line segments of the same length.
   b. Angles are taken to angles of the same measure.
   c. Parallel lines are taken to parallel lines.

2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

¹Function notation is not required in Grade 8.
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.

7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability 8.SP

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?
Mathematics Standards for High School

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

All standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards with a (+) symbol may also appear in courses intended for all students.

The high school standards are listed in conceptual categories:
- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

Conceptual categories portray a coherent view of high school mathematics; a student’s work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*). The star symbol sometimes appears on the heading for a group of standards; in that case, it should be understood to apply to all standards in that group.
Mathematics | High School - Number and Quantity

**Numbers and Number Systems.** During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, “number” means “counting number”: 1, 2, 3... Soon after that, 0 is used to represent “none” and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that \( (5^{1/3})^3 \) should be \( 5^{1/3 \times 3} = 5^1 = 5 \) and that \( 5^{1/3} \) should be the cube root of 5.

Calculators, spreadsheets, and computer algebra systems can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

**Quantities.** In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.
Number and Quantity Overview

The Real Number System
- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities
- Reason quantitatively and use units to solve problems

The Complex Number System
- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities
- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
The Real Number System

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{1/3 \times 3}$ to hold, so $(5^{1/3})^3$ must equal 5.

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities*

Reason quantitatively and use units to solve problems.

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.

2. Define appropriate quantities for the purpose of descriptive modeling.

3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System

Perform arithmetic operations with complex numbers.

1. Know there is a complex number $i$ such that $i^2 = -1$, and every complex number has the form $a + bi$ with $a$ and $b$ real.

2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane.

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3} i)^2 = 8$ because $(-1 + \sqrt{3} i)$ has modulus 2 and argument $120^\circ$.

6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.

8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.

9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$, $|\mathbf{v}|$, $||\mathbf{v}||$, $\mathbf{v}$).
2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

Perform operations on vectors.

4. (+) Add and subtract vectors.
   a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
   b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
   c. Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of $\mathbf{w}$, with the same magnitude as $\mathbf{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
5. (+) Multiply a vector by a scalar.
   a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(\mathbf{v}_x, \mathbf{v}_y) = (cv_x, cv_y)$.
   b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $||c\mathbf{v}|| = |c|v$. Compute the direction of $c\mathbf{v}$ knowing that when $|c|v \neq 0$, the direction of $c\mathbf{v}$ is either along $\mathbf{v}$ (for $c > 0$) or against $\mathbf{v}$ (for $c < 0$).

Perform operations on matrices and use matrices in applications.

6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
8. (+) Add, subtract, and multiply matrices of appropriate dimensions.
9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
12. (+) Work with $2 \times 2$ matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.
Expressions. An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, \( p + 0.05p \) can be interpreted as the addition of a 5% tax to a price \( p \). Rewriting \( p + 0.05p \) as \( 1.05p \) shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, \( p + 0.05p \) is the sum of the simpler expressions \( p \) and \( 0.05p \). Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of \( x + 1 = 0 \) is an integer, not a whole number; the solution of \( 2x + 1 = 0 \) is a rational number, not an integer; the solutions of \( x^2 - 2 = 0 \) are real numbers, not rational numbers; and the solutions of \( x^2 + 2 = 0 \) are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, \( A = \frac{(b_1+b_2)}{2}h \), can be solved for \( h \) using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.
Algebra Overview

**Seeing Structure in Expressions**
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

**Arithmetic with Polynomials and Rational Expressions**
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

**Creating Equations**
- Create equations that describe numbers or relationships

**Reasoning with Equations and Inequalities**
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

**Mathematical Practices**
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Seeing Structure in Expressions A-SSE

Interpret the structure of expressions
1. Interpret expressions that represent a quantity in terms of its context.*
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$.

2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems
3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
   a. Factor a quadratic expression to reveal the zeros of the function it defines.
   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
   c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.15 \frac{1}{12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

Arithmetic with Polynomials and Rational Expressions A-APR

Perform arithmetic operations on polynomials
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials
2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems
4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 - (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$, where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal’s Triangle.\(^1\)

\(^1\)The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
Rewrite rational expressions
6. Rewrite simple rational expressions in different forms; write \( \frac{a(x)}{b(x)} \) in the form \( q(x) + \frac{r(x)}{b(x)} \), where \( a(x) \), \( b(x) \), \( q(x) \), and \( r(x) \) are polynomials with the degree of \( r(x) \) less than the degree of \( b(x) \), using inspection, long division, or, for the more complicated examples, a computer algebra system.

7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations*

Create equations that describe numbers or relationships
1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law \( V = IR \) to highlight resistance \( R \).

Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning
1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

4. Solve quadratic equations in one variable.
   a. Use the method of completing the square to transform any quadratic equation in \( x \) into an equation of the form \( (x - p)^2 = q \) that has the same solutions. Derive the quadratic formula from this form.
   b. Solve quadratic equations by inspection (e.g., for \( x^2 = 49 \)), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as \( a \pm bi \) for real numbers \( a \) and \( b \).

Solve systems of equations
5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, \( v \); the rule \( T(v) = \frac{100}{v} \) expresses this relationship algebraically and defines a function whose name is \( T \).

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like \( f(x) = a + bx \); or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

**Connections to Expressions, Equations, Modeling, and Coordinates.**

Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.
Functions Overview

Interpreting Functions
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Building Functions
- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models
- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Trigonometric Functions
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Interpreting Functions F-IF

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If \( f \) is a function and \( x \) is an element of its domain, then \( f(x) \) denotes the output of \( f \) corresponding to the input \( x \). The graph of \( f \) is the graph of the equation \( y = f(x) \).

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by \( f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) \) for \( n \geq 1 \).

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function \( h(n) \) gives the number of person-hours it takes to assemble \( n \) engines in a factory, then the positive integers would be an appropriate domain for the function.*

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
   a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
   b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
   c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
   d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
   e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
   b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as \( y = (1.02)^t, y = (0.97)^t, y = (1.01)^{12t}, y = (1.2)^{10t} \), and classify them as representing exponential growth or decay.
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

### Building Functions

**F-BF**

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.*
   a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
   b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
   c. (+) Compose functions. For example, if \( T(y) \) is the temperature in the atmosphere as a function of height, and \( h(t) \) is the height of a weather balloon as a function of time, then \( T(h(t)) \) is the temperature at the location of the weather balloon as a function of time.

2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

### Build new functions from existing functions

3. Identify the effect on the graph of replacing \( f(x) \) by \( f(x) + k \), \( k f(x) \), \( f(kx) \), and \( f(x + k) \) for specific values of \( k \) (both positive and negative); find the value of \( k \) given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

4. Find inverse functions.
   a. Solve an equation of the form \( f(x) = c \) for a simple function \( f \) that has an inverse and write an expression for the inverse. For example, \( f(x) = 2x^3 \) or \( f(x) = (x+1)/(x-1) \) for \( x \neq 1 \).
   b. (+) Verify by composition that one function is the inverse of another.
   c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
   d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

### Linear, Quadratic, and Exponential Models*

**F-LE**

Construct and compare linear, quadratic, and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
   a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
   c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

4. For exponential models, express as a logarithm the solution to \( ab^x = d \) where \( a, c, \) and \( d \) are numbers and the base \( b \) is 2, 10, or \( e \); evaluate the logarithm using technology.

**Interpret expressions for functions in terms of the situation they model**

5. Interpret the parameters in a linear or exponential function in terms of a context.

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**Trigonometric Functions**

<table>
<thead>
<tr>
<th>F-TF</th>
<th>Extend the domain of trigonometric functions using the unit circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</td>
</tr>
<tr>
<td>3. (+)</td>
<td>Use special triangles to determine geometrically the values of sine, cosine, tangent for ( \pi/3, \pi/4 ) and ( \pi/6 ), and use the unit circle to express the values of sine, cosine, and tangent for ( \pi-x, \pi+x, ) and ( 2\pi-x ) in terms of their values for ( x ), where ( x ) is any real number.</td>
</tr>
<tr>
<td>4. (+)</td>
<td>Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</td>
</tr>
</tbody>
</table>

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**Model periodic phenomena with trigonometric functions**

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*

6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

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**Prove and apply trigonometric identities**

8. Prove the Pythagorean identity \( \sin^2(\theta) + \cos^2(\theta) = 1 \) and use it to find \( \sin(\theta), \cos(\theta), \) or \( \tan(\theta) \) given \( \sin(\theta), \cos(\theta), \) or \( \tan(\theta) \) and the quadrant of the angle.

9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
Mathematics | High School - Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it
is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO$_2$ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

**Modeling Standards** Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).
Mathematics | High School - Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

**Connections to Equations.** The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.
Geometry Overview

**Congruence**
- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

**Similarity, Right Triangles, and Trigonometry**
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

**Circles**
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

**Expressing Geometric Properties with Equations**
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

**Geometric Measurement and Dimension**
- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

**Modeling with Geometry**
- Apply geometric concepts in modeling situations

**Mathematical Practices**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints.

10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
**Similarity, Right Triangles, and Trigonometry**

**G-SRT**

**Understand similarity in terms of similarity transformations**

1. Verify experimentally the properties of dilations given by a center and a scale factor:
   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

**Prove theorems involving similarity**

4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

**Define trigonometric ratios and solve problems involving right triangles**

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

7. Explain and use the relationship between the sine and cosine of complementary angles.

8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

**Apply trigonometry to general triangles**

9. (+) Derive the formula \( A = \frac{1}{2} ab \sin(C) \) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

**Circles**

**G-C**

**Understand and apply theorems about circles**

1. Prove that all circles are similar.

2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

4. (+) Construct a tangent line from a point outside a given circle to the circle.
Find arc lengths and areas of sectors of circles
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations G-GPE

Translate between the geometric description and the equation for a conic section
1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.
3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Use coordinates to prove simple geometric theorems algebraically
4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).

5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Geometric Measurement and Dimension G-GMD

Explain volume formulas and use them to solve problems
1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Visualize relationships between two-dimensional and three-dimensional objects
4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry G-MG

Apply geometric concepts in modeling situations
1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*
Mathematics | High School - Statistics and Probability

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.
Statistics and Probability Overview

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Interpreting Categorical and Quantitative Data S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
   b. Informally assess the fit of a function by plotting and analyzing residuals.
   c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions S-IC

Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

6. Evaluate reports based on data.

**Conditional Probability and the Rules of Probability**

Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

3. Understand the conditional probability of A given B as \( P(A \text{ and } B) / P(B) \), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

**Use the rules of probability to compute probabilities of compound events in a uniform probability model**

6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

7. Apply the Addition Rule, \( P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B) \), and interpret the answer in terms of the model.

8. (+) Apply the general Multiplication Rule in a uniform probability model, \( P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B) \), and interpret the answer in terms of the model.

9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

**Using Probability to Make Decisions**

Calculate expected values and use them to solve problems

1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

Use probability to evaluate outcomes of decisions

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
   
   a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
   
   b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.

6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
Note on Courses and Transitions

The high school portion of the Standards for Mathematical Content specifies the mathematics all students should study for college and career readiness. These standards do not mandate the sequence of high school courses. However, the organization of high school courses is a critical component to implementation of the standards. To that end, sample high school pathways for mathematics – in both a traditional course sequence (Algebra I, Geometry, and Algebra II) as well as an integrated course sequence (Mathematics 1, Mathematics 2, Mathematics 3) – will be made available shortly after the release of the final Common Core State Standards. It is expected that additional model pathways based on these standards will become available as well.

The standards themselves do not dictate curriculum, pedagogy, or delivery of content. In particular, states may handle the transition to high school in different ways. For example, many students in the U.S. today take Algebra I in the 8th grade, and in some states this is a requirement. The K-7 standards contain the prerequisites to prepare students for Algebra I by 8th grade, and the standards are designed to permit states to continue existing policies concerning Algebra I in 8th grade.

A second major transition is the transition from high school to post-secondary education for college and careers. The evidence concerning college and career readiness shows clearly that the knowledge, skills, and practices important for readiness include a great deal of mathematics prior to the boundary defined by (+) symbols in these standards. Indeed, some of the highest priority content for college and career readiness comes from Grades 6-8. This body of material includes powerfully useful proficiencies such as applying ratio reasoning in real-world and mathematical problems, computing fluently with positive and negative fractions and decimals, and solving real-world and mathematical problems involving angle measure, area, surface area, and volume. Because important standards for college and career readiness are distributed across grades and courses, systems for evaluating college and career readiness should reach as far back in the standards as Grades 6-8. It is important to note as well that cut scores or other information generated by assessment systems for college and career readiness should be developed in collaboration with representatives from higher education and workforce development programs, and should be validated by subsequent performance of students in college and the workforce.
Glossary

**Addition and subtraction within 5, 10, 20, 100, or 1000.** Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: 8 + 2 = 10 is an addition within 10, 14 – 5 = 9 is a subtraction within 20, and 55 – 18 = 37 is a subtraction within 100.

**Additive inverses.** Two numbers whose sum is 0 are additive inverses of one another. Example: 3/4 and −3/4 are additive inverses of one another because 3/4 + (−3/4) = (−3/4) + 3/4 = 0.

**Associative property of addition.** See Table 3 in this Glossary.

**Associative property of multiplication.** See Table 3 in this Glossary.

**Bivariate data.** Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

**Box plot.** A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data. ¹

**Commutative property.** See Table 3 in this Glossary.

**Complex fraction.** A fraction \( \frac{A}{B} \) where \( A \) and/or \( B \) are fractions (\( B \) nonzero).

**Computation algorithm.** A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See also: computation strategy.

**Computation strategy.** Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See also: computation algorithm.

**Congruent.** Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

**Counting on.** A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by counting on—pointing to the top book and saying “eight,” following this with “nine, ten, eleven. There are eleven books now.”

**Dot plot.** See: line plot.

**Dilation.** A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

**Expanded form.** A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, 643 = 600 + 40 + 3.

**Expected value.** For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

**First quartile.** For a data set with median \( M \), the first quartile is the median of the data values less than \( M \). Example: For the data set \{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}, the first quartile is 6.² See also: median, third quartile, interquartile range.

**Fraction.** A number expressible in the form \( \frac{a}{b} \) where \( a \) is a whole number and \( b \) is a positive whole number. (The word fraction in these standards always refers to a non-negative number.) See also: rational number.

**Identity property of 0.** See Table 3 in this Glossary.

**Independently combined probability models.** Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

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¹Adapted from Wisconsin Department of Public Instruction, [http://dpi.wi.gov/standards/mathglos.html](http://dpi.wi.gov/standards/mathglos.html), accessed March 2, 2010.

**Integer.** A number expressible in the form \(a\) or \(-a\) for some whole number \(a\).

**Interquartile Range.** A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set \{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}, the interquartile range is \(15 - 6 = 9\). See also: first quartile, third quartile.

**Line plot.** A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.

**Mean.** A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list. Example: For the data set \{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}, the mean is 21.

**Mean absolute deviation.** A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set \{2, 3, 6, 7, 10, 12, 14, 15, 22, 90\}, the mean absolute deviation is 20.

**Median.** A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set \{2, 3, 6, 7, 10, 12, 14, 15, 22, 90\}, the median is 11.

**Midline.** In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values.

**Multiplication and division within 100.** Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: \(72 \div 8 = 9\).

**Multiplicative inverses.** Two numbers whose product is 1 are multiplicative inverses of one another. Example: \(\frac{3}{4}\) and \(\frac{4}{3}\) are multiplicative inverses of one another because \(\frac{3}{4} \times \frac{4}{3} = \frac{4}{3} \times \frac{3}{4} = 1\).

**Number line diagram.** A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

**Percent rate of change.** A rate of change expressed as a percent. Example: If a population grows from 50 to 55 in a year, it grows by \(\frac{5}{50} = 10\%\) per year.

**Probability distribution.** The set of possible values of a random variable with a probability assigned to each.

**Properties of operations.** See Table 3 in this Glossary.

**Properties of equality.** See Table 4 in this Glossary.

**Properties of inequality.** See Table 5 in this Glossary.

**Properties of operations.** See Table 3 in this Glossary.

**Probability.** A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

**Probability model.** A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See also: uniform probability model.

**Random variable.** An assignment of a numerical value to each outcome in a sample space.

**Rational expression.** A quotient of two polynomials with a non-zero denominator.

**Rational number.** A number expressible in the form \(\frac{a}{b}\) or \(-\frac{a}{b}\) for some fraction \(\frac{a}{b}\). The rational numbers include the integers.

**Rectilinear figure.** A polygon all angles of which are right angles.

**Rigid motion.** A transformation of points in space consisting of a sequence of

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3 Adapted from Wisconsin Department of Public Instruction, op. cit.
4 To be more precise, this defines the arithmetic mean.
one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

**Repeating decimal.** The decimal form of a rational number. See also: terminating decimal.

**Sample space.** In a probability model for a random process, a list of the individual outcomes that are to be considered.

**Scatter plot.** A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.

**Similarity transformation.** A rigid motion followed by a dilation.

**Tape diagram.** A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

**Terminating decimal.** A decimal is called terminating if its repeating digit is 0.

**Third quartile.** For a data set with median $M$, the third quartile is the median of the data values greater than $M$. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. See also: median, first quartile, interquartile range.

**Transitivity principle for indirect measurement.** If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

**Uniform probability model.** A probability model which assigns equal probability to all outcomes. See also: probability model.

**Vector.** A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

**Visual fraction model.** A tape diagram, number line diagram, or area model.

**Whole numbers.** The numbers 0, 1, 2, 3, ....

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Adapted from Wisconsin Department of Public Instruction, op. cit.
Table 1: Common addition and subtraction situations.  

<table>
<thead>
<tr>
<th></th>
<th>Result Unknown</th>
<th>Change Unknown</th>
<th>Start Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add to</strong></td>
<td>Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?</td>
<td>Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two?</td>
<td>Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before?</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>$2 + 3 = ?$</td>
<td>$2 + ? = 5$</td>
<td>$? + 3 = 5$</td>
</tr>
<tr>
<td><strong>Take from</strong></td>
<td>Five apples were on the table. How many apples are on the table now?</td>
<td>Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?</td>
<td>Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before?</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>$5 - 2 = ?$</td>
<td>$5 - ? = 3$</td>
<td>$? - 2 = 3$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Unknown</th>
<th>Addend Unknown</th>
<th>Both Addends Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Put Together/ Take Apart</strong></td>
<td>Three red apples and two green apples are on the table. How many apples are on the table?</td>
<td>Five apples are on the table. Three are red and the rest are green. How many apples are green?</td>
<td>Grandma has five flowers. How many can she put in her red vase and how many in her blue vase?</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>$3 + 2 = ?$</td>
<td>$3 + ? = 5, 5 - 3 = ?$</td>
<td>$5 = 0 + 5, 5 = 5 + 0$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$5 = 1 + 4, 5 = 4 + 1$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$5 = 2 + 3, 5 = 3 + 2$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Difference Unknown</th>
<th>Bigger Unknown</th>
<th>Smaller Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare</strong></td>
<td>(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?</td>
<td>(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?</td>
<td>(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?</td>
</tr>
<tr>
<td></td>
<td>(“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie?</td>
<td>(Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have?</td>
<td>(Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have?</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>$2 + ? = 5, 5 - 2 = ?$</td>
<td>$2 + 3 = ?, 3 + 2 = ?$</td>
<td>$5 - 3 = ?, ? + 3 = 5$</td>
</tr>
</tbody>
</table>

1. These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.
2. Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.
3. For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

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Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

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Table 2. Common multiplication and division situations.7

<table>
<thead>
<tr>
<th>Unknown Product</th>
<th>Group Size Unknown</th>
<th>Number of Groups Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(“How many in each group?” Division)</td>
<td>(“How many groups?” Division)</td>
</tr>
<tr>
<td>$3 \times 6 = ?$</td>
<td>$3 \times ? = 18$, and $18 \div 3 = ?$</td>
<td>$? \times 6 = 18$, and $18 \div 6 = ?$</td>
</tr>
</tbody>
</table>

**Equal Groups**

There are 3 bags with 6 plums in each bag. How many plums are there in all?

*Measurement example.* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?

<table>
<thead>
<tr>
<th>Arrays,4 Area²</th>
<th>Unknown Product</th>
<th>Group Size Unknown</th>
<th>Number of Groups Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(“How many in each group?” Division)</td>
<td>(“How many groups?” Division)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3 \times ? = 18$, and $18 \div 3 = ?$</td>
<td>$? \times 6 = 18$, and $18 \div 6 = ?$</td>
</tr>
</tbody>
</table>

**Arrays, Area²**

There are 3 rows of apples with 6 apples in each row. How many apples are there?

*Measurement example.* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?

<table>
<thead>
<tr>
<th>Compare</th>
<th>Unknown Product</th>
<th>Group Size Unknown</th>
<th>Number of Groups Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(“How many in each group?” Division)</td>
<td>(“How many groups?” Division)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3 \times ? = 18$, and $18 \div 3 = ?$</td>
<td>$? \times 6 = 18$, and $18 \div 6 = ?$</td>
</tr>
</tbody>
</table>

**Compare**

A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost?

*Measurement example.* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?

<table>
<thead>
<tr>
<th>General</th>
<th>Unknown Product</th>
<th>Group Size Unknown</th>
<th>Number of Groups Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$a \times b = ?$</td>
<td>$a \times ? = p$, and $p \div a = ?$</td>
<td>$? \times b = p$, and $p \div b = ?$</td>
</tr>
</tbody>
</table>

7The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are there? Both forms are valuable.

²Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

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7The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.
Table 3. The properties of operations. Here $a$, $b$ and $c$ stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

<table>
<thead>
<tr>
<th>Property</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associative property of addition</td>
<td>$(a + b) + c = a + (b + c)$</td>
</tr>
<tr>
<td>Commutative property of addition</td>
<td>$a + b = b + a$</td>
</tr>
<tr>
<td>Additive identity property of 0</td>
<td>$a + 0 = 0 + a = a$</td>
</tr>
<tr>
<td>Existence of additive inverses</td>
<td>For every $a$ there exists $-a$ so that $a + (-a) = (-a) + a = 0$.</td>
</tr>
<tr>
<td>Associative property of multiplication</td>
<td>$(a \times b) \times c = a \times (b \times c)$</td>
</tr>
<tr>
<td>Commutative property of multiplication</td>
<td>$a \times b = b \times a$</td>
</tr>
<tr>
<td>Multiplicative identity property of 1</td>
<td>$a \times 1 = 1 \times a = a$</td>
</tr>
<tr>
<td>Existence of multiplicative inverses</td>
<td>For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.</td>
</tr>
<tr>
<td>Distributive property of multiplication over addition</td>
<td>$a \times (b + c) = a \times b + a \times c$</td>
</tr>
</tbody>
</table>

Table 4. The properties of equality. Here $a$, $b$ and $c$ stand for arbitrary numbers in the rational, real, or complex number systems.

<table>
<thead>
<tr>
<th>Property</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflexive property of equality</td>
<td>$a = a$</td>
</tr>
<tr>
<td>Symmetric property of equality</td>
<td>If $a = b$, then $b = a$.</td>
</tr>
<tr>
<td>Transitive property of equality</td>
<td>If $a = b$ and $b = c$, then $a = c$.</td>
</tr>
<tr>
<td>Addition property of equality</td>
<td>If $a = b$, then $a + c = b + c$.</td>
</tr>
<tr>
<td>Subtraction property of equality</td>
<td>If $a = b$, then $a - c = b - c$.</td>
</tr>
<tr>
<td>Multiplication property of equality</td>
<td>If $a = b$, then $a \times c = b \times c$.</td>
</tr>
<tr>
<td>Division property of equality</td>
<td>If $a = b$ and $c \neq 0$, then $a \div c = b \div c$.</td>
</tr>
<tr>
<td>Substitution property of equality</td>
<td>If $a = b$, then $b$ may be substituted for $a$ in any expression containing $a$.</td>
</tr>
</tbody>
</table>

Table 5. The properties of inequality. Here $a$, $b$ and $c$ stand for arbitrary numbers in the rational or real number systems.

<table>
<thead>
<tr>
<th>Property</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exactly one of the following is true: $a &lt; b, a = b, a &gt; b$</td>
<td></td>
</tr>
<tr>
<td>If $a &gt; b$ and $b &gt; c$ then $a &gt; c$.</td>
<td></td>
</tr>
<tr>
<td>If $a &gt; b$, then $b &lt; a$.</td>
<td></td>
</tr>
<tr>
<td>If $a &gt; b$, then $-a &lt; -b$.</td>
<td></td>
</tr>
<tr>
<td>If $a &gt; b$, then $a + c &gt; b + c$.</td>
<td></td>
</tr>
<tr>
<td>If $a &gt; b$ and $c &gt; 0$, then $a \times c &gt; b \times c$.</td>
<td></td>
</tr>
<tr>
<td>If $a &gt; b$ and $c &lt; 0$, then $a \times c &lt; b \times c$.</td>
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<tr>
<td>If $a &gt; b$ and $c &gt; 0$, then $a + c &gt; b + c$.</td>
<td></td>
</tr>
<tr>
<td>If $a &gt; b$ and $c &lt; 0$, then $a + c &lt; b + c$.</td>
<td></td>
</tr>
</tbody>
</table>
Sample of Works Consulted

Existing state standards documents.

Research summaries and briefs provided to the Working Group by researchers.


Mathematics documents from: Alberta, Canada; Belgium; China; Chinese Taipei; Denmark; England; Finland; Hong Kong; India; Ireland; Japan; Korea; New Zealand; Singapore; Victoria (British Columbia).


Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a). (2004).


Kindergarten–2nd Grade

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: Demonstrate The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 2, students will:

- **K-2.PE.1.1.1** Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping, etc.) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., the elements of movement, levels, speeds, pathways, relationships, and effort).

- **K-2.PE.1.1.2** Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills (e.g., PEmetrics, etc.).

- **K-2.PE.1.1.3** Achieve mature Demonstrate emerging form in the less complex manipulative skills (e.g., underhand throwing, catching, rolling, etc.) and show progress toward achieving mature form in the more complex manipulative skills (e.g., foot-dribbling, overhand throw, kicking, striking, etc.).

- **K-2.PE.1.1.4** Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer, etc.) as well as weight-bearing and balancing on a variety of body parts (e.g., symmetrical/asymmetrical, stork stand, partner balances, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 2, students will:

- **K-2.PE.2.1.1** Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability, etc.).
K-2.PE.2.1.2  Identify and apply critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways, etc.).

**Standard 3: Valuing a Physically Active Lifestyle**

**Goal 3.1:** Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

**Objective(s): By the end of grade 2, students will:**

- **K2.PE.3.1.1** Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).

- **K-2.PE.3.1.2** Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).

- **K-2.PE.3.1.3** Express feelings about participation appropriately during physical activity (e.g., use of emoticons like smiley faces and thumb up/down, etc.).

**Standard 43: Health-Enhancing Personal Fitness**

**Goal 43.1:** Achieve and maintain a health-enhancing level of physical fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

**Objective(s): By the end of grade 2, students will:**

- **K-2.PE.43.1.1** Engage in a variety of activities that promote health-related enhancing physical fitness components (e.g., jumping rope, riding a bicycle, animal walks, walking like an animal, climbing a rope wall, chasing and fleeing games, tumbling activities, dance dancing skills, walking/running program, etc.).

- **K-2.PE.43.1.2** Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition (e.g., i.e., identify various activities that demonstrate each health-related component, etc.).

- **K-2.PE.43.1.3** Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue, etc.).

**Standard 54: Personal and Social Responsibility**
Goal 54.1: Exhibit responsible and social behavior that respects self and others in physical activity settings. The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 2, students will:
- **K-2.PE.54.1.1** Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions, etc).
- **K-2.PE.54.1.2** Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others, etc).
- **K-2.PE.54.1.3** Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games, etc).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective(s): By the end of grade 2, students will:
- **K2.PE.5.1.1** Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).
- **K-2.PE.5.1.2** Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).
- **K-2.PE.5.1.3** Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down).
Grade 3-5

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: Demonstrate The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 5, students will:

3-5.PE.1.1.1 Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics, etc.).

3-5.PE.1.1.2 Demonstrate emerging mature movements patterns using concepts of effort varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies).

3-5.PE.1.1.3 Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 5, students will:

3-5.PE.2.1.1 Utilize knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed, agility, effort, opposition, balance. Did I follow through?, self and peer checklist, etc.).

3-5.PE.2.1.2 Transfer concepts to new skills/games (e.g., offensive and defensive strategies, bending the knees lowers the center of gravity and increases stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy, etc.).
Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback, etc.).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:
- **3-5.PE.3.1.1** Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30-minute class or 60 steps per minute, etc.).
- **3-5.PE.3.1.2** Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- **3-5.PE.3.1.3** Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (e.g., enroll in organized school activity, etc.).
- **3-5.PE.3.1.4** Seek personally challenging experiences in physical activity (e.g., sets realistic improvement goals for a greater challenge in existing activity, etc.).

Standard 43: Health Enhancing Personal Fitness

Goal 43.1: Achieve and maintain a health-enhancing level of physical fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 5, students will:
- **3-5.PE.43.1.1** Know and demonstrate understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, and muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests performance on evidence-based fitness standards (e.g., Fitnessgram or President’s Council evidence-based fitness tests, healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).
- **3-5.PE.43.1.2** Regularly participate in moderate-to-vigorous physical activity which improves physical fitness (e.g., physical education class, home/school/community programs, etc.).
With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness and set and achieve attainable personal health-related fitness goals (e.g., Physical Best, goal setting, evidence-based fitness result set).

**Standard 54: Personal and Social Responsibility**

**Goal 54.1:** Exhibit responsible and social behavior that respects self and others in physical activity settings. The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Objective(s): By the end of grade 5, students will:**

- **3-5.PE.54.1.1** Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness).
- **3-5.PE.54.1.2** Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, team building challenges, create task cards, provide assistance to the teacher and other students).
- **3-5.PE.54.1.3** Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g., dancing with a peer of a different gender, modify an activity for inclusion; participating in cultural games, encouraging others).

**Standard 5: Valuing a Physically Active Lifestyle**

**Goal 5.1:** The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

**Objective(s): By the end of grade 5, students will:**

- **3-5.PE.5.1.1** Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).
- **3-5.PE.5.1.2** Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).
3-5.PE.5.1.3 Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).
Grade 6-8

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: Demonstrate The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 8, students will:
- 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training, etc.).
- 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity, and in combination with other basic skills.
- 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of sports and physical activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 8, students will:
- 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness, etc. (e.g., transition from offense to defense, leave no trace, shortest distance, angles of interception, fluid sequential movement, etc.).
- 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe why extending the elbow
in striking skills is important, the purpose behind the mechanics and range of motion required in various physical activities (etc).

6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance, etc).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 8, students will:

6-8.PE.3.1.1 Participate in developmentally-appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute, etc).

6-8.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc).

6-8.PE.3.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, lessons, camping, etc).

6-8.PE.3.1.4 Describe the challenges found both in experiencing high levels of competition and in learning new and/or different activities (e.g., journaling, videos, blogs, etc).

Standard 43: Health Enhancing Personal Fitness

Goal 43.1: Achieve and maintain a health-enhancing level of physical fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 8, students will:

6-8.PE.43.1.1 Know and demonstrate the 5 health-related fitness components including (cardiorespiratory endurance, muscular strength, and muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President’s Council evidence-based fitness tests, healthy fitness zone-level, identify various activities that demonstrate each health-related component, etc).

6-8.PE.43.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and
speed (e.g., President’s Council, assessment series from NASPE, resistance training techniques, combatives, sprint starts, vertical/standing jump, pilates, etc.).

6-8.PE.43.1.3 Participate in a variety of developmentally appropriate health-related and skill-related fitness activities in diverse settings including school, home, workplace, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance, etc.).

6-8.PE.43.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion, etc.).

6-8.PE.43.1.5 Apply basic principles and types of training to improve fitness goals (e.g., frequency, intensity, FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, fartlek, circuit training, resistance training, etc.).

Standard 54: Personal and Social Responsibility

Goal 54.1: Exhibit responsible and social behavior that respects self and others in physical activity settings. The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 8, students will:

6-8.PE.54.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good sportsmanship, practice self-control, etc.).

6-8.PE.54.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve argument between peers, be sensitive of the rights and feelings of others, role play, case studies, etc.).

6-8.PE.54.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, sport education, adventure activities, and/or challenge activities, etc.).

6-8.PE.54.1.4 Appreciate others people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, cultural activities/projects, and/or peer mentoring, etc.).

6-8.PE.54.1.5 Recognize the role of sport and physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility of actions, recognize the importance of individual roles in group activities, etc.).
Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective(s): By the end of grade 8, students will:

6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).

6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).

6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping).

6-8.PE.5.1.4 Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).
Grade 9-12

**Physical literacy**: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

**Standard 1: Skilled Movement**

**Goal 1.1**: Demonstrate The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Objective(s): By the end of grade 12, students will:**

- 9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in at least five multiple leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, rhythm, dance, resistance training, fitness, and aquatics).

**Standard 2: Movement Knowledge**

**Goal 2.1**: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.

**Objective(s): By the end of grade 12, students will:**

- 9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports (e.g., physical activity goal setting, fitness profiles and assessments, mypyramid.gov nutrition).

- 9-12.PE.2.1.2 Utilize complex movement concepts and principles to independently refine skills and apply them to the learning of new skills. Apply internal and external feedback to independently assess and refine skills. Transfer previously learned skills and apply them to the learning of new skills (e.g., utilizing anaerobic and aerobic performance appropriately, applying the concept of spin to a variety of activities to improve performance, biomechanical efficiency to conserve energy, video, self-assessments, peer-assessments).
9-12.PE.2.1.3 Evaluate and apply appropriate tactics and strategies in a variety of sports and physical activities (e.g., using trekking poles to improve efficiency, recognize elite-level comparing and contrasting various levels of performance, explaining tactical strategies in a game of softball or sport).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 12, students will:

- 9-12.PE.3.1.1 Participate in moderate to vigorous physical activity for at least 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule, etc.).

- 9-12.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).

- 9-12.PE.3.1.3 Provide rationale about their physical activity participation for health and manage participation based on personal interests, capabilities, and resources (e.g., develop individual physical activity plan, journaling, etc.).

- 9-12.PE.3.1.4 Analyze factors that influence personal physical activity patterns over one’s lifespan (e.g., reflections on volunteer efforts with populations of various ages and abilities, personal profile, family physical activity tree, create personal activity pyramid, etc.).

- 9-12.PE.3.1.5 Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and pursuing personal goals (e.g., journaling reflections, etc.).

Standard 43: Health Enhancing Personal Fitness

Goal 43.1: Achieve and maintain a health-enhancing level of physical fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 12, students will:

- 9-12.PE.43.1.1 Demonstrate health-related fitness components. Assume greater self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related
contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President’s Council healthy fitness zone/level, identify various activities (e.g., evidence-based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/participate in various activities that demonstrate each health-related component, etc.).

9-12.PE.43.1.2 Assume greater self-responsibility to improve, meet, and/or sustain gender and age-related contemporary fitness standards necessary for a healthy productive life as defined by approved tests such as Fitnessgram or President’s Council healthy fitness zone/level

Apply knowledge of skill-related fitness components including agility, coordination, balance, power, reaction time, and speed to improve performance (e.g., log sheets, fitness profiles, task cards, portfolios, resistance training technique, combatives, sprint starts, vertical/standing jump, pilates etc.).

9-12.PE.43.1.3 Interpret and analyze information from fitness tests to plan and design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness and physiological indicators of exercise to develop a rationale for a personal fitness plan (e.g., select various activities from skill- and health-related components, set goals, fitness plan, assessment and evaluation, website programs for lifelong fitness planning, identifying strengths and weaknesses, setting goals, modifying activities etc.).

9-12.PE.3.1.4 Design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness, types of training, and training principles (e.g., FITT principle, overload, progression, specificity, rest and recovery, utilize technology-based tools for lifelong fitness planning).

Standard 54: Personal and Social Responsibility

Goal 54.1: Exhibit responsible and social behavior that respects self and others in physical activity settings. The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 12, students will:

9-12.PE.54.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity settings (e.g., develop code of ethics, sportsmanship recognition, volunteer Special Olympics, assist in an elementary physical education class, respectful sportsmanship, self-control, role-modeling etc.).
9-12.PE.54.1.2 Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g., assumes an active leader and/or supportive role as appropriate during a ropes course activity, acknowledge a rule infraction, plan and lead a backpacking trip, coordinate a fun run, respecting others space in a weight room, adhere to spotting protocols in a weight room, assign team/player roles etc.).

9-12.PE.54.1.3 Respond appropriately to potentially explosive unacceptable interactions with others in order to mediate and resolve conflict (e.g., communicates in a calm and controlled manner to inflammatory remarks, role play, debate behaviors that occur in current events, listen to both sides of an argument and agree on a conclusion, report serious offenses, identify alternative to negative behaviors etc.).

9-12.PE.54.1.4 Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society. Accept other people with different interests, cultural backgrounds, physical characteristics and abilities while engaging in physical activities (e.g., identify barriers and opportunities for physical activity in the community, document the influence of cultural events on one’s own physical activity behavior, interpret the meaning of physical activity through forms of expression such as art, poetry, writing, film, movement, modify physical activities, show compassion for others etc.).

9-12.PE.54.1.5 Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g., the impact of family physical activity on self; successes, challenges and enjoyment in lifelong physical activities; the effect of dance, fitness or recreational activities on senior citizens; critique economic commitments; recognize barriers and opportunities to participate in physical activity across a lifespan etc.).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 12, students will:

9-12.PE.5.1.1 Participate in moderate to vigorous physical activity for at least of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule).
9-12.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).

9-12.PE.5.1.3 Actively and independently pursue physical activity opportunities outside of the school based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation, state rationale for physical activity choices).

9-12.PE.5.1.4 Analyze factors that influence personal physical activity patterns over one’s lifespan (e.g., reflections on volunteer efforts with populations of various ages and abilities, personal profile, family physical activity tree, create personal activity pyramid).

9-12.PE.5.1.5 Enjoy the challenge of working hard and feel satisfaction when they are successful in improving skills and developing personal goals (e.g., journaling reflections).
Standard 1: History

Students in Kindergarten build an understanding of the cultural and social development of the United States.

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

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

- K.SS.1.1.1 Share stories, pictures, and music of one’s own personal life, family and culture.
- K.SS.1.1.2 Describe how families celebrate in many different ways.
- K.SS.1.1.3 Describe how individuals have similarities and differences.
- K.SS.1.1.4 Describe how each person is special and unique within the classroom.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level
Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

**Standard 2: Geography**

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth’s surface.

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

**Objective(s):** By the end of Kindergarten, the student will be able to:
- K.SS.2.1.1 Identify the globe as a model of the earth.
- K.SS.2.1.2 Distinguish between land masses and water on a globe or map.
- K.SS.2.1.3 Identify the north and south poles on a map or globe.
- K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live.
- K.SS.2.1.5 Make and use a map of a familiar area.
- K.SS.2.1.6 Recognize a map of Idaho and know it is the state in which we live.

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

No objectives at this grade level

**Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.**

No objectives at this grade level

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at this grade level

**Standard 3: Economics**

Students in Kindergarten explain basic economic concepts.
Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Kindergarten, the student will be able to:
- K.SS.3.1.1 Observe that all people have needs and wants.
- K.SS.3.1.2 Recognize that people have limited resources.
- K.SS.3.1.3 Describe some jobs that people do to earn money/rewards.

Goal 3.2: Identify different influences on economic systems.

No objectives at this grade level

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Standard 4: Civics and Government

Students in Kindergarten build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Kindergarten, the student will be able to:
- K.SS.4.1.1 Name some rules and the reasons for them.
- K.SS.4.1.2 Discuss how individuals and groups make decisions and solve problems.
- K.SS.4.1.3 Identify personal traits, such as courage, honesty, and responsibility.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Kindergarten, the student will be able to:
- K.SS.4.2.1 Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, the Statue of Liberty, and the President.
- K.SS.4.2.2 Recite the Pledge of Allegiance.
- K.SS.4.2.3 Describe holidays, and tell why they are commemorated in the United States, such as Thanksgiving, Martin Luther King, Jr. Day, Independence Day, and Presidents’ Day.
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Kindergarten, the student will be able to:
  - K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
  - K.SS.4.3.2 Identify ways to be helpful to family and school.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Kindergarten build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Kindergarten, the student will be able to:
  - K.SS.5.1.1 Name family traditions that came to America from other parts of the world.
Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States.

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

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

1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends, and neighborhood.
1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past.
1.SS.1.1.3 Use timelines to show personal and family history.
1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America’s past.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level
Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

**Standard 2: Geography**

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth’s surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

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

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

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

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

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

1.SS.2.2.1 Describe ways people adjust to their environment.
1.SS.2.2.2 Identify the ways people modify their environment.

**Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.**

No objectives at this grade level

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at this grade level
Standard 3: Economics

Students in Grade 1 explain basic economic concepts and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 1, the student will be able to:
1.SS.3.1.1 Identify the basic needs of people, such as food, clothing, and shelter.
1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
1.SS.3.1.3 Name things that people may want but do not need and explain the difference.

Goal 3.2: Identify different influences on economic systems.

No objectives at this grade level

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

Objective(s): By the end of Grade 1, the student will be able to:
1.SS.3.4.1 Identify ways to save money for future needs and wants.

Standard 4: Civics and Government

Students in Grade 1 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 1, the student will be able to:
1.SS.4.1.1 Explain why rules are necessary at home and school.
1.SS.4.1.2 Create rules and explain why rules must be applied fairly.
1.SS.4.1.3 Discuss how individuals and groups make decisions and solve problems, such as voting and consensus.
1.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 1, the student will be able to:
1.SS.4.2.1 Identify the significance of symbols in the United States.
1.SS.4.2.2 Recite the Pledge of Allegiance.
1.SS.4.2.3 Describe holidays and events, and tell why they are commemorated in
the United States.

**Goal 4.3: Build an understanding that all people in the United States have rights
and assume responsibilities.**

**Objective(s): By the end of Grade 1, the student will be able to:**
1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
1.SS.4.3.2 Name some responsibilities that students have at home and school.

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives at this grade level

**Goal 4.5: Build an understanding of comparative government.**

No objectives at this grade level

**Standard 5: Global Perspectives**

Students in Grade 1 build an understanding of multiple perspectives and global
interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global
interdependence.**

**Objective(s): By the end of Grade 1, the student will be able to:**
1.SS.5.1.1 Compare family life in other parts of the world.
1.SS.5.1.2 Discuss family structures and daily routines of various cultures around
the world.
Students are expected to know content and apply skills from previous grades.

**Standard 1: History**

Students in Grade 2 build an understanding of the cultural and social development of the United States.

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

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

2.SS.1.1.1 Discuss different groups that a person belongs to, such as family and neighborhood, and how those roles and/or groups have changed or stayed the same.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives at this grade level

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives at this grade level

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives at this grade level

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives at this grade level

**Goal 1.6: Explain the rise of human civilization.**

No objectives at this grade level

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives at this grade level
Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

**Standard 2: Geography**

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth’s surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

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

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

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

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

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

2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country.
2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs.

**Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.**

No objectives at this grade level

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**
No objectives at this grade level

**Standard 3: Economics**

Students in Grade 2 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of good personal finance.

**Goal 3.1: Explain basic economic concepts.**

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

2.SS.3.1.1 Identify wants and needs of all families.
2.SS.3.1.2 Define income, and identify different ways to earn and save.
2.SS.3.1.3 Identify the difference between goods and services.
2.SS.3.1.4 Identify differences between producers and consumers.

**Goal 3.2: Identify different influences on economic systems.**

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

2.SS.3.2.1 Explain how natural resources affect economic activities in the local community.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives at this grade level

**Goal 3.4: Explain the concepts of good personal finance.**

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

2.SS.3.4.1 Identify reasons people save money.

**Standard 4: Civics and Government**

Students in Grade 2 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

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

2.SS.4.1.1 Explain why rules are necessary at home, and school, and in the neighborhood.
2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home, and school, and in the neighborhood.
2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home, and school, and in the neighborhood.
Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 2, the student will be able to:
2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.
2.SS.4.2.2 State Examine the meaning of key words in the Pledge of Allegiance.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 2, the student will be able to:
2.SS.4.3.1 Identify characteristics of good citizenship, such as courage, honesty, and responsibility.
2.SS.4.3.2 Name Identify historic and contemporary people who model characteristics of good citizenship.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 2, the student will be able to:
2.SS.5.1.1 Compare your neighborhoods/communities to others in various parts of the world.
2.SS.5.1.2 Compare traditions in your neighborhood/community with those practiced in other parts of the world.
IDAHO CONTENT STANDARDS
GRADE 3
SOCIAL STUDIES

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

Standard 1: History

Students in Grade 3 build an understanding of the cultural and social development of the United States, and trace the role of migration and immigration of people in the development of the United States, and identify the sovereign status and role of American Indians in the development of the United States.

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

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

3.SS.1.1.1 Explain that people in the United States share a common heritage national identity through patriotic holidays and symbols.
3.SS.1.1.2 Investigate the history of your community.
3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions.
3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual’s daily life and personal choices.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

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

3.SS.1.2.1 Share the origins of classmates' ancestors.
3.SS.1.2.2 Describe how migration and immigration are continuous processes.
3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people to and from your community.

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.

No objectives at this grade level

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

3.SS.1.3.1 Identify characteristics of different cultural groups in your community including American Indians.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

**Standard 2: Geography**

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth’s surface and trace the migration and settlement of human populations on the earth’s surface.

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

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

3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.

3.SS.2.1.2 Find the United States, Washington, D.C., Idaho, the state capital Boise, and your own community on a map.

3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols.

3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.

3.SS.2.1.5 Use a number/letter grid to find specific locations on a map.

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

No objectives at this grade level
Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

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

3.SS.2.3.1 Analyze past and present settlement patterns of the community.
3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.
3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 3 explain basic economic concepts, and identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

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

3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer.
3.SS.3.1.2 Explain the difference between public and private property.

Goal 3.2: Identify different influences on economic systems.

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

3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.

Goal 3.3: Analyze the different types of economic institutions.

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

3.SS.3.3.1 Explain the purpose of a bank.

Goal 3.4: Explain the concepts of good personal finance.

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

3.SS.3.4.1 Describe the purposes and benefits of savings.
Standard 4: Civics and Government

Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 3, the student will be able to:
3.SS.4.1.1 Explain why communities have laws.
3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community.
3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 3, the student will be able to:
3.SS.4.2.1 Identify and explain the basic functions of local governments.
3.SS.4.2.2 Explain how local government officials are chosen, e.g., election, appointment.
3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community.
3.SS.4.2.4 Identify local government officials.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 3, the student will be able to:
3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

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

3.SS.5.1.1   Explore connections that the local community has with other communities throughout the world.

3.SS.5.1.2   Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique.
IDAHO CONTENT STANDARDS
GRADE 4
SOCIAL STUDIES

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

Standard 1: History

Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the sovereign status and role of American Indians in the development of the United States.

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

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

- 4.SS.1.1.1 Identify characteristics of different cultural groups in Idaho.
- 4.SS.1.1.2 Describe ways that cultural groups have influenced and impacted each other.
- 4.SS.1.1.3 Explain the role of explorers and missionaries in the development of Idaho.
- 4.SS.1.1.4 Discuss the treaty period for Idaho’s federally recognized tribes including causes, events, and results.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

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

- 4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the impact on western expansion and settlement in the creation of the State of Idaho.
- 4.SS.1.2.2 Describe the historic role of fur trading and the discovery of gold and other minerals silver in the settlement of Idaho.
- 4.SS.1.2.3 Analyze and describe the different immigrant experiences in across Idaho.
- 4.SS.1.2.4 Analyze and describe how the responses of Idaho’s tribes to the effects of westward expansion impacted the American Indians in Idaho and subsequent federal policies.

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.

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

- 4.SS.1.3.1 Identify the five federally recognized American Indian tribes in Idaho: Coeur d’Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries lands.
4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state how Idaho’s tribes interacted with and impacted existing and newly arriving people.

4.SS.1.3.3 Identify and discuss similar and different key characteristics of American Indian tribes and other cultural groups in Idaho.

4.SS.1.3.4 Compare and contrast how past and current Idaho American Indian life today differs from the life of these same groups many years ago in Idaho.

4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves the meaning of tribal sovereignty and its relationship at the local, state, and federal levels of government.

4.SS.1.3.6 Describe the preservation of American Indian resources including cultural materials, and their use in everyday life, history, language, and culture.

4.SS.1.3.7 Identify current issues related to and dispel misconceptions about American Indians in present day Idaho today.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level
Standard 2: Geography

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth’s surface and trace the migration and settlement of human populations on the earth’s surface.

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

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

- 4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.
- 4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian in relation to Idaho.
- 4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho.
- 4.SS.2.1.4 Describe the physical regions of Idaho, and identify major natural resources.

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

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

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

- 4.SS.2.3.1 Analyze past and present settlement patterns in Idaho.
- 4.SS.2.3.2 Discuss the impact of settlement colonization in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.
- 4.SS.2.3.3 Identify the geographic features of Idaho, and explain their impact on settlement.
- 4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level
Standard 3: Economics

Students in Grade 4 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

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

4.SS.3.1.1 Compare Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.
4.SS.3.1.2 Explain the concepts of supply and demand and scarcity.
4.SS.3.1.3 Explain the concepts of specialization and division of labor.
4.SS.3.1.4 Identify goods and services in early Idaho settlements.
4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho.

Goal 3.2: Identify different influences on economic systems.

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

4.SS.3.2.1 Describe examples of historic and current technological innovations in relation to economic growth in Idaho.
4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho’s regions.

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

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

4.SS.3.4.1 Define entrepreneurship, and identify reasons for starting a business.

Standard 4: Civics and Government

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

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

4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments.
4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.
Goal 4.2: Build an understanding of the organization and formation of the American system of government.

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

4.SS.4.2.1 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.

4.SS.4.2.2 Describe the difference between Identify and explain the basic functions of state, local, and tribal governments.

4.SS.4.2.3 Identify and explain the basic functions of Describe the governmental relationships between state, local, and tribal governments.

4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each.

4.SS.4.2.5 Discuss current governmental organization of the governing structure of American Indian tribes in Idaho.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

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

4.SS.4.3.1 Name elected state representatives at the legislative and executive branches officials.

4.SS.4.3.2 Explain ways to contact elected state representatives officials.

4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.

Goal 4.4: Build an understanding of the evolution of democracy.

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

4.SS.4.4.1 Discuss the concepts of citizenship, popular consent sovereignty, respect for the individual, equality of opportunity, and personal liberty.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 4 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

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

4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have contributed to Idaho’s cultural heritage and impacted the state’s history.
4.SS.5.1.2 Discuss the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.

4.SS.5.1.3 Identify Idaho’s role in the global economy.

4.SS.5.1.4 Identify the diversity within Idaho’s tribes and develop an awareness of the shared experiences of indigenous populations in the world.
Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the sovereign status and role of American Indians in the development of the United States.

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

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

5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America.
5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.
5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American history.
5.SS.1.1.4 Identify different examples of how religion has been an important influence in American history.
5.SS.1.1.5 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.
5.SS.1.1.6 Discuss Analyze the causes and effects of various compromises and conflicts in American history.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

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

5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States.
5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States.
5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion.
5.SS.1.2.4 Discuss the significant American Indian groups encountered in western expansion.
5.SS.1.2.5 Discuss the significant individuals who took part in western expansion.
5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.

Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.
Objective(s): By the end of Grade 5, the student will be able to:

5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
5.SS.1.3.2 Identify examples of American Indian individual and collective contributions and influences in the development of the United States.
5.SS.1.3.3 Define the terms treaty, reservation, and sovereignty.
5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties or executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
   • That both parties to treaties were sovereign powers.
   • That Indian tribes had some form of transferable title to the land.
   • That acquisition of Indian land was solely a government matter not to be left to individual colonists or the States.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level
Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth’s surface.

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

Objective(s): By the end of Grade 5, the student will be able to:
- 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
- 5.SS.2.1.2 Identify the regions of the United States and their resources.
- 5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map.
- 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories.
- 5.SS.2.1.5 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.

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

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 5 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 5, the student will be able to:
- 5.SS.3.1.1 Describe examples of improved transportation and communication networks and how they encourage economic growth.
5.SS.3.1.2 Explain the concepts of tariffs, taxation, and embargo.
5.SS.3.1.3 Describe the basic characteristics of a market.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Grade 5, the student will be able to:**
5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in rebellion within the North American colonies.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives at this grade level

**Goal 3.4: Explain the concepts of good personal finance.**

**Objective(s): By the end of Grade 5, the student will be able to:**
5.SS.3.4.1 Identify economic incentives and risks for entrepreneurship.
5.SS.3.4.2 Explain the impact of taxation on personal finance.

**Standard 4: Civics and Government**

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of Grade 5, the student will be able to:**
5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence.
5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government.
5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such including popular sovereignty, limited government, separation of powers, majority rule with minority rights, checks and balances, judicial review, and federalism.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Grade 5, the student will be able to:**
5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.
5.SS.4.2.2 Identify the three branches of government and the functions and powers of each.

5.SS.4.2.3 Explain the difference between State public lands and Federal public lands.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 5, the student will be able to:
5.SS.4.3.1 Identify the President and Vice President of the United States and the United States senators and congressional representatives from Idaho.
5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.
5.SS.4.3.3 Describe ways in which citizens participate in public life.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 5, the student will be able to:
5.SS.4.4.1 Explain how the United States is a democratic republic.
5.SS.4.4.2 State the difference between direct democracy and the constitutional representative democracy republic of today’s United States.
5.SS.4.4.3 Discuss the concepts of popular consent sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objectives(s): By the end of Grade 5, the student will be able to:
5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.
5.SS.5.1.2 Define a nation.
5.SS.5.1.3 Explain how the United States is one nation and how it interacts with other nations in the world.
5.SS.5.1.4 Discuss how nations try to resolve problems peacefully.
5.SS.5.1.5 Identify the role of the United States in a global economy.
Students are expected to know content and apply skills from previous grades.

**Standard 1: History**

Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.

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

No objectives in Geography–Western Hemisphere

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.3: Identify the **sovereign status and** role of American Indians in the development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.6: Explain the rise of human civilization.**

No objectives in Geography–Western Hemisphere

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives in Geography–Western Hemisphere

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**
Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.1.8.1 Describe major aspects of the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.

6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.

6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere.

6-9.GWH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers.

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Geography–Western Hemisphere

Standard 2: Geography

Students in Geography-Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth’s surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

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

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.

6-9.GWH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).

6-9.GWH.2.1.3 Use mental maps to answer geographic questions.

6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

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

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.
6-9.GWH.2.2.2 Locate, map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions.

6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment and climate of places in the Western Hemisphere relates to their climate are related.

6-9.GWH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment, and evaluate ways in which technology influences human capacity to modify the physical environment.

6-9.GWH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.

6-9.GWH.2.2.6 Explain how physical processes have shaped Earth’s surface. Classify these processes according to those that have built up Earth’s surface (mountain-building and alluvial deposition) and those that wear away at Earth’s surface (erosion).

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere.

6-9.GWH.2.3.2 Describe major physical characteristics of regions in the Western Hemisphere.

6-9.GWH.2.3.3 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns which have occurred over time.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Western Hemisphere.

6-9.GWH.2.4.2 Describe major cultural characteristics of regions in the Western Hemisphere.

6-9.GWH.2.4.3 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.

6-9.GWH.2.4.4 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.2.5.1 Analyze the distribution of natural resources in the Western Hemisphere.

6-9.GWH.2.5.2 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere.

6-9.GWH.2.5.3 Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.

6-9.GWH.2.5.4 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.

6-9.GWH.2.5.5 Explain how human-induced changes in the physical environment in one place can cause changes in another place such as acid rain, air pollution, and water pollution, and deforestation.

Standard 3: Economics

Students in Geography-Western Hemisphere explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.3.1.1 Define abundance and scarcity and its impact on decision making such as trade and settlement.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.

6-9.GWH.3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.

6-9.GWH.3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.

6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere.

6-9.GWH.3.2.5 Identify specific areas of the Western Hemisphere with important natural resource deposits.

6-9.GWH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.
Goal 3.3: Analyze the different types of economic institutions.

   No objectives in Geography–Western Hemisphere

Goal 3.4: Explain the concepts of good personal finance.

   No objectives in Geography–Western Hemisphere

**Standard 4: Civics and Government**

Students in Geography-Western Hemisphere build an understanding of comparative government.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

   No objectives in Geography–Western Hemisphere

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

   No objectives in Geography–Western Hemisphere

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

   No objectives in Geography–Western Hemisphere

**Goal 4.4: Build an understanding of the evolution of democracy.**

   No objectives in Geography–Western Hemisphere

**Goal 4.5: Build an understanding of comparative government.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

   6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.

   6-9.GWH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries in the Western Hemisphere.

**Standard 5: Global Perspectives**

Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**
Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.5.1.1 Discuss how social institutions, including family, religion, and education, influence behavior in different societies in the Western Hemisphere.

6-9.GWH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.

6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.

6-9.GWH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.

6-9.GWH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.

6-9.GWH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.
Students are expected to know content and apply skills from previous grades.

**Standard 1: History**

Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.

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

No objectives in Geography–Eastern Hemisphere

**Goal 1.2:** Trace the role of migration and immigration of people in the development of the United States.

No objectives in Geography–Eastern Hemisphere

**Goal 1.3:** Identify the sovereign status and role of American Indians in the development of the United States.

No objectives in Geography–Eastern Hemisphere

**Goal 1.4:** Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in Geography–Eastern Hemisphere

**Goal 1.5:** Trace the role of exploration and expansion in the development of the United States.

No objectives in Geography–Eastern Hemisphere

**Goal 1.6:** Explain the rise of human civilization.

No objectives in Geography–Eastern Hemisphere

**Goal 1.7:** Trace how natural resources and technological advances have shaped human civilization.

No objectives in Geography–Eastern Hemisphere

**Goal 1.8:** Build an understanding of the cultural and social development of human civilization.
Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.1.8.1 Describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact.
6-9.GEH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.
6-9.GEH.1.8.3 Compare various approaches to European colonization in the Eastern Hemisphere.
6-9.GEH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Geography–Eastern Hemisphere

Standard 2: Geography

Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth’s surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

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

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
6-9.GEH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
6-9.GEH.2.1.3 Use mental maps to answer geographic questions.
6-9.GEH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

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

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:
6-9.GEH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.

6-9.GEH.2.2.2 Locate, map, and describe the climate regions of the Eastern Hemisphere and their impact on human activity and living conditions.

6-9.GEH.2.2.3 Identify major biomes and explain ways in which the natural environment and climate of places in the Eastern Hemisphere relates to their climate are related.

6-9.GEH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment.

6-9.GEH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.

6-9.GEH.2.2.4 Explain how physical processes have shaped Earth’s surface. Classify these processes according to those that have built up Earth’s surface (mountain-building and alluvial deposition) and those that wear away at Earth’s surface (erosion).

6-9.GEH.2.2.5 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere.

6-9.GEH.2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere.

6-9.GEH.2.3.3 Identify patterns of population distribution and growth in the Eastern Hemisphere, and explain changes in these patterns, which have occurred over time.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.

6-9.GEH.2.4.2 Describe major cultural characteristics of regions in the Eastern Hemisphere.

6-9.GEH.2.4.3 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.

6-9.GEH.2.4.4 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere.
6-9.GEH.2.5.2 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere.
6-9.GEH.2.5.3 Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere.
6-9.GEH.2.5.4 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.
6-9.GEH.2.5.5 Explain how human-induced changes in the physical environment in one place can cause changes in another place, such as acid rain, pollution, air pollution, and water pollution, and deforestation.

Standard 3: Economics

Students in Geography-Eastern Hemisphere explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.3.1.1 Define abundance and scarcity and their impact on decision making such as trade and settlement.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.
6-9.GEH.3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
6-9.GEH.3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.
6-9.GEH.3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere.
6-9.GEH.3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits.
6-9.GEH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives in Geography–Eastern Hemisphere

**Goal 3.4: Explain the concepts of good personal finance.**

No objectives in Geography–Eastern Hemisphere

**Standard 4: Civics and Government**

Students in Geography-Eastern Hemisphere build an understanding of comparative government.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

No objectives in Geography–Eastern Hemisphere

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

No objectives in Geography–Eastern Hemisphere

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

No objectives in Geography–Eastern Hemisphere

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives in Geography–Eastern Hemisphere

**Goal 4.5: Build an understanding of comparative government.**

**Objective(s):** By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.
- 6-9.GEH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries in the Eastern Hemisphere.

**Standard 5: Global Perspectives**

Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence.
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

6-9.GEH.5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.

6-9.GEH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.

6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.

6-9.GEH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.

6-9.GEH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.

6-9.GEH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.
Students are expected to know content and apply skills from previous grades.

**Standard 1: History**

Students in World History and Civilization explain the rise of human civilization, trace how natural resources and technological advances have shaped human civilization, build an understanding of the cultural and social development of human civilization, and identify the role of religion in the development of human civilization.

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

No objectives in World History and Civilization

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives in World History and Civilization

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives in World History and Civilization

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives in World History and Civilization

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives in World History and Civilization

**Goal 1.6: Explain the rise of human civilization.**

**Objective(s):** By the end of World History and Civilization, the student will be able to:

- **6-9.WHC.1.6.1** Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.
- **6-9.WHC.1.6.2** Describe the characteristics of early hunter-gatherer communities.
- **6-9.WHC.1.6.3** Analyze the characteristics of early civilizations.
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop.
6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Middle Age, Early-Modern, and Modern European societies and civilizations.

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilizations over time.
6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.
6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.

Goal 1.9: Identify the role of religion in the development of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world.
6-9.WHC.1.9.2 Explain how religion shaped the development of western civilizations.
6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order.
6-9.WHC.1.9.4 Describe why different religious beliefs were sources of conflict.

Standard 2: Geography

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth’s surface, trace the migration and settlement of human populations on the earth’s surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

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

Objective(s): By the end of World History and Civilization, the student will be able to:
6-9.WHC.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.

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

No objectives in World History and Civilization

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.2.3.1 Identify main reasons for major migrations of people.
6-9.WHC.2.3.2 Explain how climate affects human migration and settlement.
6-9.WHC.2.3.3 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.2.4.1 Explain the impact of waterways on civilizations.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups.
6-9.WHC.2.5.2 Illustrate how the population growth rate impacts a nation's resources.
6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social, and political problems.
6-9.WHC.2.5.4 Describe how the conservation of resources is necessary to maintain a healthy environment.

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.
Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.3.1.1 Explain how historically people have relied on their natural resources to meet their needs.
6-9.WHC.3.1.2 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.
6-9.WHC.3.1.3 Analyze the role of money as a means of exchange.
6-9.WHC.3.1.4 Describe alternative means of exchange.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of World History and Civilization, the student will be able to:

6-9.WHC.3.2.1 Analyze the impact of economic growth on European society.
6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial, and technological economic systems.
6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.
6-9.WHC.3.2.4 Identify important economic organizations that have influenced economic growth.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in World History and Civilization

Goal 3.4: Explain the concepts of good personal finance.

No objectives in World History and Civilization

Standard 4: Civics and Government

Students in World History and Civilization build an understanding of the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in World History and Civilization

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in World History and Civilization

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.
No objectives in World History and Civilization

**Goal 4.4: Build an understanding of the evolution of democracy.**

**Objective(s):** By the end of World History and Civilization, the student will be able to:

6-9.WHC.4.4.1 Describe the role of government in population movements throughout western civilization.

6-9.WHC.4.4.2 Analyze the various political influences which shaped western civilizations including the City-State, Monarchy, Republic, Nation-State, and Democracy.

6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.

**Goal 4.5: Build an understanding of comparative government.**

No objectives in World History and Civilization

**Standard 5: Global Perspectives**

Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s):** By the end of World History and Civilization, the student will be able to:

6-9.WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.

6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II, including and the Holocaust; and the Cold War.

6-9.WHC.5.1.3 Evaluate why peoples unite for political, economic, and humanitarian reasons.
IDaho CONTENT STANDARDS  
GRADE 6-12  
U.S. HISTORY I

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

**Standard 1: History**

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the **sovereign status and role** of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

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

Objective(s): By the end of U.S. History I, the student will be able to:

- **6-12.USH1.1.1.1** Compare and contrast early cultures and settlements that existed in North America prior to European contact.
- **6-12.USH1.1.1.2** Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.
- **6-12.USH1.1.1.3** Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.
- **6-12.USH1.1.1.4** Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.
- **6-12.USH1.1.1.5** Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War, and Reconstruction.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

Objective(s): By the end of U.S. History I, the student will be able to:

- **6-12.USH1.1.2.1** Analyze the religious, political, and economic motives of European immigrants who came to North America.
- **6-12.USH1.1.2.2** Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America.
- **6-12.USH1.1.2.3** Analyze the concept of Manifest Destiny and its impact on American Indians and in the development of the United States.
Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:
- 6-12.USH1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians historically and currently.
- 6-12.USH1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-12.USH1.1.3.3 Discuss the resistance of American Indians to Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:
- 6-12.USH1.1.4.1 Explain the consequences effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States.
- 6-12.USH1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:
- 6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States.
- 6-12.USH1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.
- 6-12.USH1.1.5.3 Describe and analyze the interactions between native peoples and the European explorers.
- 6-12.USH1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.
- 6-12.USH1.1.5.5 Identify the United States territorial expansion between 1801 and 1861, and explain internal and external conflicts.

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History I

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History I
Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History I

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in U.S. History I

**Standard 2: Geography**

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth’s surface.

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

**Objective(s): By the end of U.S. History I, the student will be able to:**

6-12.USH1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.

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

**Objective(s): By the end of U.S. History I, the student will be able to:**

6-12.USH1.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

**Objective(s): By the end of U.S. History I, the student will be able to:**

6-12.USH1.2.3.1 Describe Pre-Columbian migration to the Americas.

6-12.USH1.2.3.2 Analyze the impact of the Columbian exchange.

6-12.USH1.2.3.3 Illustrate westward migration across North America.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History I

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History I
Standard 3: Economics

Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, and analyze the different types of economic institutions, and explain the concepts of personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History I, the student will be able to:
6-12.USH1.3.1.1 Describe the economic characteristics of mercantilism.
6-12.USH1.3.1.2 Compare the economic development of the North with the South.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History I, the student will be able to:
6-12.USH1.3.2.1 Describe the emergence and evolution of a market economy.
6-12.USH1.3.2.2 Analyze the role of government policy in the early economic development of the United States.

Goal 3.3: Analyze the different types of economic institutions.

Objective(s): By the end of U.S. History I, the student will be able to:
6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.

Goal 3.4: Explain the concepts of good personal finance.

No objectives in U.S. History I

Objective(s): By the end of U.S. History I, the student will be able to:
6-12.USH1.3.4.1 Analyze how economic conditions affect personal finance.

Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of U.S. History I, the student will be able to:
6-12.USH1.4.1.1 Trace the development of our constitutional democracy republic in the United States such as the Mayflower Compact, through founding documents, colonial assemblies, Bacon’s Rebellion and colonial rebellions.
6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents, such as including the Declaration of Independence, Articles of Confederation, and the United States Constitution.

6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.

6-12.USH1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.

6-12.USH1.4.3.2 Describe ways in which citizens participated in early American public life.

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History I

Standard 5: Global Perspectives

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History I, the student will be able to:
6-12.USH1.5.1.1 Explain the significance of principle policies and events in the United States’ relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican-American War and Spanish American War.

6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States’ relations with the world, such as isolationism and imperialism.

6-12.USH1.5.1.3 Analyze how national interest shapes foreign policy.
Students are expected to know content and apply skills from previous grades.

**Standard 1: History**

Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the sovereign status and role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

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

**Objective(s): By the end of U.S. History II, the student will be able to:**

9-12.USH2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society.

9-12.USH2.1.1.2 Discuss the causes and effects of various compromises and conflicts in American history.

9-12.USH2.1.1.3 Analyze significant movements for social change.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

9-12.USH2.1.2.1 Identify motives for continued immigration to the United States.

9-12.USH2.1.2.2 Identify the political and social resistance to immigration.

9-12.USH2.1.2.3 Analyze the changes in the political, social, and economic conditions of immigrant groups.

9-12.USH2.1.2.4 Discuss the causes and effects of 20th century migration and settlement patterns.

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

9-12.USH2.1.3.1 Trace federal policies, such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self-determination throughout history that have impacted contemporary American Indians historically and currently.
9-12.USH2.1.3.2 Discuss the resistance to forced assimilation on the land, cultural practices, and identity of American Indians.

9-12.USH2.1.3.3 Explain the influences of American Indians on the history and culture of the United States.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century.

9-12.USH2.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement.

9-12.USH2.1.4.3 Analyze the political and social responses to industrialization.

9-12.USH2.1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society.

9-12.USH2.1.4.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.1.5.1 Describe the factors that contributed to the expansion of the United States.

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History II

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History II

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History II

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in U.S. History II
Standard 2: Geography

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth’s surface, and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

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

Objective(s): By the end of U.S. History II, the student will be able to:
9-12.USH2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.

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

Objective(s): By the end of U.S. History II, the student will be able to:
9-12.USH2.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

No objectives in U.S. History II

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History II

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History II

Standard 3: Economics

Students in U.S. History II explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History II, the student will be able to:
9-12.USH2.3.1.1 Describe the emergence of the modern corporation.
9-12.USH2.3.1.2 Describe the development of a consumer economy.
9-12.USH2.3.1.3 Analyze the role of the modern United States in the global economy.
Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.3.2.1 Analyze the role of government policy in the economic development of the modern United States.

Goal 3.3: Analyze the different types of economic institutions.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.

Goal 3.4: Explain the concepts of good personal finance.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.3.4.1 Analyze how economic conditions affect personal finance.

Standard 4: Civics and Government

Students in U.S. History II build an understanding of the organization and formation of the American system of government, build an understanding that all people in the United States have rights and assume responsibilities, and build an understanding of the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in U.S. History II

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.4.2.1 Analyze the relationship between the three federal branches of government.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including Plessy v. Ferguson and Brown v. Board of Education of Topeka.

9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history.

Goal 4.4: Build an understanding of the evolution of democracy.
Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.4.4.1 Trace the development and expansion of political, civil, and economic rights.

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History II

Standard 5: Global Perspectives

Students in U.S. History II build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History II, the student will be able to:

9-12.USH2.5.1.1 Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism.

9-12.USH2.5.1.2 Trace the major foreign policy positions that have characterized the United States’ relations with the world in the 20th century.

9-12.USH2.5.1.3 Explain the significance of principal events in the United States’ relations with the world, such as Spanish-American War, World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America and the Middle East.

9-12.USH2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today.
Students are expected to know content and apply skills from previous grades.

**Standard 1: History**

Students in American Government build an understanding of the cultural and social development of the United States.

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

**Objective(s): By the end of American Government, the student will be able to:**

9-12.G.1.1.1 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791).

9-12.G.1.1.2 Analyze important events and individuals responsible for bringing about political changes in the United States.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives in American Government

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives in American Government

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives in American Government

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives in American Government

**Goal 1.6: Explain the rise of human civilization.**

No objectives in American Government
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in American Government

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in American Government

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in American Government

Standard 2: Geography

Students in American Government explain how geography enables people to comprehend the relationships between people, places, and environments over time.

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

No objectives in American Government

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

No objectives in American Government

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

No objectives in American Government

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in American Government

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

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

9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting.
**Standard 3: Economics**

Students in American Government identify different influences on economic systems.

**Goal 3.1: Explain basic economic concepts.**

No objectives in American Government

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of American Government, the student will be able to:**

- **9-12.G.3.2.1** Analyze the economic impact of government policy.
- **9-12.G.3.2.2** Compare and contrast different economic systems and relate each to the different forms of government.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives in American Government

**Goal 3.4: Explain the concepts of good personal finance.**

No objectives in American Government

**Standard 4: Civics and Government**

Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy, and an understanding of comparative government.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of American Government, the student will be able to:**

- **9-12.G.4.1.1** Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England.
- **9-12.G.4.1.2** Analyze the essential **philosophies**, ideals, and objectives of the original organizing **foundational** documents of the United States, including the Declaration of Independence, the Articles of Confederation, and the United States Constitution, **Bill of Rights, and Amendments** **Federalist Papers**.
- **9-12.G.4.1.3** Explain the central principles of the United States governmental system including a written constitution, popular sovereignty, limited government, separation of powers, **checks and balances**, majority rule with minority rights, **judicial review**, and federalism.
Goal 4.2: Build an understanding of the organization and formation of the American system of government.

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

9-12.G.4.2.1 Identify and describe the three branches of federal government, their powers, and responsibilities.

9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments.

9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.

9-12.G.4.2.4 Analyze the development and role of political parties and other political organizations and their impact on the American system of government.

9-12.G.4.2.5 Analyze the role of other political organizations and their impact on the American system of government.

9-12.G.4.2.6 Explain the electoral process at each level of government.

9-12.G.4.2.7 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.

9-12.G.4.2.8 Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels.

9-12.G.4.2.9 Name the United States Senators and Congressional representatives from Idaho.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

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

9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights.

9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.

9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.

9-12.G.4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court. including Gideon v. Wainwright, Miranda v. Arizona.

Goal 4.4: Build an understanding of the evolution of democracy.

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

9-12.G.4.4.1 Analyze the struggles for the extension of civil rights.

9-12.G.4.4.2 Analyze and evaluate states’ rights disputes past and present.

9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.

9-12.G.4.4.4 Discuss how the interpretation and application of the United States Constitution has evolved.
Goal 4.5: Build an understanding of comparative government.

No objectives in American Government

Objective(s): By the end of American Government, the student will be able to:
9-12.G.4.5.1 Compare and contrast different forms of government, such as presidential with parliamentary, unitary with federal, dictatorship with democracy.

Standard 5: Global Perspectives

Students in American Government build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of American Government, the student will be able to:
9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.
9-12.G.5.1.2 Describe the characteristics of United States foreign policy and how it has been created and implemented over time.
9-12.G.5.1.3 Identify and evaluate the role of the United States in international organizations and agreements, such as the United Nations, NAFTA, and humanitarian organizations.
Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Economics analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

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

No objectives in Economics

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Economics

Goal 1.3: Identify the **sovereign status and** role of American Indians in the development of the United States.

No objectives in Economics

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

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

9-12.E.1.4.1 Analyze the impact of events, such as wars, industrialization, and technological developments on the business cycle.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Economics

Goal 1.6: Explain the rise of human civilization.

No objectives in Economics

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Economics

Goal 1.8: Build an understanding of the cultural and social development of human civilization.
No objectives in Economics

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Economics

**Standard 2: Geography**

Students in Economics analyze the human and physical characteristics of different places and regions.

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

No objectives in Economics

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

No objectives in Economics

Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.

No objectives in Economics

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

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

9-12.E.2.4.1 Explain how the factors of production are distributed among geographic regions and how this influences economic growth.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in Economics

**Standard 3: Economics**

Students in Economics explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of *good* personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Economics, the student will be able to:
9-12.E.3.1.1 Define Apply the concepts of supply and demand, and scarcity, and opportunity costs, and explain its implications in decision making.

9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influences prices.

9-12.E.3.1.3 Identify how incentives determine what is produced and distributed in a competitive market system.

9-12.E.3.1.4 Describe the factors of production.

9-12.E.3.1.5 Create and interpret graphs that model economic concepts.

9-12.E.3.1.6 Explain the difference between monetary policy and fiscal policy and the role of the Federal Reserve.

9-12.E.3.1.7 Analyze the various parts of the business cycle and its effect on the economy.

Goal 3.2: Identify different influences on economic systems.

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

9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems and economic philosophies.

9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals.

9-12.E.3.2.3 Explain the purposes of labor unions.

Goal 3.3: Analyze the different types of economic institutions.

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

9-12.E.3.3.1 Explain the characteristics of various types of business and market structures.

9-12.E.3.3.2 Describe the elements of entrepreneurship and successful businesses.

9-12.E.3.3.3 Identify the role of the financial markets and institutions.

9-12.E.3.3.4 Explain the purposes of labor unions.

9-12.E.3.3.5 Explain the difference between monetary policy and fiscal policy.

9-12.E.3.3.6 Analyze the various parts of the business cycle and its effect on the economy.

Goal 3.4: Explain the concepts of good personal finance.

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

9-12.E.3.4.1 Examine and apply the elements of responsible personal fiscal management, such as budgets, interest, investment, savings, credit, and debt.

9-12.E.3.4.2 Identify and evaluate sources and examples of consumers’ responsibilities and rights.

9-12.E.3.4.3 Discuss the impact of taxation as applied to personal finances.
Standard 4: Civics and Government

Students in Economics build an understanding of the organization and formation of the American system of government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Economics

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Economics, the student will be able to:
9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system.
9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition.
9-12.E.4.2.3 Examine the federal budget, debt, and deficit, and their implications on the economy.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Economics

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Economics

Goal 4.5: Build an understanding of comparative government.

No objectives in Economics

Standard 5: Global Perspectives

Students in Economics build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Economics, the student will be able to:
9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO.
9-12.E.5.1.2 Analyze global economic interdependence and competition.
9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.
Idaho K-12 Content Standards for Computer Science

The Computer Science standards build upon frameworks developed by professional organizations, educators, and industry. In particular, they build upon the 2016 draft standards put out by CSTA (Computer Science Teachers Association). It is not an exhaustive list of everything in computer science that can be learned within a K-12 pathway, but instead outlines what it means to be literate in Computer Science. Curriculum developers are encouraged to create a learning experience that extends beyond the framework to encompass students’ many interests, abilities, and aspirations. The framework reflects the latest research in CS education, including learning progressions, trajectories, and computational thinking.

The CSTA draft standards were created by several states (MD, CA, IN, IA, AR, UT, ID, NE, GA, WA, NC), large school districts (NYC, Chicago, San Francisco), technology companies (Microsoft, Google, Apple), organizations (Code.org, ACM, CSTA, ISTE, MassCAN, CSNYC), and individuals (university faculty, researchers, K-12 teachers, and administrators). They align with the K-12 CS Education Framework (https://k12cs.org) that is steered by 5 organizations: ACM (Association for Computing Machinery), CIC (Cyber Innovation Center), Code.org, CSTA, and NMSI (National Math+Science Initiative). The K-12 CS framework provides overarching, high-level guidance per grade bands, while the standards provide detailed student performance expectations at particular grade levels.

What is Computer Science?

Computer Science is an established discipline at the collegiate and post-graduate levels. It is best defined as “the scientific and engineering approach to computation, as well as its applications and impact. It is the systematic study of the feasibility, structure, expression, and mechanization of the methodical procedures (or algorithms) that underlie the acquisition, representation, processing, storage, communication of, and access to information.” [1] We will use the following concepts and practices from the K-12 CS Education Framework to structure the standards.

The five Core Computer Science concepts:
   1. Devices
   2. Networks and Communication
   3. Data and Analysis
   4. Algorithms and Programming
   5. Impact of Computing

The seven Computational Thinking Framework Practices:
   1. Designing and Representing Computational Problems
   2. Developing and using Abstractions
   3. Creating Computational Artifacts
   4. Testing and Iteratively Refining
   5. Fostering an Inclusive Computing Culture
   6. Communicating about Computing
   7. Collaborating around Computing
Idaho K-12 Content Standards for Computer Science

International Society for Technology Education (ISTE Standards):

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Navigating the Idaho Content Standards for Computer Science

The Idaho Content Standards for Computer Science is a set of learning standards that provide a foundation for a comprehensive K-12 Computer Science curriculum. The standards are organized by grade bands (K-2, 3-5, K-5, 6-8, 9-10, 11-12 and 9-12) and the five Core Computer Science Concepts as referred to by the K-12 CS Education Framework (https://k12cs.org). It is intentional that some of the grade bands overlap. An item code is designated to facilitate the ease of locating and identifying specific standards based on the grade band (e.g. K-2), the abbreviated core concept (e.g. D-Devices), and the ordered number in the sequence (e.g. K-2.D.1). The seven Computational Thinking Framework Practices are included to frame the different standards. Also included is a column for the designation of ISTE (International Society for Technology Education) Standards as they align with the content standards for Computer Science.

The standards are not curriculum. Curriculum is determined by the local school districts. The standards clarify the learning outcomes of students. The standards inform teachers of what students should know, understand, and be able to do. Teachers can create “I can” statements with student friendly language from the standards. The examples listed within the standards are intended to be suggestions and provide clarification for teachers; they are not intended to be a menu, prescriptive, or all inclusive. While these standards set a foundation of learning statewide, local school districts in Idaho have the discretion to expand expectations of student learning beyond the state standards. Educators can use the standards in a variety of creative ways.

Once standards are introduced and mastered, they become prerequisites and are intended to be included in the curriculum at advanced grade levels. For example, the standard 6-8.D.04 (troubleshooting software and hardware) introduced in Grades 6-8 isn’t explicitly repeated at higher grades as the students will continue to practice the skills identified in this standard at higher grade levels. At the high school level, the learning objectives appropriate for all students at this level are included in Grades 9-10. Some students will opt for additional, more rigorous elective Computer Science courses in high school. The objectives appropriate for the subset of high school students focusing more deeply in Computer Science are listed in level Grades 11-12.

The standards written for grade bands K-2, 3-5, K-5, and 6-8, have been written with the intent that they can be incorporated into existing classes and subject areas relevant to each grade band and do not necessitate the creation of a specific Computer Science course to address the standards. However, this does not preclude local school districts from choosing to create specific Computer Science courses or units at these levels. At the high school level, we expect most local school districts will create standalone Computer Science courses. Two nationally recognized high school courses that are worth mentioning as models are Exploring Computer Science (http://www.exploringcs.org) and AP Computer Science Principles (http://apcsprinciples.org). These courses don’t cover all of the proposed high school standards but they can serve as model courses for local school districts to adapt to their unique environments.
### Idaho K-12 Content Standards for Computer Science

#### K-12 CS Standards - Devices (D)

**The student will be able to:**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Standard</th>
<th>Description</th>
<th>Computational Thinking Framework Practice</th>
<th>ISTE Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2.D.01</td>
<td>Locate and identify computing, input, and output devices in a variety of environments (e.g. desktop and laptop computers, tablets, mobile devices, monitors, keyboards, mouse, printers).</td>
<td>Communicating about Computing</td>
<td>Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>K-2.D.02</td>
<td>Demonstrate how to operate a variety of computing devices (e.g. turn on, navigate, open/close programs or apps).</td>
<td>Communicating about Computing</td>
<td>Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>K-2.D.03</td>
<td>Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps).</td>
<td>Communicating about Computing</td>
<td>Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>K-2.D.04</td>
<td>Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems (e.g. rebooting the device, checking the power, access to the network, read error messages, discuss problems with peers and adults).</td>
<td>Testing and Iteratively Refining</td>
<td>Critical thinking, problem solving and decision making ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>3-5.D.01</td>
<td>Create code to model intelligent behavior in computing devices (e.g. CS unplugged activities, robot programming).</td>
<td>Creating Computational Artifacts</td>
<td>Creativity and innovation</td>
<td></td>
</tr>
<tr>
<td>3-5.D.02</td>
<td>Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems (e.g. rebooting the device, checking the power, access to the network, read error messages, discuss problems with peers and adults).</td>
<td>Testing and Iteratively Refining</td>
<td>Critical thinking, problem solving and decision making ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>6-8.D.01</td>
<td>Exemplify how computational devices impact the quality of life (both positively and negatively) and enhance the ability of people to perform work, communicate, and interact with others.</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Communication and collaboration ◦ Digital citizenship</td>
<td></td>
</tr>
<tr>
<td>6-8.D.02</td>
<td>Compare and contrast the ways that humans and machines process instructions and sense the world.</td>
<td>Developing and using Abstractions</td>
<td>Critical thinking, problem solving and decision making</td>
<td></td>
</tr>
<tr>
<td>6-8.D.03</td>
<td>Differentiate features of everyday objects that contain computing components (i.e., devices that collect, store, analyze, and/or transmit data) (e.g. Kinect, GoPro, smartphone, car).</td>
<td>Developing and using Abstractions</td>
<td>Research and information fluency</td>
<td></td>
</tr>
<tr>
<td>6-8.D.04</td>
<td>Apply troubleshooting strategies for solving hardware and software problems (e.g. recognizing, describing, reproducing, isolating, fixing and retesting).</td>
<td>Testing and Iteratively Refining</td>
<td>Creativity and innovation ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
<td></td>
</tr>
</tbody>
</table>
### Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Standard</th>
<th>Description</th>
<th>Cluster</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8.D.05</td>
<td>Compare and contrast the capabilities of different hardware and software in computer systems (e.g. processors, display types, input devices, communication, and storage capabilities).</td>
<td>Communicating about Computing</td>
<td>Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>9-10.D.01</td>
<td>Identify and evaluate what computing resources are required for a given purpose (e.g. system requirements needed to run a program, hardware, and software needed to run game X).</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Creativity and innovation ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>9-10.D.02</td>
<td>Explore the unique features of embedded computers in areas such as mobile devices, sensors, and vehicles.</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Creativity and innovation ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>9-10.D.03</td>
<td>Create or modify a program that uses different forms of input and output. (e.g. use voice input instead of text input, use text-to-speech for output)</td>
<td>Creating Computational Artifacts</td>
<td>Creativity and innovation ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>9-10.D.04</td>
<td>Demonstrate the multiple levels of abstraction that support program execution including programming languages, translations, and low-level systems including the fetch-execute cycle (e.g. model, dance, create a play/presentation).</td>
<td>Developing and using Abstractions</td>
<td>Creativity and innovation ◦ Communication and collaboration ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>11-12.D.01</td>
<td>Identify and describe hardware (e.g. physical layers, logic gates, chips, components).</td>
<td>Communicating about Computing</td>
<td>Critical thinking, problem solving and decision making ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>11-12.D.02</td>
<td>Create a model of how embedded systems sense, process, and actuate in a given</td>
<td>Communicating about Computing</td>
<td>Critical thinking, problem solving</td>
<td></td>
</tr>
<tr>
<td>K-2.DA.01</td>
<td>Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes). (Grades K-2)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Research and information fluency</td>
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<td></td>
</tr>
<tr>
<td>K-2.DA.02</td>
<td>Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted. (Grades K-2)</td>
<td>Developing and using Abstractions</td>
<td>Research and information fluency ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>K-2.DA.03</td>
<td>Explain that networks, like the Internet, link people using computers and other computing devices allowing them to communicate, access, and share information. (Grades K-2)</td>
<td>Developing and using Abstractions</td>
<td>Communication and collaboration ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>3-5.DA.01</td>
<td>Use outcome data (results) from running a simulation to solve a problem or answer a question in a core subject area, either individually or collaboratively. (Grades 3-5)</td>
<td>Designing and Representing Computational Problems</td>
<td>Communication and collaboration ◦ Critical thinking, problem solving and decision making</td>
<td></td>
</tr>
<tr>
<td>3-5.DA.02</td>
<td>Understand how computers encode and store data (e.g. simple mapping of binary number to decimal number, letter, or color). (Grades 3-5)</td>
<td>Developing and using Abstractions</td>
<td>Communication and collaboration ◦ Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>3-5.DA.03</td>
<td>Gather, manipulate, and evaluate data to explore a real world problem that is of interest to the student. (Grades 3-5)</td>
<td>Designing and Representing Computational Problems</td>
<td>Research and information fluency ◦ Critical thinking, problem solving, and decision making</td>
<td></td>
</tr>
<tr>
<td>6-8.DA.01</td>
<td>Describe the trade-off between quality and file size of stored data (e.g. music, video, text, images). (Grades 6-8)</td>
<td>Communicating about Computing</td>
<td>Technology operations and concepts</td>
<td></td>
</tr>
<tr>
<td>6-8.DA.02</td>
<td>Defend the selection of the data, collection, and analysis needed to answer a question. (Grades 6-8)</td>
<td>Communicating about Computing</td>
<td>Communication and collaboration ◦ Research and information fluency ◦ Critical thinking, problem solving and decision making</td>
<td></td>
</tr>
</tbody>
</table>
# Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8.DA.03</td>
<td>Understand that data collection is used to make recommendations to influence decisions as well as predict behavior. List the positive and negative impacts. (Grades 6-8)</td>
<td>Fostering an Inclusive Computing Culture</td>
</tr>
<tr>
<td>6-8.DA.04</td>
<td>Encode and decode information using encryption/decryption schemes. (e.g. Morse code, Unicode, binary, symbols, student-created codes, simple ciphers). (Grades 6-8)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>6-8.DA.05</td>
<td>Identify layers of abstraction in different contexts (e.g. video and animation are made of audio and video frames, which are made of pixels, which are made of color codes). (Grades 6-8)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>9-10.DA.01</td>
<td>Illustrate how various types of data are stored in a computer system (e.g. how sound and images are stored). (Grades 9-10)</td>
<td>Communicating about Computing</td>
</tr>
<tr>
<td>9-10.DA.02</td>
<td>Differentiate between information access and distribution rights (e.g. write, discuss). (Grades 9-10)</td>
<td>Communicating about Computing</td>
</tr>
<tr>
<td>9-10.DA.03</td>
<td>Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, the government (e.g. persuasive essay, presentation, or debate). (Grades 9-12)</td>
<td>Fostering an Inclusive Computing Culture</td>
</tr>
<tr>
<td>9-10.DA.04</td>
<td>Explain the principles of security by examining encryption, cryptography, and authentication techniques. (Grades 9-12)</td>
<td>Designing and Representing Computational Problems</td>
</tr>
</tbody>
</table>

**Thinking, Problem Solving, and Decision Making**

- Critical thinking, problem solving, and decision making
- Research and information fluency
- Technology operations and concepts
- Digital citizenship
- Communication and collaboration
# Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Major Concept</th>
<th>Supporting Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10.DA.05</td>
<td>Apply basic techniques for locating, collecting, and understanding the quality of small and large-scale data sets (e.g. public data sets). (Grades 9-10)</td>
<td>Designing and Representing Computational Problems</td>
<td>Research and information fluency ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.DA.06</td>
<td>Convert between binary, decimal, octal, and hexadecimal representations of data. (Grades 9-10)</td>
<td>Developing and using Abstractions</td>
<td>Research and information fluency ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.DA.07</td>
<td>Analyze the representation and trade-offs among various forms of digital information (e.g. lossy versus lossless compression). (Grades 9-10)</td>
<td>Developing and using Abstractions</td>
<td>Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.DA.08</td>
<td>Analyze data and identify patterns through modeling and simulation. (Grades 9-12)</td>
<td>Developing and using Abstractions</td>
<td>Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.DA.01</td>
<td>Use data analysis to enhance understanding and gain knowledge of complex systems to show the transformation from data to information to knowledge (e.g. using existing data sets). (Grades 11-12)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.DA.02</td>
<td>Use various data collection techniques for different types of problems (e.g. mobile device GPS, user surveys, embedded system sensors, open data sets, social media data sets). (Grades 11-12)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.DA.03</td>
<td>Understand and explain security policies by comparing encryption and authentication strategies (e.g. trapdoor functions and man in the middle attacks). (Grades 11-12)</td>
<td>Designing and Representing Computational Problems</td>
<td>Creativity and innovation ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making</td>
</tr>
</tbody>
</table>
### Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Practice</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.DA.04</td>
<td>Discuss the variety of interpretations of binary sequences (e.g. instructions, numbers, text, sound, image). (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
<td>Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.DA.05</td>
<td>Use models and simulations to help formulate, refine, and test scientific hypotheses. (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
<td>Research and information fluency ▫ Critical thinking, problem solving, and decision making ▫ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.DA.06</td>
<td>Analyze data and identify patterns through modeling and simulation. (Grades 9-12)</td>
<td>Developing and using Abstractions</td>
<td>Research and information fluency ▫ Critical thinking, problem solving, and decision making ▫ Technology operations and concepts</td>
</tr>
</tbody>
</table>

### K-12 CS Standards - Impact of Computing (IC)

**The student will be able to:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. (Grades K-5)</th>
<th>Fostering an Inclusive Computing Culture</th>
<th>Digital citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.IC.01</td>
<td>Understand that a wide range of jobs require knowledge or use of computer science. (Grades K-2)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Research and information fluency</td>
</tr>
<tr>
<td>2.IC.02</td>
<td>Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. (Grades K-5)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Digital citizenship</td>
</tr>
<tr>
<td>3-5.IC.01</td>
<td>Explore the connections between computer science and other fields. (Grades 3-5)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Research and information fluency ▫ Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>3-5.IC.02</td>
<td>Generate examples of how the use of computing can affect society and how society can</td>
<td>Fostering an Inclusive Computing</td>
<td>Communication and</td>
</tr>
</tbody>
</table>
## Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Major Concept</th>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5.IC.04</td>
<td>Explain ethical issues that relate to computers and networks (e.g. equity of access, security, privacy, copyright, digital citizenship, and intellectual property). (Grades 3-5)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Digital citizenship</td>
</tr>
<tr>
<td>3-5.IC.05</td>
<td>Evaluate the positive and negative impacts of computing devices in daily life. (e.g., downloading videos and audio files, electronic appliances, wireless Internet, mobile computing devices, GPS systems, Internet of Things, wearable computing). Describe the pros and cons of these impacts. (Grades 3-5)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Digital citizenship</td>
</tr>
<tr>
<td>6-8.IC.01</td>
<td>Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions. (Grades 6-8)</td>
<td>Communicating about Computing</td>
<td>Critical thinking, problem solving, and decision making ◦ Digital citizenship ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>6-8.IC.02</td>
<td>Explore how computer science fosters innovation and enhances other careers and disciplines. (Grades 6-8)</td>
<td>Communicating about Computing</td>
<td>Creativity and innovation ◦ Research and information fluency ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>6-8.IC.03</td>
<td>Describe ethical issues that relate to computers and networks (e.g. equity of access, security, privacy, ownership and information sharing, copyright, licensing). (Grades 6-8)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Creativity and innovation ◦ Research and information fluency ◦ Digital Citizenship ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>6-8.IC.04</td>
<td>Explore how the Internet impacts global communication and collaboration. (Grades 6-8)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Creativity and innovation ◦ Communication and collaboration</td>
</tr>
<tr>
<td>6-8.IC.05</td>
<td>Design, develop, and present computational artifacts that have a positive social impact (e.g. web pages, mobile applications, animations). (Grades 6-8)</td>
<td>Creating Computational Artifacts</td>
<td>Creativity and innovation ◦ Communication and collaboration ◦ Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>6-8.IC.06</td>
<td>Redesign user interfaces to be more inclusive, accessible, and minimizing the impact of the designer's inherent bias. (e.g. web pages, mobile applications, animations). (Grades 6-8)</td>
<td>Testing and Iteratively Refining</td>
<td>Creativity and innovation ◦ Communication and</td>
</tr>
</tbody>
</table>
# Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Frameworks</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8.IC.07</td>
<td>Understand and explain the elements of federal, state, and local regulations that relate to digital citizenship (e.g. COPPA, CIPA, state laws, district policies). (Grades 6-8)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Digital citizenship</td>
</tr>
<tr>
<td>6-8.IC.08</td>
<td>Summarize current events and changes resulting from computing and their effects on education, the workplace, and society. (Grades 6-8)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Creativity and innovation ◦ Research and information fluency ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>6-8.IC.09</td>
<td>Predict positive and negative social impacts of existing or student created content and computational artifacts (e.g. economic, entertainment, education, or political). (Grades 6-8)</td>
<td>Collaborating around Computing</td>
<td>Critical thinking, problem solving, and decision making ◦ Digital citizenship ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.IC.01</td>
<td>Explain the social and economic implications associated with unethical computing practices (e.g. software piracy, intrusion, malware, current corporate fraud examples). (Grades 9-10)</td>
<td>Collaborating around Computing</td>
<td>Critical thinking, problem solving, and decision making ◦ Digital citizenship ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.IC.02</td>
<td>Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large scale analysis of information about individuals (e.g. social media, online shopping, how grocery/dept stores collect and use personal data). (Grades 9-10)</td>
<td>Communicating about Computing</td>
<td>Communication and collaboration ◦ Research and information fluency ◦ Digital citizenship ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.IC.03</td>
<td>Understand and explain the impact of artificial intelligence and robotics. (Grades 9-10)</td>
<td>Communicating about Computing</td>
<td>Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.IC.04</td>
<td>Describe how computer science shares features with creating and designing an artifact such as in music and art. (Grades 9-12)</td>
<td>Communicating about Computing</td>
<td>Critical thinking, problem solving, and decision making ◦ Technology operations and</td>
</tr>
</tbody>
</table>
## Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Key Areas of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10.IC.05</td>
<td>Demonstrate how computing enhances traditional forms and enables new forms of experience, expression, communication, and collaboration (e.g. virtual reality). (Grades 9-10)</td>
<td>Creativity and innovation ◦ Communication and collaboration ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.IC.06</td>
<td>Explain the impact of the digital divide on access to critical information (e.g. education, healthcare, medical records, access to training). (Grades 9-10)</td>
<td>Communication and collaboration ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Digital citizenship</td>
</tr>
<tr>
<td>9-10.IC.07</td>
<td>Explain the impact of the digital divide on access to critical information (e.g. education, healthcare, medical records, access to training). (Grades 9-10)</td>
<td>Communication and collaboration ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Digital citizenship</td>
</tr>
<tr>
<td>9-10.IC.08</td>
<td>Compare the positive and negative impacts of computing on behavior and culture. (Grades 9-10)</td>
<td>Communication and collaboration ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Digital citizenship</td>
</tr>
<tr>
<td>9-10.IC.09</td>
<td>Evaluate a computational artifact for its effectiveness for universal access (e.g. compare sample code with accessibility standards, building in access from initial design). (Grades 9-10)</td>
<td>Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.IC.10</td>
<td>Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology</td>
<td>Digital citizenship</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Grade Levels</td>
</tr>
<tr>
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</tr>
<tr>
<td>9-10.IC.11</td>
<td>Explain how computer science fosters innovation and enhances other careers and disciplines. (Grades 6-8)</td>
<td>9-10</td>
</tr>
<tr>
<td>9-10.IC.12</td>
<td>Explain the impact of computing on business, manufacturing, commerce, and society. (Grades 9-12)</td>
<td>9-12</td>
</tr>
<tr>
<td>11-12.IC.01</td>
<td>Understand the ecosystem of open source software development and its impact on global collaboration through an open-source software project (e.g. <a href="https://codein.withgoogle.com">https://codein.withgoogle.com</a>). (Grades 11-12)</td>
<td>11-12</td>
</tr>
<tr>
<td>11-12.IC.02</td>
<td>Debate laws and regulations that impact the development and use of software. (e.g. compare and contrast licensing versus certification, professional societies, professional code of ethics). (Grades 11-12)</td>
<td>11-12</td>
</tr>
<tr>
<td>11-12.IC.03</td>
<td>Research, analyze, and present how computational thinking has revolutionized an aspect of our culture (e.g. agriculture, communication, work, healthcare, music, art). (Grades 11-12)</td>
<td>11-12</td>
</tr>
</tbody>
</table>
# Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Cross-Cutting Competencies</th>
<th>Cluster Focus Areas</th>
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<tbody>
<tr>
<td>11-12.IC.04</td>
<td>Analyze the role and impact of government regulation on privacy and security. (Grades 11-12)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Digital citizenship ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.IC.05</td>
<td>Debate how the issues of equity, access, and power relate to the distribution of computing resources in a global society. (Grades 11-12)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Communication and collaboration ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>11-12.IC.06</td>
<td>Identify and evaluate the beneficial and harmful effects of computing innovations. (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
<td>Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Digital citizenship</td>
</tr>
<tr>
<td>11-12.IC.07</td>
<td>Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. (Grades 11-12)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Digital citizenship</td>
</tr>
<tr>
<td>11-12.IC.08</td>
<td>Describe how computer science shares features with creating and designing an artifact such as in music and art. (Grades 9-12)</td>
<td>Communicating about Computing</td>
<td>Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.IC.09</td>
<td>Explain the impact of computing on business, manufacturing, commerce, and society. (Grades 9-12)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Communication and collaboration ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Digital citizenship</td>
</tr>
<tr>
<td>11-12.IC.10</td>
<td>Summarize how computer automation and control is transforming society and the global economy (e.g. financial markets, transactions, predictions). (Grades 11-12)</td>
<td>Fostering an Inclusive Computing Culture</td>
<td>Communication and collaboration ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making ◦ Digital citizenship</td>
</tr>
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</table>

STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016
### Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>K-12 CS Standards - Networks and Communication (NC)</th>
<th>Computational Thinking Framework Practice</th>
<th>ISTE Standard</th>
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<tbody>
<tr>
<td><strong>The student will be able to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5.NC.01 Demonstrate how a device on a network sends and receives information. (Grades 3-5)</td>
<td>Developing and using Abstractions</td>
<td>Technology operations and concepts</td>
</tr>
<tr>
<td>6-8.NC.01 Simulate the flow of information as packets on the Internet and networks (e.g. model using strings and paper, note passing). (Grades 6-8)</td>
<td>Communicating about Computing</td>
<td>Communication and collaboration • Technology operations and concepts</td>
</tr>
<tr>
<td>6-8.NC.02 Compare and contrast the trade-offs between physical (wired), wireless, and mobile networks (e.g. speed, security, and cost). (Grades 6-8)</td>
<td>Communicating about Computing</td>
<td>Communication and collaboration • Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.NC.01 Describe the underlying process of Internet-based services. (e.g. illustrate how information flows in a global network, servers and clients, cloud services, secure versus insecure communication). (Grades 9-10)</td>
<td>Communicating about Computing</td>
<td>Communication and collaboration • Research and information fluency • Critical thinking, problem solving, and decision making • Technology operations and concepts</td>
</tr>
<tr>
<td>9-10.NC.02 Illustrate the basic components of computer networks, protocols and routing (e.g. team based activities which may include drawing a diagram of a network including routers, switches, local networks, and end user devices, creating models with string and paper, see CS unplugged activities). (Grades 9-10)</td>
<td>Developing and using Abstractions</td>
<td>Communication and collaboration • Research and information fluency • Critical thinking, problem solving, and decision making • Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.NC.01</td>
<td>Simulate and discuss the issues that impact network functionality (e.g. use ns3 or other free network simulators). (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>11-12.NC.02</td>
<td>Examine how encryption is essential to ensuring privacy and security over the internet. (Grades 11-12)</td>
<td>Communicating about Computing</td>
</tr>
<tr>
<td>K-12 CS Standards - Algorithms and Programming (AP)</td>
<td>Computational Thinking Framework Practice</td>
<td>ISTE Standard</td>
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<tr>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td><strong>K-2.AP.01</strong> Construct and test problem solutions using a block-based visual programming language, both independently and collaboratively (e.g. pair programming). (Grades K-5)</td>
<td>Creating Computational Artifacts</td>
<td>Creativity and innovation ◦ Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td><strong>K-2.AP.02</strong> Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map). (Grades K-2)</td>
<td>Designing and Representing Computational Problems</td>
<td>Creativity and innovation</td>
</tr>
<tr>
<td><strong>K-2.AP.03</strong> Construct an algorithm to accomplish a task, both independently and collaboratively. (Grades K-5)</td>
<td>Developing and using Abstractions</td>
<td>Creativity and innovation ◦ Critical thinking, problem solving and decision making ◦ Communication and collaboration</td>
</tr>
<tr>
<td><strong>K-2.AP.04</strong> Follow the sequencing in an algorithm. (Grades K-2)</td>
<td>Testing and Iteratively Refining</td>
<td>Critical thinking, problem solving and decision making</td>
</tr>
<tr>
<td><strong>3-5.AP.01</strong> Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle. (Grades 3-5)</td>
<td>Collaborating around Computing</td>
<td>Creativity and innovation ◦ Communication and collaboration ◦ Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td><strong>3-5.AP.02</strong> Construct and test problem solutions using a block-based visual programming language, both independently and collaboratively (e.g. pair programming). (Grades K-5)</td>
<td>Creating Computational Artifacts</td>
<td>Creativity and innovation ◦ Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td><strong>3-5.AP.03</strong> Generate a list of sub-problems to consider while addressing a larger problem. (Grades 3-5)</td>
<td>Designing and Representing Computational Problems</td>
<td>Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td><strong>3-5.AP.04</strong> Understand that computer program design is an iterative process that includes the following steps: define the problem, generate ideas, build a program, test the program, improve the program. (Grades 3-5)</td>
<td>Designing and Representing Computational Problems</td>
<td>Creativity and innovation ◦ Research and information fluency ◦ Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Domain/Skills</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3-5.AP.05</td>
<td>Understand, explain and debug the sequencing in an algorithm. (Grades 3-5)</td>
<td>Testing and Iteratively Refining</td>
</tr>
<tr>
<td>3-5.AP.06</td>
<td>Construct and test problem solutions using a block-based visual programming</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>3-5.AP.07</td>
<td>Construct an algorithm to accomplish a task, both independently and</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>6-8.AP.01</td>
<td>Solicit, evaluate, and integrate peer feedback as appropriate to develop or</td>
<td>Collaborating around Computing</td>
</tr>
<tr>
<td>6-8.AP.02</td>
<td>Compare different algorithms that may be used to solve the same problem by</td>
<td>Communicating about Computing</td>
</tr>
<tr>
<td>6-8.AP.03</td>
<td>Interpret, modify, and analyze content-specific models used to run</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>6-8.AP.04</td>
<td>Apply an iterative design process (define the problem, generate ideas,</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Skill Area</td>
</tr>
<tr>
<td>-------------</td>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>6-8.AP.05</td>
<td>Create, analyze, and modify control structures to create programming solutions. (Grades 6-8)</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>6-8.AP.06</td>
<td>Predict the outcome of an algorithm and then step through it to verify your predictions. (Grades 6-8)</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>6-8.AP.07</td>
<td>Decompose a problem into sub-problems and demonstrate how the parts can be synthesized to create a solution. (Grades 6-8)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>6-8.AP.08</td>
<td>Evaluate the correctness of a program by collecting and analyzing data generated from multiple runs of the program. (Grades 6-8)</td>
<td>Testing and Iteratively Refining</td>
</tr>
<tr>
<td>6-8.AP.09</td>
<td>Use debugging and testing to improve program quality. (Grades 6-8)</td>
<td>Testing and Iteratively Refining</td>
</tr>
<tr>
<td>9-10.AP.01</td>
<td>Design and develop a software artifact by leading, initiating, and participating in a team (e.g. pair programming, agile software development). (Grades 9-12)</td>
<td>Collaborating around Computing</td>
</tr>
</tbody>
</table>
# Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Associated Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10.AP.02</td>
<td>Demonstrate how diverse collaboration, both inside and outside of a team, impacts the design and development of software products (e.g. students show their own artifacts and demonstrate and reflect how diverse collaboration made a product better). (Grades 9-12)</td>
<td>Collaborating around Computing, Communication and collaboration, Research and information fluency, Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>9-10.AP.03</td>
<td>Compare a variety of programming languages available to solve problems and develop systems. (Grades 9-10)</td>
<td>Collaborating around Computing, Research and information fluency, Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>9-10.AP.04</td>
<td>Explore security issues that might lead to compromised computer programs (e.g. ambiguous function calls, lack of error checking of the input, buffer overflow, SQL injection attacks, denial of service attacks). (Grades 9-12)</td>
<td>Communicating about Computing, Research and information fluency, Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>9-10.AP.05</td>
<td>Classify and define the different types of software licenses in order to understand how to apply each one to a specific software example. (Grades 9-12)</td>
<td>Fostering an Inclusive Computing Culture, Research and information fluency, Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>9-10.AP.06</td>
<td>Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits. (Grades 9-10)</td>
<td>Fostering an Inclusive Computing Culture, Research and information fluency, Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>9-10.AP.07</td>
<td>Explore issues surrounding mobile computing by creating a mobile computing application (e.g. App Inventor). (Grades 9-10)</td>
<td>Creating Computational Artifacts, Creativity and innovation, Critical thinking, problem solving, and decision making</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Key Competency</td>
</tr>
<tr>
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</tr>
<tr>
<td>9-10.AP.08</td>
<td>Create software solutions by applying analysis, design, implementation and testing techniques. (Grades 9-10)</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>9-10.AP.09</td>
<td>Demonstrate code reuse by creating programming solutions using APIs and libraries (e.g. using text to speech in App Inventor, using Twitter API). (Grades 9-10)</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>9-10.AP.10</td>
<td>Illustrate the flow of execution and output of a given program (e.g. flow and control diagrams). (Grades 9-10)</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>9-10.AP.11</td>
<td>Illustrate how mathematical and statistical functions, sets, and logic are used in computation. (Grades 9-10)</td>
<td>Creating Computational Artifacts</td>
</tr>
<tr>
<td>9-10.AP.12</td>
<td>Design algorithms using sequence, selection, iteration and recursion. (Grades 9-10)</td>
<td>Designing and Representing Computational Problems</td>
</tr>
<tr>
<td>9-10.AP.13</td>
<td>Explain, represent, and understand natural phenomena using modeling and simulation (Grade 9-10).</td>
<td>Designing and Representing Computational Problems</td>
</tr>
<tr>
<td>9-10.AP.14</td>
<td>Describe the concept of parallel processing as a strategy to solve large problems. (Grades 9-10)</td>
<td>Designing and Representing Computational Problems</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Domain</td>
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</tr>
<tr>
<td>9-10.AP.15</td>
<td>Compare and evaluate software development processes used to solve problems (e.g. waterfall, agile). (Grades 9-10)</td>
<td>Designing and Representing Computational Problems</td>
</tr>
<tr>
<td>9-10.AP.16</td>
<td>Decompose a complex problem into simpler parts using predefined functions and parameters, classes, and methods. (Grades 9-10)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>9-10.AP.17</td>
<td>Demonstrate the value of abstraction to manage problem complexity. (Grades 9-10)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>9-10.AP.18</td>
<td>Evaluate and improve program quality using various debugging and testing methods and examine the difference between verification and validation. (Grades 9-12)</td>
<td>Testing and Iteratively Refining</td>
</tr>
<tr>
<td>9-10.AP.19</td>
<td>Evaluate programs written by others for readability and usability. (Grades 9-10)</td>
<td>Collaborating around Computing</td>
</tr>
<tr>
<td>11-12.AP.01</td>
<td>Analyze the notion of intelligent behavior through programs that learn and adapt, play games, do image recognition, perform text analysis, and control the behavior of robots. (Grades 11-12)</td>
<td>Communicating about Computing</td>
</tr>
<tr>
<td>11-12.AP.02</td>
<td>Create collaborative software projects using version control systems, Integrated Development Environments (IDEs), and collaborative tools. (Grades 11-12)</td>
<td>Collaborating around Computing</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Domain</td>
</tr>
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</tr>
<tr>
<td>11-12.AP.03</td>
<td>Demonstrate an understanding of the software life cycle process (e.g. by participating on a software project team). (Grades 11-12)</td>
<td>Collaborating around Computing</td>
</tr>
<tr>
<td>11-12.AP.04</td>
<td>Modify an existing program to add additional functionality and discuss the positive and negative implications (e.g., breaking other functionality). (Grades 11-12)</td>
<td>Communicating about Computing</td>
</tr>
<tr>
<td>11-12.AP.05</td>
<td>Explain the value of heuristic algorithms to approximate solutions for intractable problems. (Grades 11-12)</td>
<td>Designing and Representing Computational Problems</td>
</tr>
<tr>
<td>11-12.AP.06</td>
<td>Decompose a computational problem through data abstraction and modularity. (Grades 9-12)</td>
<td>Designing and Representing Computational Problems</td>
</tr>
<tr>
<td>11-12.AP.07</td>
<td>Critically examine algorithms and design an original algorithm (e.g. adapt, remix, improve). (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>11-12.AP.08</td>
<td>Evaluate efficiency, correctness, and clarity of algorithms. (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>11-12.AP.09</td>
<td>Compare and contrast simple data structures and their uses (e.g. arrays, lists, stacks, queues, maps, trees, graphs). (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
</tr>
<tr>
<td>11-12.AP.10</td>
<td>Decompose a problem by creating functions and classes. (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
</tr>
</tbody>
</table>
## Idaho K-12 Content Standards for Computer Science

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Category</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.AP.11</td>
<td>Use variable scope and encapsulation to design programs with cohesive and decoupled components. (Grades 9-12)</td>
<td>Designing and Representing Computational Problems</td>
<td>Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.AP.12</td>
<td>Classify problems as tractable, intractable, or computationally unsolvable. (Grades 11-12)</td>
<td>Developing and using Abstractions</td>
<td>Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.AP.13</td>
<td>Understand and explain the use of concurrency (e.g. separate processes into threads and divide data into parallel streams, have students self sort by height). (Grades 11-12)</td>
<td>Designing and Representing Computational Problems</td>
<td>Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
<tr>
<td>11-12.AP.14</td>
<td>Evaluate the qualities of a program such as correctness, usability, readability, efficiency, portability and scalability through a process such as a code review. (Grades 11-12)</td>
<td>Testing and Iteratively Refining</td>
<td>Communication and collaboration ◦ Critical thinking, problem solving, and decision making ◦ Technology operations and concepts</td>
</tr>
</tbody>
</table>
Idaho K-12 Content Computer Science Standards White Paper

This white paper is a companion to the "Idaho K-12 Computer Science Standards." This document provides motivation and rationale for the standards and describes their development process. This document also adds transparency for the standards development process by providing historical reference and rationale for the content of the standards. It is intended to provide context and guidance for the standards usage.

What is Computer Science?

Computer Science is an established discipline at the collegiate and post-graduate levels. It is best defined as "the study of computers and algorithmic processes, including principles, their hardware and software designs, their applications, and their impact on society." The foundational concepts of Computer Science permeates all work and play in the digital world that we live in. Although its name contains the word science, Computer Science is usually considered to be a branch of engineering. This is in sharp contrast to most of the physical sciences, which separate the understanding and advancement of the science from its practical applications. Science is a technique for learning about the natural world by applying the principles of the scientific method (which includes making empirical observations, proposing hypotheses to explain those observations, and then testing those hypotheses); engineering is the application of science.

Computers are virtually indispensable to the field of computer science. Yet, as Edsger Dijkstra, a pioneering computer scientist, so aptly put it, "Computer science is no more about computers than astronomy is about telescopes." Some of the major subspecialties of computer science are algorithms and data structures, programming methodology and languages, software engineering, computer architecture, operating systems, database systems, distributed systems, networks and communications, parallel computing, human-computer interaction, artificial intelligence, computer graphics.

The Idaho K-12 Computer Science standards are organized by grade bands (K-2, 3-5, K-5, 6-8, 9-10, 11-12 and 9-12) and the five Core Computer Science Concepts as referred to by the CSTA (Computer Science Teachers Association). The seven Computational Thinking Framework Practices (CSTA) are included to frame the different standards. Also included is a column for the designation of ISTE (International
Society for Technology Education (ISTE Standards) as they align with the content standards for Computer Science.

**The 5 Core Computer Science concepts:**
1. Devices
2. Networks and Communication
3. Data and Analysis
4. Algorithms and Programming
5. Impact of Computing

**The 7 Computational Thinking practices:**
1. Recognizing and Representing Computational Problems
2. Developing and using Abstractions
3. Creating Computational Artifacts
4. Testing and Iteratively Refining
5. Fostering an Inclusive Computing Culture
6. Communicating about Computing
7. Collaborating around Computing

**International Society for Technology Education (ISTE Standards):**
1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

**The Purpose of the Standards**

Computer Science is a field of study that will help to prepare students for future college and career goals. There are many jobs that require the understanding of Computer Science concepts and skills, however, all Idahoans can benefit from the computational thinking that is incorporated into these standards. The development of the Computer Science standards will move the students from being consumers of technology to being able to understand and create new technologies of the future.

The standards prioritize, clarify, and build upon frameworks developed by professional organizations, educators, and industry. It is not an exhaustive list of everything in Computer Science that can be learned within a K-12 pathway but instead describes what it means to be *literate* in Computer Science.

The standards are not curriculum. Curriculum is determined by the LEA (Local Education Agency). The standards clarify the learning outcomes of students. The standards inform teachers of what students should know, understand, or be able to do. Teachers can create “I can” statements with student friendly language from the standards. These are the minimum standards for Computer Science education. The LEA may include additional standards when writing curriculum depending on course offerings and the needs of students. Educators can use the standards in a variety of creative ways.
Current Status of Computer Science in Idaho

Idaho’s current state of Computer Science is unstructured, disjointed, and uneven. As a result of not having a cohesive set of Idaho Computer Science Standards, teachers grasp from various resources and standards, which may not align across the state. This causes a lack of parity and equality for Idaho’s students, as well as their access to Computer Science education. Having a uniform set of Computer Science standards will provide continuity of K-12 Computer Science education offerings throughout the state. Benefits will continue through higher education, and ultimately industry, business, and commerce of Idaho as more competent and well-educated graduates fulfill positions throughout the state.

According to the Conference Board (used by the Idaho Department of Labor), there are currently around 1300 unfilled open jobs in the state of Idaho for computer science related professions, many of which can be attributed to a lack of qualified candidates. Not only is this challenging for potential employers, but also affects our state revenues in potential taxes with salaries averaging around $70,000. For the benefit of our citizens, students’ education, as well as the future of computer science and the technology industry in our state, creating these standards is an important step.

The Standards Creation Process

The standards were built on a progression of skills that can be accomplished using a variety of tools and in some cases limited access. Several existing Computer Science and related standards from CSTA (Computer Science Teachers Association), ISTE (International Society for Technology in Education), Florida Department of Education, Idaho CTE Programming Standards, Teacher Preparation Standards for Initial Certification in Computer Science, and Idaho Core Standards were reviewed and considered.

The working group chose the CSTA 2016 Computer Science draft standards as the starting point for the following reasons:

- The working group felt that the CSTA draft standards were the best match for Idaho.
- They were the most up to date standards with input from a variety of educators, industry, and professional organizations.
- The CSTA draft standards were created by the following participants:
  - Several states (MD, CA, IN, IA, AR, UT, ID, NE, GA, WA, NC)
  - Large school districts (NYC, Chicago, San Francisco)
  - Technology companies (Microsoft, Google, Apple)
  - Organizations (Code.org, ACM, CSTA, ISTE, MassCAN, CSNYC), and individuals (higher ed faculty, researchers, K-12 teachers, and administrators)
  - Idaho representation within the CSTA group

The working group evaluated and adapted the 2016 draft of the CSTA K-12 CS Standards with consideration of the following:

- Is the standard appropriate for Idaho?
- Is the standard appropriate for the given grade level?
- Is the standard measureable?
- Are there areas that we want to add that are not covered in the standards?
- Does the standard need an example for clarification?
- What needs to be removed, rewritten, or repositioned?
- Do the standards parallel what occurs in disciplines such as science, mathematics, and language arts?
The working group customized the CTA standards for Idaho using the above questions as a guide. This was done over four days of intense face to face discussion as well as offline email exchanges. The working group made several improvements and changes in the draft CSTA standards. These modification were also submitted back to the CSTA for incorporation into the national standards.

Once the a draft of the proposed standards was ready, a survey was sent to individuals in industry, elementary, secondary and postsecondary educators, and other interested parties to solicit input. The working group received over fifty surveys. The working group assessed and modified the standards based on the feedback.

Supporting Resources and References

CSTA K-12 CS Standards (2016)
ISTE Standards

The K-12 Idaho Computer Science Standards Working Group

Scott Cook, Director of Academic Services, Idaho SDE (Facilitator)
Tim Andersen, Computer Science Faculty, Boise State University
Todd Bigelow, Sr. Manager (Product Engineering), ON Semiconductors
Chris Conant, Morley Nelson Elementary School, Boise School District
Ernie Covelli, Program Manager (Software Engineering), HP, Boise (retired, currently Project Coordinator at IDoCode project for training High School teachers in Computer Science)
Marita Diffenbaugh, Professional Development Specialist, Idaho Digital Learning Academy
Allen Hancock, Centennial Elementary School, Lewiston Independent School District
Robert B. Heckendorn, Computer Science Faculty, University of Idaho
Amit Jain, Computer Science Faculty, Boise State University
Ashlee Kolar, Math and Science Teacher, Syringa Middle School, Caldwell School District
Angie Martinez, Director of Curriculum, Teaching, and Learning, Blaine County School District
Heidi Rogers, CEO/Executive Director, Northwest Council for Computer Education (NCCE)
Jesse Ronnow, Senior Vice President, Zions Bank
Robert Schreiber, Physics and Computer Science Teacher, Treasure Valley Math & Science Center
Frederick T. Sheldon, Computer Science Faculty, University of Idaho
Justin Touchstone, Program Manager, Engineering and Technology Ed., Idaho Division of Career and Technical Education
SUBJECT
Temporary and Proposed Rule — IDAPA 08.02.03.106, .117, Rules Governing Thoroughness, Advanced Opportunities

REFERENCE
August 2010 Board approved temporary and proposed rule to add a new section for the Mastery Advancement Pilot Program at IDAPA 08.02.03.117.

August 2011 Board approved temporary and proposed rule to add language to the advanced opportunities requirement and dual credit provisions of 08.02.03.106, Rules Governing Thoroughness, Advanced Opportunities.

November 2011 Board approved pending rule adding language to IDAPA 08.02.03.106 clarifying that students participating in the Dual Credit for Early Completers program need not complete their senior project prior to being eligible for participation.

August 2015 Board approved proposed rule amending the definition of Advanced Opportunities in IDAPA 08.02.03.007 to bring it into alignment with Board Policy III.Y. and the Advanced Opportunities the institutions were authorized to offer.

November 2015 Board approved pending rules changes to the Advanced Opportunities definition in IDAPA 08.02.02.007.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-4602, Idaho Code
IDAPA 08.02.03.106, .117 -- Rules Governing Thoroughness, Advanced Opportunities

BACKGROUND/DISCUSSION
This temporary and proposed rule will address changes made to the Advanced Opportunities funded by the state authorized in Section 33-1602, Idaho Code. Separate sections of the rule previously authorized separate programs known as the “8 in 6” Program and the Mastery Advancement Program. The new provisions in Section 33-4602, Idaho Code merge some of the opportunities from these programs with the program known as the Fast Forward Program. The temporary and proposed rule changes repeals the section of rule specific to the Mastery Advancement Pilot Program and adds provisions and clarity to the Advanced Opportunities section on the administration of the new Early Graduation Scholarship.

This rule language was vetted in the negotiated rulemaking process in which the State Department of Education conducted six (6) meetings throughout the state in April 2016. Additionally, feedback from stakeholders took place during program
trainings in formal and informal settings, as well as suggestions via email. Overall, there were no concerns about the content or changes.

IMPACT
There should be no fiscal impact due to this rule above and beyond that which the legislation supports. The impact of this rule will provide detailed guidance for the administrative nuances of Advanced Opportunities funded by the State of Idaho.

ATTACHMENTS
Attachment 1 – Temporary and Proposed Rule changes to IDAPA 08.02.03.106, .117

STAFF COMMENTS AND RECOMMENDATIONS
The proposed amendments repeals the section of Administrative Code outlining the requirements for the Mastery Advancement Program. The enabling legislation creating the Mastery Advancement Program was repealed during the 2016 legislative session, while the provisions allowing for an early graduation scholarship were retained as part of a new program that expands the “Fast Forward” program. The new program provides state funding, up to $4,125 per student in grades 7 through 12, for use toward overload courses, dual credits, college credit-bearing examinations and professional certificate examinations, within specified limits. In addition to this amount students who graduate at least one year early are also eligible for an Advanced Opportunities scholarship to any Idaho public postsecondary institution in an amount equal to thirty-five percent (35%) of the statewide average daily attendance driven funding per enrolled student for each year that the student graduated early.

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. Pending rules are then forwarded to the legislature for consideration. 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 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 458a (2016) and Section 33-4602, Idaho code.
BOARD ACTION

I move to approve the Temporary and Proposed Rule amendment to IDAPA 08.02.03.106 and 08.02.03.117, Rules Governing Thoroughness, for Advanced Opportunities, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
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106. ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008).

01. Advanced Opportunities Requirement. All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.04, or provide opportunities for students to take courses at the postsecondary campus.

02. Dual Credit. A student participating in the Dual Credit for Early Completers program (32-1062, Idaho Code) need not have completed a senior project prior to being eligible. However, a student must still complete a senior project by the end of grade twelve (12) or the student’s final year of high school.

02. Advanced Opportunities Early Graduation Scholarship Funding (Effective July 1, 2016).

a. Scholarship Calculation.

i. The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year’s statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year’s statewide public school enrollment for all grades.

ii. The statewide average daily attendance-driven funding per enrolled pupil shall be recalculated each fiscal year.

iii. All benefits paid for scholarships and to public schools shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid.

b. Payments to Idaho Colleges and Universities.

i. Annual scholarship payments will be made in one installment during the first semester in which the student is enrolled, regardless of the number of years early the student graduated. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payment is made.

ii. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 30 for the fall semester and January 30 for the spring semester.

c. Payments to Public Schools.

i. Public schools shall report to the State Department of Education, no later than June 15 of each school year, students who have graduated early.

ii. The State Department of Education will make a single annual payment to public schools no later than October 1 of each year for all early graduates who are not attending the public school that school year as a result of early graduation.
117. **MASTER-ADVANCEMENT PILOT PROGRAM (MAPP)** *(RESERVED)*

01. **Definitions.** The following definitions apply only to Section 117 of these rules. *(4-7-11)*

   a. **Challenge Exam.** A test that is rigorous and covers the full depth and breadth of knowledge of a specific course. A challenge exam is more difficult than an End of Course exam which typically is counted only for a portion of a student’s final grade and covers only a sampling of the course content. *(4-7-11)*

   b. **Elementary.** School grades K-6 *(4-7-11)*

   c. **Local Education Agency (LEA).** A school district or a charter school that operates independently of any district and reports to the Idaho Public Charter School Commission. *(4-7-11)*

   d. **Secondary.** School grades 7-12 *(4-7-11)*

   f. **Alternate pathways.** An alternate method for a student to receive a high school diploma early. The methods may include but are not limited to: portfolios, accelerated classes, online and independent study. *(4-7-11)*

02. **LEA Participation.** *(4-7-11)*

   a. LEAs must apply for the MAPP program no later than September 2010. LEAs will not be allowed to participate in the program after the initial sign up period. *(4-7-11)*

   b. LEAs may request from the State Department of Education in writing of the intent to opt out of the program during the six (6) year pilot. *(4-7-11)*

   c. The State Department of Education will create and review LEA application submissions. *(4-7-11)*

   d. LEAs may choose to include all or as few as one (1) school within the district. *(4-7-11)*

   e. LEAs may participate in the secondary pilot or the elementary pilot or both. *(4-7-11)*

   f. LEAs must include in the application a plan for public involvement and parental notification of the program. *(4-7-11)*

03. **Secondary Pilot Program.** *(4-7-11)*

   a. To be eligible for the secondary pilot program LEAs must meet the following criteria: *(4-7-11)*

      i. LEAs will provide a detailed plan for implementing the program. This plan will include at a minimum: a process for students to request a Challenge Exam, review of the exam scores and providing advice on course or grade advancement. *(4-7-11)*

      ii. Participating districts shall use and apply the “Standards for Educational and Psychological Testing” *(AERA, 1999)* if creating district challenge exams. *(4-7-11)*

      iii. LEAs may choose to incorporate scores from national standardized test approved by the State Department of Education. The State Department of Education shall create and make public a list of approved tests. *(4-7-11)*

   b. The State Department of Education, in cooperation with the vendors of the national standardized tests, will provide a list recommending the course of mastery and the standard (score) at which students would be successful in the next course. *(4-7-11)*
c. LEAs may require students to reimburse the LEA for any of the assessments administered. Costs could include the standardized test fee or the administration costs incurred by the district. Requests for reimbursement may not exceed the actual costs incurred by the district. (4-7-11)
d. LEAs may provide alternate pathways to students for early graduation. (4-7-11)

04. Elementary Pilot Program. (4-7-11)
a. To be eligible for the elementary pilot program LEAs must meet the following criteria: (4-7-11)
   i. Elementary school participation in MAPP allows for schools to use measures other than assessments. LEAs must submit a plan including how students will be measured and advanced either to the next-grade or class. (4-7-11)
   ii. The State Department of Education will review the plans and provide direction or suggestions. (4-7-11)
   iii. The State Department of Education will provide information on two research-based advancement programs for elementary schools as suggested models. LEAs may submit a plan that is different from the suggested models. (4-7-11)
b. LEAs may require students to reimburse the LEA for any of the assessments administered. Costs could include the standardized test fee or the administration costs incurred by the district. Requests for reimbursement may not exceed the actual costs incurred by the district. (4-7-11)

05. Reporting. LEAs are required to submit to the State Department of Education, no later than June 10, the following data for all schools within the district regardless of whether the school is a site for MAPP: (4-7-11)
a. Comprehensive list of all students who participated in MAPP, including the students who graduated early and the number of years that each student graduated early. (4-7-11)
b. Detailed information on the performance of participating students on Challenge Exams or other measures used. (4-7-11)
c. The number of requests for Challenge Exams or advancement and the requests granted. (4-7-11)
d. School and District disciplinary and/or behavioral incidents. (4-7-11)
e. School and District graduation and dropout rates. (4-7-11)
f. Number of students in each school and for the LEA participating in advanced placement concurrent enrollment, or college courses while still students in the LEA. (4-7-11)

06. Early Graduation Eligibility. (4-7-11)
a. Students must have attended an Idaho public school for four full school years, as defined in IDAPA 08.02.01, “Rules Governing Administration, State Board of Education Rules, Subsection 250.01, immediately prior to graduation to be eligible for a Mastery Scholarship. (4-7-11)
b. Students must have completed all LEA and State graduation requirements within eleven (11) full school years or nine thousand nine hundred (9,900) hours to be eligible for a one (1) year mastery scholarship, within ten (10) full school years or eight thousand nine hundred ten (8,910) hours to be eligible for a two (2) year mastery scholarship or within nine (9) full school years or seven thousand nine hundred twenty (7,920) hours to be eligible for a three (3) year mastery scholarship. (4-7-11)
c. Students must attend an Idaho public college or university for the entirety of the scholarship period.
07. ADA and Scholarship Funding.

a. Guidelines:

i. The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year’s statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year’s statewide public school enrollment for all grades.

ii. The statewide average daily attendance-driven funding per enrolled pupil shall be re-calculated each fiscal year.

iii. All benefits paid for scholarships and to LEAs shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid.

b. Payments to Idaho Colleges and Universities.

i. Annual scholarship payments will be made in two (2) equal installments, one (1) each at the beginning of each semester.

ii. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payments are made. This proof must be obtained for each semester in which scholarship payments are made.

iii. Students may apply to the State Department of Education to receive a multi-year scholarship over fewer years if the student will graduate from an Idaho public college or university in less than the number of scholarship years.

iv. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 15 for the first semester and January 15 for the second semester.

c. Payments to LEAs.

i. The State Department of Education will make a single annual payment to eligible LEAs by no later than October 1 of each year for all early graduates who are not attending the LEA that school year as a result of early graduation.

ii. Payments will not be made to LEAs who fail to meet the reporting requirements.