

**IDAHO DEPARTMENT OF EDUCATION
JUNE 12-13, 2024**

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1	K-12 OVERVIEW	Information
2	FEDERAL CORONAVIRUS RELIEF K-12 FUNDING REQUEST	Action
3	PROPOSED REVISIONS TO IDAHO CONTENT STANDARDS: ARTS AND HUMANITIES, COMPUTER SCIENCE AND INFORMATION TECHNOLOGY, SOCIAL STUDIES, AND DRIVERS' EDUCATION	Action
4	BOARD SETTING THE MINIMUM STUDENT INSTRUCTIONAL DAY REQUIREMENTS	Action

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SUBJECT

K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education (SBOE) on the Superintendent's priorities moving forward.

- IDE 2024 Summer Initiatives
- H 521 Implementation Update
- Assessment and Accountability Update
 - IRI
 - K-12 Report Card

BOARD ACTION

This item is for informational purposes only.

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IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Federal Coronavirus Relief K-12 Funding Request

REFERENCE

March – April 2020	The Board received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor’s Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide student behavioral health supports.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for student behavioral health supports.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.
April 5, 2021	The Board approved the use of \$1,851,300 of CRRSA Act ESSER II State Set-Aside Reserve funds to be distributed to local education agencies who received no ESSER II funds or low ESSER II funding and approved the use of up to \$300,000 in ESSER II SEA Reserve funds for the State Department of Education to administer the grant. The Board approved to preliminarily designate the use of the 2.5% of the ARP ESSER State Set-Aside Reserve funds to local education agencies who received no ARP ESSER funds or low ARP ESSER funds.
April 22, 2021	The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS.
June 16, 2021	An update on the Coronavirus Relief, CFAC Funds and ESSERF, including CARES Act, CRRSA Act, EANS, and ARP ESSER was provided to Board members.

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October 21, 2021	The Board received a brief update on expended ESSER funds, the status of the LEA Safe Return to In-Person Instruction Plans and the LEA ARP ESSER Use of Funds Plans, and the amendment for the Idaho ARP ESSER State Plan.
February 17, 2022	The Board authorized the State Department of Education to expend an amount not to exceed \$2,200,660 for ARPA ESSER administrative costs including ESSER program coordination, monitoring, and reporting.
December 13, 2023	The Board authorized the State Department of Education to allocate ARP ESSER administrative costs funding to a comprehensive suicide prevention and student wellness pilot tool.

BACKGROUND/DISCUSSION

The American Rescue Plan (ARP) ESSER (ESSER III) was signed into law March 11, 2021 and provides Idaho \$440,131,922 for K-12 education. Like other ESSER allocations, ESSER III included a State Set-Aside Reserve of 10%, but the federal government provided requirements around the use of this set aside: (5%) must be used to address learning loss; (1%) summer enrichment; (1%) after school programs; and (3%) emergency needs and administrative costs identified by the Board. The Idaho ARP ESSER State Plan was approved with conditions on September 13, 2021, and an amended plan was provided in late October 2021.

On January 4, 2022, the U.S. Department of Education changed the requirements for reporting, including the SDE to use a data management tool that does not interface with the current tool being used. Additionally, the SDE required additional funding to be able to pay the personnel to get this data submitted. During the February 2022 meeting, the Board authorized the State Department of Education (Department) to expend an amount not to exceed \$2,200,660 for ARP ESSER administrative costs, including ESSER program coordination, monitoring, and reporting.

During the December 2023 meeting, the Board approved \$120,000 of the ARP ESSER SEA set aside for the purchase of School Pulse, a behavioral health and suicide prevention tool, in response to increasing challenges related to student behavioral health as identified in the 2021 Idaho Youth Risk Behavior Survey, including a rise in youth suicide in 2020.

The deadline for obligating ARP ESSER SEA set aside is September 30, 2024, and the Department would like to allocate funding that will not be needed for administrative costs to projects that further support underserved populations and address learning loss and school improvement.

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IDE requests the Board approve reallocation of \$526,000 of the ARP ESSER SEA set aside funds as follows:

- \$410,000 to provide training and professional development to K-12 districts and charters in implementing professional learning communities;
- \$35,000 to identify and share best practices in addressing early literacy instruction and success on the Idaho Reading Indicator;
- \$15,000 to provide leadership training and support for charter schools in connection with the Idaho Principals Network and Idaho Superintendent Network; and
- \$66,000 to provide for the one-time purchase of 504 software in Idaho's EDPASS system to support the rising impact of students with health and behavioral needs in schools.

IMPACT

Board action would update the available use of the ARP ESSER SEA set aside and respond to needs of underserved populations and address learning loss.

This request will allow for the obligation of the remaining ARP ESSER SEA set aside.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the IDE request to reallocate ARP ESSER SEA set aside funds as described above.

BOARD ACTION

I move to authorize \$526,000 of the ARP ESSER SEA set aside funds for administrative costs to be allocated for professional development in professional learning communities, events to share best practices for success on the Idaho Reading Indicator, charter school leadership development, and technical assistance and EDPASS for 504 plans as described above.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAHO DEPARTMENT OF EDUCATION
JUNE 12-13, 2024**

SUBJECT

Proposed Revisions to Idaho Content Standards: Arts and Humanities, Computer Science and Information Technology, Social Studies, and Drivers Education.

REFERENCE

April 2009	The Board approved updated Idaho Content Standards.
April 2010	The Board approved revision and renaming of Information and Communication Technology standards.
August 2010	The Board approved revision of Mathematics and English Language Arts standards.
August 2015	The Board approved updated Humanities and Science standards (rejected by legislature).
August 2016	The Board approved updated Arts and Humanities, English Language Arts, Health, Mathematics, Physical Education, and Social Studies standards. Board approved new Computer Science Standards.
November 2016	The Board approved updated Computer Science standards and Social Studies standards.
August 2017	The Board approved updated Information and Communication Technology standards and Driver Education standards.
August 2022	The Board approved updated Health and Physical Education standards.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.D.
Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND/DISCUSSION

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. 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 2024 review cycle the following standards were reviewed: Driver Education, Arts & Humanities, World Language, Social Studies, Computer Science, and Information and Communication Technology. Summaries of each content review are included in the attached documents.

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IMPACT

The content standards under review in 2024 are incorporated by reference into IDAPA 08.02.03. Revisions are effective upon approval by the Board, but IDAPA must be revised to reflect the change in the approval date.

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 Content Standards 2024 Presentation
- Attachment 2 – Summary – Arts & Humanities Standard Review
- Attachment 3 – Summary – World Language Standard Review
- Attachment 4 – Summary – Driver Education Standard Review
- Attachment 5 – Summary – Social Studies Standard Review
- Attachment 6 – Summary – Technology Standard Review
- Attachment 7– Redline - A & H - Dance
- Attachment 8 – Proposed Standards - A & H - Dance
- Attachment 9 – Redline – A & H - Interdisciplinary
- Attachment 10 – Proposed Standards – A & H - Interdisciplinary
- Attachment 11– Redline – A & H – Music Theory
- Attachment 12 – Proposed Standards – A & H – Music - Theory
- Attachment 13 – Redline – A & H – Music Technology
- Attachment 14 – Proposed Standards – A & H – Music - Technology
- Attachment 15 – Redline – A & H – Music - General
- Attachment 16 – Proposed Standards – A & H – Music - General
- Attachment 17 – Redline – A&H – Music - Ensembles
- Attachment 18 – Proposed Standard – A&H – Music – Ensembles
- Attachment 19 – Redline – A&H – Music - Harmonizing
- Attachment 20 – Redline – A&H - Theater
- Attachment 21 – Proposed Standards – A&H - Theater
- Attachment 22 – Redline – A&H – Theater Tech
- Attachment 23 – Proposed Standards – A&H – Theater Tech
- Attachment 24 – Redline – A&H – Visual Arts – Elem
- Attachment 25 – Redline – A&H – Visual Arts - Sec
- Attachment 26 – Proposed Standards – A&H - Visual Arts
- Attachment 27 – Redline – A&H – Media Arts
- Attachment 28 – Proposed Standards – A&H – Media Arts
- Attachment 29 – Redline – A&H – Anchor Standards
- Attachment 30 – Redline – World Language – ASL
- Attachment 31 – Proposed Standards - World Language - ASL
- Attachment 32 – Redline - World Language – Current Standards
- Attachment 33 – Redline - World Language – Selected Model Standards
- Attachment 34 – Proposed Standards – World Language
- Attachment 35 – Redline – World Language – Classical
- Attachment 36 – Proposed Standards – World Language – Classical
- Attachment 37 – Proposed Standards – World Language – Career Applications

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- Attachment 38 – Redline – Driver Education
- Attachment 39 – Proposed Standards -Driver Education
- Attachment 40 – Redline – Social Studies – K-5
- Attachment 41 – Redline – Social Studies – 6-9 World Geography
- Attachment 42 – Redline – Social Studies – US History I
- Attachment 43 – Redline – Social Studies – US History II
- Attachment 44 – Redline – Social Studies – Government
- Attachment 45 – Redline – Social Studies – Economics
- Attachment 46 – Proposed Standards – Social Studies
- Attachment 47 – Redline – Computer Science
- Attachment 48 – Proposed Standards – Computer Science
- Attachment 49 – Redline – Information and Communication Technology
- Attachment 50 – Proposed Standard – Information and Comm Technology
- Attachment 51 – Proposed Standard – K-8 Technology

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The IDE has conducted a thorough content standards review process, including compiling a committee of stakeholders and content area experts, hosting in-person and virtual meetings, preparing multiple drafts of each set of content standards, and soliciting feedback from the public through multiple methodologies. Board staff appreciate the amount of work that has gone into the preparation of meaningful revisions.

Board staff recommend approval of all proposed revisions as presented.

BOARD ACTION

I move to approve the revisions to the Arts and Humanities Content Standards as submitted in attachments 8, 10, 12, 14, 16, 18, 21, 23, 26, and 28.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the World Language Content Standards as submitted in attachments 31, 34, 36, and 37.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Driver Education Content Standards as submitted in attachment 39.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Social Studies Content Standards as submitted in attachment 46.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve the revisions to the Computer Science, and Information and Communication Technology Standards as submitted in attachments 48, 50, and 51.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



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ATTACHMENT 1

Idaho Content Standards

Art & Humanities, Social Studies,
Computer Science & Information and
Communication Technology, and Driver
Education

IDE



TAB 3 Page 1



Overarching Focus

State Content Standards describe the **knowledge, concepts, and skills** that students are expected to acquire at each grade level in each content area. (IDAPA 08.02.03.007 Definition 10)

We want to provide Idaho students with the highest quality education through high-quality standards.



Standards Reviewed in 2024

- Arts & Humanities
- Driver Education
- Social Studies
- Computer Science and Information and Communication Technology



Review Tasks	Timeline
Committee Selection	August 2023
Two-Day in-person committee meeting(s)	October 2023
Completion of Draft 1	December 2023
Initial feedback from stakeholders	January – February 2024
Committee review of feedback, revision, and completion of Draft 2	March 2024
Collection of public feedback	April 1- April 20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

*All committee work was held in accordance with public meeting laws



Revision Process and Instructions

1. Prioritize the most important concepts
2. Lessen complex verbiage (student friendly)
3. Remove guidance language
4. Reduce the number of standards (if applicable)



Documents provided for each content:

1. Summary for each content review
2. Redlined revision template for each set of standards, including rationale for all recommended changes
3. Proposed draft
4. Supporting documents (as appropriate to content area)



Additional Notes:

- All committees had representation from each of the six educational regions in the state.
- Financial Literacy standards were established within the Economic Standards in the content of Social Studies.
- K-8 Computational Thinking and Digital Literacy standards were established in alignment with new instructional requirements. (08.02.03.104.01a, 08.02.03.104.02c)

Questions?

Ryan Cantrell - Deputy Superintendent

Meghan Wonderlich - Director - Content and Curriculum

mwonderlich@sde.idaho.gov

208 332 6800



Idaho Department
of Education

Arts and Humanities

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

Idaho State Board of Education Governing Policies & Procedures, Section IV.D. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. 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 2024 review cycle, the K-12 Arts and Humanities Standards were reviewed, including Dance, Interdisciplinary Humanities, Media Arts, Music (General, Ensembles, Theory, and Technology) Theatre, and Visual Arts.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. The final committee was comprised of twenty-six members representing a cross-section of grade levels, endorsements, and roles. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committees review all standards to determine whether to retain, revise, or rewrite. After review, the Art & Humanities committee decided to revise the current standards. Revisions were then made according to specific guidance: prioritizing key concepts, simplifying language, removing guidance language, and clearly defining what students should know or be able to do.

After initial revisions, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Steps	Timeline
Committee Selection	September 2023
Two-day in-person committee meeting(s)	October 27-28 2023
Completion of Draft 1	November 14, 2023
Initial feedback from stakeholders	January 10-February 16, 2024
Committee review of feedback, revision, and completion of Draft 2	March 14, 2024
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

Draft 1 of the K-12 arts and humanities standards underwent significant revisions with a focus on enhancing clarity, specificity, and alignment.

1. Arts Anchor Standards were reduced from eleven (11) core anchor standards to five (5) anchor standards. Harmonizing Instruments standards were removed for redundancy and Technical Theater standards were added for clarity.
2. Reduction of Standards: One of the primary goals of the revision was to reduce the number of standards, ensuring a more manageable and focused set of learning objectives for educators and students. This streamlining process helped prioritize essential concepts and skills while eliminating redundancy.
3. Clarity Enhancement: The revisions aimed to make the standards more accessible and understandable for educators, students, and parents. This involved refining language,

organizing content more logically, and outlining what students should know and be able to do at each grade level.

4. Removal of all Guidance Language: The updated draft removed all language that could be considered guidance including instructional, curricular, or assessment language.

Overall, these revisions represent a concerted effort to improve the comprehensiveness, clarity, and effectiveness of the K-12 arts and humanities standards, focusing on what students should know and be able to do at each appropriate level.

Summary of Recommended Revision #2

Draft 2 of the K-12 arts and humanities standards underwent revisions focused on grade level appropriateness and clarifying ambiguous standards.

1. Grade Level Appropriateness: Questions about grade level appropriateness, mostly on the high school levels, were addressed and clarified based on feedback from stakeholders. Some standards were added for alignment.
2. Clarification of Ambiguous Standards: Ambiguous or unclear standards were addressed and clarified based on feedback from stakeholders. This involved rephrasing standards, clarifying context, and ensuring vertical alignment.

SUMMARY OF FEEDBACK

General Stakeholder Feedback (Jan. 10 – Feb. 16)

Stakeholder feedback on the K-12 arts and humanities standards highlighted several key areas for improvement, leading to revisions in Draft 2. There were sixty-two (62) stakeholder responses obtained through a form distributed through email, webinars, and content specific conferences.

1. Clarity and Suggested Wording: A common request from stakeholders was to clarify certain standards and suggest wording to the standards. This feedback reflected a desire for a larger difference between K-1 grade levels and high school grade levels. The committee agreed and revisions were made to the necessary standards.
2. Organization Improvements: Stakeholders provided feedback regarding the organization of the standards, suggesting improvements to enhance coherence and clarity. This feedback led to restructuring and reordering of some standards.
3. There was little stakeholder feedback for the dance, interdisciplinary humanities, and theater standards other than positive reinforcement that the committee followed the recommended guidance of the review.

Official Public Comment (April 1 – April 20)

Public comments on the K-12 arts and humanities standards were collected through an online JotForm that was distributed via newsletters, a press release, emails to stakeholders, and a website banner. Public comment on the K-12 arts and humanities standards was minimal. There were a few suggestions for additions and changes to specific verbiage. The committees reviewed public comment and made minor or no changes to the drafts.

COMMITTEE MEMBERS

Paul Archibeque, Region 3

Aimee Atkinson, Region 3

Mark Barnes, Region 3

Sterling Blackwell, Region 3

Kristofer Crozier, Region 4

Carly Green, Region 1

Jan Eddington, Region 6

Dana Erdman, Region 3

Michael Feik, Region 6

Jessica Haddox, Region 3

Amanda Hansen, Region 3

Tracy Harrison, Region 3

Lori Head, Region 5

Lindsay Hutson, Region 1

Hilarie Neely Job, Region 4

Dr. Lori Conlon Khan, Region 2

Amy McBride, Region 4

Mark Olsen, Region 6

Jim Phillips, Region 1

Kirsten Pomerantz, Region 2

Jasmine Reed, Region 2

Nate Ruechel, Region 4

Mitchell Tilley, Region 4

Laurie Tingey, Region 3

William Weaver, Region 3

Tara Young, Region 5

For Questions Contact

Content and Curriculum

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World Languages

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

Idaho State Board of Education Governing Policies & Procedures, Section IV.D. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. 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 2024 review cycle, World Languages standards were reviewed.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. The committee had nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels and language areas, and post-secondary content experts. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committee reviews all standards to determine whether to retain, revise, or rewrite. The World Languages committee decided to rewrite the current standards. With this decision made, the committee then focused on revising a chosen set of exemplar standards according to specific guidance: prioritizing key concepts, simplifying language, removing guidance language, and clearly defining what students should know or be able to do.

Following this process, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Steps	Timeline
Committee Selection	September 2023
Two-day in-person committee meeting(s)	October 6-7, 2023
Completion of Draft 1	November 14, 2023
Initial feedback from stakeholders	January 10-February 16, 2024
Committee review of feedback, revision, and completion of Draft 2	March 14, 2024
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

Draft 1 of the World Language standards underwent significant revisions with a focus on enhancing clarity, specificity, and alignment.

1. **Updating the Standards to Match Current Practices:** After reviewing other states standards, the committee separated the overarching set of Idaho State World Standards into four different sets to better serve the needs of the languages being taught in Idaho. The four different sets of recommendations are Advanced Language for Career Application, American Sign Language, Classical Languages, and World Languages.
2. **Expansion of World Language Standards:** One of the primary requests from stakeholders was to include the expansion of the World Language Standards to fit outside of the secondary classroom. Committee members who represented Dual Immersion programs in the state of Idaho helped shape the expansion to reach the K-12 goal.

3. **Clarity Enhancement:** The revisions aimed to make the standards more accessible and understandable for educators, students, and parents. This involved refining language, organizing content more logically, and outlining what students should know and be able to do at each grade level.
4. **Removal of all Guidance Language:** The updated draft removed all language that could be considered guidance including instructional, curricular, or assessment language.

Overall, these revisions represent a concerted effort to improve the comprehensiveness, clarity, and effectiveness of the World Languages standards, focusing on what students should know and be able to do at each appropriate level.

Summary of Recommended Revision #2

Draft 2 of the World Languages standards underwent revisions focused on feedback from stakeholders.

1. **ASL Community:** Revisions were made based on feedback from the community that focused on clarity and specific verbiage.
2. **Clarification of Ambiguous Standards:** Ambiguous or unclear standards were addressed and clarified based on feedback from stakeholders. This involved rephrasing standards, clarifying context, and ensuring vertical alignment.

SUMMARY OF FEEDBACK

General Stakeholder Feedback (Jan. 10 – Feb. 16)

Stakeholder feedback on the K-12 arts and humanities standards highlighted several key areas for improvement, leading to revisions in Draft 2. Stakeholder feedback on the world languages standards highlighted several key areas for improvement, leading to revisions in Draft 2. There were twenty-three (23) stakeholder responses obtained through a form distributed through email, webinars, and content specific conferences.

1. **Clarification of Proficiency Guidelines:** The American Council of Teachers of Foreign Language (ACTFL) have proficiency guidelines for curriculum development, classroom-based assessment, and to estimate learner progress toward proficiency. Stakeholders were concerned that these were not included in the standards. As this is a local decision on curriculum, assessment, and proficiency the committee did not revise based on the feedback.
2. **Organization Improvements:** Stakeholders provided feedback regarding the organization of the standards, suggesting improvements to enhance coherence and clarity. This feedback led to restructuring and reordering of some standards.

Official Public Comment (April 1 – April 20)

Public comment on World Languages and Classical Languages was minimal. Most of the public comments were recommendations to the American Sign Language standards focusing on clarity and changes to specific verbiage. The committee reviewed public comments and made changes to the American Sign Language standards.

OTHER INFORMATION

After reviewing the current content standards, the review committee determined that new content standards were needed. Per legislative guidance, the committee chose standards from an exemplar state and national organization as a starting point.

COMMITTEE MEMBERS

Jenny Mundy-Castle, Region 3
Jason Moss, Region 5
Danyelle Quincy Davis, Region 3
Andrew Horning, Region 3
Coralei Rodriguez, Region 6
Nancy Luna, Region 3
Erica Kirst, Region 4
Alyssa Chapman, Region 3
Monica Musick, Region 3

For Questions Contact

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Idaho Driver Education

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

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 – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. 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 2024 review cycle the Driver Education standards were up for review. These standards indicate the essential knowledge and skills based on Idaho traffic laws and principles of safety that a student should know and be able to do for successful completion of an Idaho approved public driver education and training program according to Idaho Education Laws and Rules, Chapter 17, Section 33-1702.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. The committee was comprised of eight members representing Driver Education instructors from across the state, Transportation Department officials, Department of Education officials, and representatives of the Idaho Business for Education organization. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committee reviews all standards to determine whether to retain, revise, or rewrite. The Driver Education Committee decided to keep all current standards, adopted in 2016, and recommend the addition of new standards to account for new technology in vehicles, including self-driving vehicles, cameras, and safety sensors.

After initial revisions, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Tasks	Timeline
Committee Selection	September 2023
Two-Day in-person committee meeting(s)	October 27-28, 2023,
Completion of Draft 1	November 14 2023
Initial feedback from stakeholders	January10-February 16 2024
Committee review of feedback, revision, and completion of Draft 2	March 14, 2023
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

Draft 1 of the Driver Education Standards did not have any significant changes to the previous standards written in 2016. The committee did come up with additions to keep up with the

technological advances found in present day vehicles as well as two additions concerning vehicle maintenance and anticipating behaviors of other drivers.

1. The first addition was for the student to be able to locate and describe the section of the owner's manual indicating the importance of safely and responsibly maintaining the vehicle. This was updated to require the students to be aware of required maintenance of vehicles for their own safety and the safety of others on the road.
2. The second addition was the understanding of Advanced Driver-Assistance Systems (ADAS) Safety Features. Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.
3. The last addition was a section where the student will describe how to predict and anticipate the behaviors of other road users to include cars, bicycles, and motor bikes.

Summary of Recommended revision #2

No recommendations were made for Draft 2.

SUMMARY OF FEEDBACK

General Stakeholder feedback (Jan. 10 – Feb. 16)

Draft 2 was sent to general stakeholders in our public schools. The draft was shared with Driver Education Coordinators around our state and the feedback was minimal. This feedback included statements of agreement with the standards that the committee has come up with as well as questions on when the standards will be made official.

Official Public Comment (April 1 – April 20)

Public comments on the Drivers Education Standards were solicited through an online JotForm that was distributed via newsletters, a press release, emails to stakeholders, and a website banner. No public comments were received on the new Driver Education Standards.

COMMITTEE MEMBERS

- Sunshine Beer/Idaho STAR
- Kristin Galloway/Mountain View High School

- Aaron Merrill/Cassia School District
- Dorie Nelson/Kendrick School District
- Robert Sanchez/Idaho Business for Education
- Tabitha Smith/Idaho Transportation Department
- Steven Swickard/Idaho Transportation Department, Driver License Program

For Questions Contact

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K-12 Social Studies

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

Idaho State Board of Education Governing Policies & Procedures, Section IV.D. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. 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 2024 review cycle, the K-12 social standards were reviewed including K-5 Social Studies, World Geography and Civilizations, United States History I, United States History II, American Government, and Economics.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committees review all standards to determine whether to retain, revise, or rewrite. After review, the Social Studies committee decided to revise the current standards. Revisions were then made according to specific guidance: prioritizing key concepts, simplifying language, removing guidance language, and clearly defining what students should know or be able to do.

After initial revisions, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Steps	Timeline
Committee Selection	September 2023
Two-day in-person committee meeting(s)	October 27-28 2023
Completion of Draft 1	November 14, 2023
Initial feedback from stakeholders	January 10-February 16, 2024
Committee review of feedback, revision, and completion of Draft 2	March 7, 2024
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

Draft 1 of the K-12 social studies standards underwent significant revisions with a focus on enhancing clarity, specificity, and the integration of historical thinking skills.

1. **Clarity Enhancement:** The revisions aimed to make the standards more accessible and understandable for educators, students, and parents. This involved refining language, organizing content more logically, and providing clear objectives for each grade level.
2. **Specificity in Learning Objectives:** The updated draft included more specific ideas outlining what students should know and be able to do at each grade level.

3. Integration of Historical Thinking Skills: A major emphasis was placed on integrating historical thinking skills throughout the standards. These skills include critical analysis, interpretation, sourcing, and contextualization of historical information. By embedding these skills into the standards, students are better equipped to engage with historical content in a meaningful and analytical manner.

Overall, these revisions represent a concerted effort to improve the comprehensiveness, clarity, and effectiveness of the K-12 social studies standards, ensuring that students develop a deep understanding of historical concepts and cultivate essential skills for historical inquiry and analysis.

Summary of Recommended Revision #2

Draft 2 of the K-12 social studies standards underwent revisions focused on streamlining content, enhancing student-friendliness, and clarifying ambiguous standards.

1. Reduction of Standards: One of the primary goals of the revisions was to reduce the number of standards, ensuring a more manageable and focused set of learning objectives for educators and students. This streamlining process helped prioritize essential concepts and skills while eliminating redundancy.
2. Student-Friendly Verbiage: The language used in the standards was refined to be more student-friendly, making the content more accessible and understandable for learners of all levels. By using clear and concise language, students can better grasp the intended learning outcomes and educators can more effectively communicate expectations.
3. Clarification of Ambiguous Standards: Ambiguous or unclear standards were addressed and clarified based on feedback from stakeholders. This involved rephrasing standards, providing additional context or examples, and ensuring vertical alignment.

SUMMARY OF FEEDBACK

General Stakeholder Feedback (Jan. 10 – Feb. 16)

There were 62 stakeholder responses obtained through a form distributed through email, webinars, and content specific conferences; 29 for K-5, 8 for World Geography, 8 for U.S. History I, 10 for U.S. History II, 4 for American Government, and 3 for economics. Stakeholder feedback on the K-12 social studies standards highlighted several key areas for improvement, leading to several revisions in Draft 2:

1. Reduction of Standards: A common request from stakeholders and the public was to streamline the standards by reducing their number. This feedback reflected a desire for a more focused and manageable set of learning objectives that prioritize essential content and skills.
2. Inclusion of Specific Standards about the Holocaust: There was widespread support for including specific standards addressing the Holocaust within the social studies curriculum. Stakeholders emphasized the importance of teaching this significant historical event to ensure students develop a deep understanding of its causes, consequences, and lessons for humanity.
3. Organization Improvements: Stakeholders provided feedback regarding the organization of the standards, suggesting improvements to enhance coherence and clarity. This feedback led to restructuring and reordering of the standards to create a more logical progression of content and facilitate easier navigation for educators and students.

Official Public Comment (April 1 – April 20)

Public comments on the K-12 social studies standards were collected through an online JotForm that was distributed via newsletters, a press release, emails to stakeholders, and a website banner. Ten (10) comments were received in the various strand areas. The majority of public comment came for the United States History I strand (5 submissions) and was focused on clarifying some vague standards and changes to specific verbiage. The rest of the committees reviewed public comment and made minor or no changes to the drafts.

COMMITTEE MEMBERS

Leslie Baker, Region 2	Stewart Gardner, Region 3	Karen Miller, Region 3
Matthew Bundy, Region 3	Jason Hanson, Region 2	Shaina Nomee, Region 1
James Carter, Region 5	Mari Harris, Region 3	Stacie Pollard, Region 3
Stacie Christensen, Region 3	Marta Hernandez, Region 4	Terry Ryan, Region 3
Brendan Earle, Region 3	Julie Hurdman, Region 1	Jeff Sorenson, Region 3
Sandra Eaton, Region 3	Amber Lewis, Region 3	Norm Stewart, Region 3
Jim Francis, Region 6	Tanya Lilley, Region 1	Evan Townsend, Region 3
Andrea Fuentes, Region 1	Casey McLaughlin, Region 1	Susan Whipple, Region 3
Perri Gardner, Region 4		

For Questions Contact

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Computer Science and Information & Communication Technology

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

Idaho State Board of Education Governing Policies & Procedures, Section IV.D. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. 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 2024 review cycle the Information and Communication Technology and Computer Science Standards were reviewed. The K-8 Technology Standards, including computational thinking and digital literacy, were also established in alignment with new instructional requirements.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. The committee was comprised of twenty members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committees review all standards to determine whether to retain, revise, or rewrite. After review, the Technology Standards Committee decided to revise the current standards. Revisions were then made according to specific guidance: prioritizing key concepts, simplifying language, removing guidance language, and clearly defining what students should know or be able to do.

After initial revisions, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Steps	Timeline
Committee Selection	September 7, 2023
Two-Day in-person committee meeting(s)	October 13 & 14, 2023
Completion of Draft 1	November 14, 2023
Initial feedback from stakeholders	January 5 to February 16, 2024
Committee review of feedback, revision, and completion of Draft 2	March 14, 2024
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

- Revise, reorganize, and establish additional standards to include Computational Thinking and Digital Literacy standards for K-8, in alignment with to new instructional requirements (08.02.03.104.01a, 08.02.03.104.02c)
- Update language to be student friendly
- Remove guidance language

Summary of Recommended Revision #2

- Identifying and address duplicated standards.
- Confirm reorganization of the K-8 standards.

SUMMARY OF FEEDBACK

General Stakeholder feedback (Jan. 5 – Feb. 16)

- Feedback form was shared with community through teachers, IT directors, technical advisory groups, STEM partners, and encouraged to share all stakeholders interested.
- Three (3) comments were received.
- Feedback was positive and comments expressed gratitude for the updates.
- Committee updated punctuation and placement of standards for draft #2.

Official Public Comment

- Zero public comments were received for review.
- Committee met to finalize board preparation documents.

ADDITIONAL INFORMATION

Committee updated standards in alignment to new requirements (IDAPA 08.02.03.104.01a and 08.02.03.104.02c), regarding K-8 Computational Thinking and Digital Literacy.

COMMITTEE MEMBERS

Benjamin Lampe, Region 5
Alex Sandoval, Region 5
Lucas Hutson, Region 1
Pam Kantack, Region 6
Bridget Smith, Region 4
Kathryn Rodgers, Region 3
Hollie Lindner, Region 3
Bo Riddick, Region 3
Robert Case, Region 1
Cathy Ammirati, Region 3

Tracy Robnett, Region 1
Penni Aufderhide Keck, Region 4
Kim Gross, Region 3
Amanda Harris, Region 3
Kaywin Cottle, Region 4
Spencer Cook, Region 6
Lyndy Higgins, Region 3
Marci Jackson, Region 6
Lindsey McKinney, Region 2
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STANDARDS REVISIONS AND RATIONALE - DANCE

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Essential Question(s): Where do choreographers get ideas for dances?		Remove	Remove guidance
DA:Cr1.1.Ka-K-2.D.1.1 Respond in movement to a variety of various stimuli (i.e., music/sound, text, objects, images, symbols, observed dance).	K-2.D.1.1 Respond in movement to a variety of various stimuli.	Revise (new K-2 Standard)	Simplifying and making it more developmentally appropriate by chunking grade levels in elementary dance.
DA:Cr1.1.Kb. Explore different ways to do <u>K-2.D.1.2 Build</u> movement phrases using basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	K-2.D.1.2 Build movement phrases using basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	Revise (new K-2 Standard)	Adding more clarity and sequencing of learning to the statement.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Cr1.1.1a. Explore movement inspired by a variety of stimuli (for example, music/sound, text objects, images, symbols, observed dance, experiences) and identify the source.		Remove	Combine Grades K-2
DA:Cr1.1.1b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.		Remove	Combine Grades K-2
DA:Cr1.1.2a. 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.		Remove	Combine Grades K-2
DA:Cr1.1.2b. Combine a variety of movements while manipulating the elements of dance.		Remove	Combine Grades K-2
DA:Cr1.1.3a. Experiment with <u>3-5.D.1.1 Identify ideas for choreography generated from a variety of self-identified stimuli (for</u>	3-5.D.1.1 Identify ideas for choreography generated from a variety of stimuli.	Revise	Combine Grades 3-5 Remove guidance and simplify language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.			
DA:Cr1.1.3b. Explore a given movement problem. <u>3-5.D.1.2</u> Select and <u>establish</u> demonstrate a solution to a given movement problem.	3-5.D.1.2 Select and establish a solution to a given movement problem.	Revise	Combine Grades 3-5 Simplify language
DA:Cr1.1.4a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).		Remove	Combine Grades 3-5
DA:Cr1.1.4b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.		Remove	Combine Grades 3-5
DA:Cr1.1.5a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Cr1.1.5b. Construct and solve multiple movement problems to develop choreographic content.		Remove	Combine Grades 3-5
DA:Cr1.1.6a.6.D.1.1 Relate similar <u>and/or</u> contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).	6.D.1.1 Relate similar and/or contrasting ideas to develop choreography using a variety of stimuli.	Revise	Clarifying material
DA:Cr1.1.6b. Explore various movement <u>6.D.1.2 Use movement techniques and various dance vocabularies</u> to transfer ideas into choreography.	6.D.1.2 Use movement techniques and various dance vocabularies to transfer ideas into choreography.	Revise	Clarifying material
DA:Cr1.1.7a.7.D.1.1 Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.	7.D.1.1 Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.	Revise	Clarifying material

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cr1.1.7b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.</p>		Remove	Redundant
<p>DA:Cr1.1.8a. <u>8.D.1.1</u> Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.</p>	8.D.1.1 Implement movement from a variety of stimuli to develop an original dance study.	Revise	Clarifying material and removing guidance language.
<p>DA:Cr1.1.8b. <u>8.D.1.2</u> 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.</p>	8.D.1.2 Identify and select personal preferences to create an original dance study. Use genre specific dance terminology to articulate and justify choices made in movement development to communicate intent.	Revise	Clarifying material

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cr1.1Ia. Explore <u>HS1.D.1.1 Examine</u> a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze Refine the movement <u>process</u> and the relationship between the stimuli and the movement.</p>	<p>HS1.D.1.1 Examine a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Refine the movement process.</p>	<p>Revise</p>	<p>Combine Proficient and Accomplished standards</p>
<p>DA:Cr1.1Ib. <u>HS1.D.1.2</u> Experiment with the elements of dance to explore <u>examine</u> personal movement preferences and strengths, and select movements that challenging skills and build on strengths in an original dance study or dance.</p>	<p>HS1.D.1.2 Experiment with the elements of dance to examine personal movement preferences and strengths.</p>	<p>Revise</p>	<p>Combine Proficient and Accomplished standards</p>
<p>DA:Cr1.1.IIa. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</p>		<p>Remove</p>	<p>Combine Proficient and Accomplished standards</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cr1.1.IIb. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.</p>		Remove	Combine Proficient and Accomplished standards
<p>DA:Cr1.1.IIIa. <u>HS2.D.1.1</u> Synthesize content <u>while generating</u> from stimulus material <u>movement.</u> <u>Develop and improvisational or choreographed dance using original and/or codified</u> <u>movement.</u> Experiment and take risks to discover a personal voice to communicate artistic intent.</p>	<p>HS2.D.1.1 Synthesize content while generating movement. Develop and improvisational or choreographed dance using original and/or codified movement.</p>	Revise	Clarifying material
<p>DA:Cr1.1.IIIb. <u>HS2.D.1.2</u> Expand personal movement preferences and strengths to discover unexpected solutions that communicating artistic intent <u>and</u> <u>expression within the</u> of an original dance. Analyze <u>Refine</u> the</p>	<p>HS2.D.1.2 Expand personal movement preferences and strengths to discover unexpected solutions communicating intent and expression within the dance. Refine the unexpected</p>	Revise	Clarifying material

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
unexpected solutions and explain the why they were effective in expanding artistic intent.	solutions and explain the artistic intent.		
Anchor Standard 2: Organize and develop artistic ideas and work.		Remove	Combined with Anchor Standard 1
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. Essential Question(s): What influences choice-making in creating choreography?		Remove	Remove guidance
DA:Cr2.1.Ka. K-2.D.1.3 Improvise dance that has a beginning, middle, and end.	K-2.D.1.3 Improvise dance that has a beginning, middle, and end.	Keep	Move to Anchor Standard 1 Combine Grades K-2
DA:Cr2.1.Kb. K-2.D.1.4 Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	K-2.D.1.4 Express an idea, feeling, or image, through improvised movement.	Revise	Move to Anchor Standard 1 Combine Grades K-2
DA:Cr2.1.1a. Improvise a series of movements that have a beginning,		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
middle, and end, and describe movement choices.			
DA:Cr2.1.1b. Choose movements that express an idea or emotion, or follow a musical phrase.		Remove	Combine Grades K-2
DA:Cr2.1.2a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.		Remove	Combine Grades K-2
DA:Cr2.1.2b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.		Remove	Combine Grades K-2
DA:Cr2.1.3a. Identify and experiment with choreographic devices to create simple 3-5.D.1.3 Identify movement patterns and dance structures in dance pieces while using dance vocabulary (for example, AB, ABA, theme and development).	3-5.D.1.3 Identify movement patterns and dance structures in dance pieces while using dance vocabulary.	Revise	Move to Anchor Standard 1 Combine Grades 3-5 Remove guidance language and simplify
DA:Cr2.1.3b. Develop 3-5.D.1.4 Prepare a dance phrase that	3-5.D.1.4 Prepare a dance phrase that expresses and	Revise	Move to Anchor Standard 1 Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	communicates an idea or feeling.		Clarify what students need to be able to do
DA:Cr2.1.4a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.		Remove	Combine Grades 3-5
DA:Cr2.1.4b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.		Remove	Combine Grades 3-5
DA:Cr2.1.5a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.		Remove	Combine Grades 3-5
DA:Cr2.1.5b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cr2.1.6a. Explore 6.D.1.3 Examine choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.</p>	<p>6.D.1.3 Examine choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.</p>	<p>Revise</p>	<p>Clarify what student should be able to do and Move to Anchor Standard 1</p>
<p>DA:Cr2.1.6b. 6.D.1.4 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.</p>	<p>6.D.1.4 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.</p>	<p>Keep</p>	<p>Move to Anchor Standard 1</p>
<p>DA:Cr2.1.7a. 7.D.1.2 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.</p>	<p>7.D.1.2 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.</p>	<p>Keep</p>	<p>Move to Anchor Standard 1</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cr2.1.7b.<u>7.D.1.3</u> 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.</p>	<p>7.D.1.3 Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.</p>	<p>Revise</p>	<p>Move to Anchor Standard 1</p>
<p>DA:Cr2.1.8a. 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.<u>8.D.1.3</u> Articulate the group process for making movement and structural choices.</p>	<p>8.D.1.3 Articulate the group process for making movement and structural choices.</p>	<p>Revise</p>	<p>Move to Anchor Standard 1</p>
<p>DA:Cr2.1.8b.<u>8.D.1.4</u> 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.</p>	<p>8.D.1.4 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.</p>	<p>Keep</p>	<p>Move to Anchor Standard 1</p>
<p>DA:Cr2.1.1a.<u>HS1.D.1.3</u> Collaborate to design a dance using choreographic devices and dance structures to</p>	<p>HS1.D.1.3 Collaborate to design a dance using choreographic devices and</p>	<p>Revise</p>	<p>Move to Anchor Standard 1</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
support an <u>and clarify the</u> artistic intent. Explain how the dance structures clarify the artistic intent.	dance structures to support and clarify the artistic intent. Explain how the dance structures clarify the artistic intent.		Combine Proficient and Accomplished standards
DA:Cr2.1.Ib.HS1.D.1.4 Develop an artistic statement for an original dance study or using dance <u>terminology</u> . Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.	HS1.D.1.4 Develop an artistic statement for an original dance study using dance terminology.	Revise	Move to Anchor Standard 1 Combine Proficient and Accomplished standards
DA:Cr2.1.IIa. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.		Remove	Combine Proficient and Accomplished standards
DA:Cr2.1.IIb. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate		Remove	Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
movements that support the artistic statement.			
DA.Cr2.1.IIIa. <u>HS2.D.1.3</u> Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.	HS2.D.1.3 Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.	Keep	Move to Anchor Standard 1
DA.Cr2.1.IIIb. <u>HS2.D.1.4</u> Construct an artistic statement that communicates a personal, cultural and/or artistic perspective.	HS2.D.1.4 Construct an artistic statement that communicates a personal, cultural and/or artistic perspective.	Revise	Provide more flexibility in options. Move to Anchor Standard 1
Anchor Standard 3: Refine and complete artistic work.		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. Essential Question(s): How do choreographers use self-reflection, feedback from others, and		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
documentation to improve the quality of their work?			
DA:Cr3.1.Ka. <u>K-2.D.1.5</u> Apply suggestions for changing movement through guided improvisational experiences.	K-2.D.1.5 Apply suggestions for changing movement through guided improvisational experiences.	Keep	Move to Anchor Standard 1 Combine Grades K-2
DA:Cr3.1.Kb. Depict a dance movement by drawing a picture or using a symbol.		Remove	Remove guidance language
DA:Cr3.1.1a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.		Remove	Combine Grades K-2
DA:Cr3.1.1b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).		Remove	Combine Grades K-2
DA:Cr3.1.2a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Cr3.1.2b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).		Remove	Combine Grades K-2
DA:Cr3.1.3a. <u>3-5.D.1.5</u> Revise <u>and refine</u> movement choices in response to <u>based on peer</u> feedback <u>and self-reflection</u> to improve a short dance study. Describe the differences the changes made in the movements.	3-5.D.1.5 Revise and refine movement based on peer feedback and self-reflection to improve a short dance study.	Revise	Move to Anchor Standard 1 Combine Grades 3-5
DA:Cr3.1.3b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.		Remove	Remove guidance language
DA:Cr3.1.4a. 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.		Remove	Combine Grades 3-5
DA:Cr3.1.4b. Depict the relationships between two or more dancers in a dance phrase by		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
drawing a picture or using symbols (for example, next to, above, below, behind, in front of).			
DA:Cr3.1.5a. 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.		Remove	Combine Grades 3-5
DA:Cr3.1.5b. Record changes in a dance sequence through writing, symbols, or a form of media technology.		Remove	Remove guidance language
DA:Cr3.1.6a -6.D.1.5 Revise dance compositions using collaboratively <u>single or group work while</u> developing inged artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	6.D.1.5 Revise dance compositions using single or group work while developing artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	Revise	Adding more flexible options. Move to Anchor Standard 1
DA:Cr3.1.6b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.		Remove	Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cr3.1.7a. <u>7.D.1.4</u> Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify artistic intent.</p>	<p>7.D.1.4 Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify artistic intent.</p>	<p>Revise</p>	<p>Move to Anchor Standard 1</p>
<p>DA:Cr3.1.7b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.</p>		<p>Remove</p>	<p>Remove guidance language</p>
<p>DA:Cr3.1.8a. Revise choreography collaboratively or independently <u>8.D.1.5</u> Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on artistic criteria, self-reflection, and the feedback from others. Articulate the <u>Explain</u> reasons for choices and revisions and explain how they clarify and enhance the artistic intent.</p>	<p>8.D.1.5 Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify the artistic intent.</p>	<p>Revise</p>	<p>Clarifying language Move to Anchor Standard 1</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Cr3.1.8b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.		Remove	Remove guidance language
DA:Cr3.1.Ia. <u>HS1.D.1.5</u> Clarify the artistic intent of a dance by manipulating choreographic devices <u>variations</u> and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	HS1.D.1.5 Clarify the artistic intent of a dance by manipulating choreographic variations and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	Revise	Clarifying the terminology. Move to Anchor Standard 1 Combine Proficient and Accomplished standards
DA:Cr3.1.Ib. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.		Remove	Remove guidance language
DA:Cr3.1.IIa. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and		Remove	Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
evaluate impact of choices made in the revision process.			
DA:Cr3.1.IIb. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).		Remove	Combine Proficient and Accomplished standards
DA:Cr3.1.IIIa. <u>HS2.D.1.5</u> 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.	HS2.D.1.5 Clarify the artistic intent of a dance by 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.	Revise	Clarifying language. Move to Anchor Standard 1
DA:Cr3.1.IIIb. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).		Remove	Remove guidance language
Anchor Standard 3 4: Select, analyze, and interpret <u>Perform and/or</u>	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
present artistic work for presentation.			Change from Anchor Standard 4 to Anchor Standard 3
Enduring Understanding: Space, time, and energy are basic elements of dance. Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?		Remove	Remove guidance
DA:Pr4.1.Ka. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions. <u>K-2.D.2.1 Replicate movement vocabulary within the arena of teacher student relationship.</u>	K-2.D.2.1 Replicate movement vocabulary within the arena of teacher student relationship.	Revise	Clarifying and remove guidance language. Move to Anchor Standard 2.
DA:Pr4.1.Kb. <u>K-2.D.2.2</u> Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	K-2.D.2.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	Keep	Combine Grades K-2 and Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr4.1.1c. K-2.D.2.3 Identify and apply different <u>locomotor movements</u> characteristics to movements (for example, slow, smooth, or wavy).</p>	<p>K-2.D.2.3 Identify and apply different locomotor movements.</p>	<p>Revise</p>	<p>Remove guidance language. Move to Anchor Standard 2</p>
<p>DA:Pr4.1.1a. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.</p>		<p>Remove</p>	<p>Combine Grades K-2</p>
<p>DA:Pr4.1.1b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p>		<p>Remove</p>	<p>Combine Grades K-2</p>
<p>DA:Pr4.1.1c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).</p>		<p>Remove</p>	<p>Combine Grades K-2</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr4.1.2a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor 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.</p>		Remove	Combine Grades K-2
<p>DA:Pr4.1.2b. 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.</p>		Remove	Combine Grades K-2
<p>DA:Pr4.1.2c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness</p>		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
while dancing the movement characteristics.			
DA:Pr4.1.3a. 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. 3-5.D.2.1 Define movement activities using movement vocabulary and specific dance styles.	3-5.D.2.1 Define movement activities using movement vocabulary and specific dance styles.	Revise	Combine with Grades 3-5 and Move to Anchor Standard 2
DA:Pr4.1.3b. Fulfill specified duration of time with improvised locomotor and nonlocomotor 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. 3-5.D.2.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	3-5.D.2.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	Revise	Combine with Grades 3-5 and Move to Anchor Standard 2
DA:Pr4.1.3c. 3-5.D.2.3 Change use of energy and dynamics by modifying	3-5.D.2.3 Change use of energy and dynamics by	Keep	Combine with Grades 3-5 and Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>movements and applying specific characteristics to heighten the effect of their intent.</p>	<p>modifying movements and applying specific characteristics to heighten the effect of their intent.</p>		
<p>DA:Pr4.1.4a. 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.</p>		Remove	Combine Grades 3-5
<p>DA:Pr4.1.4b. 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.</p>		Remove	Combine Grades 3-5
<p>DA:Pr4.1.4c. 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.</p>		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Pr4.1.5a. 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.		Remove	Combine Grades 3-5
DA:Pr4.1.5b. 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.		Remove	Combine Grades 3-5
DA:Pr4.1.5c. 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.		Remove	Combine Grades 3-5
DA:Pr4.1.6a. <u>6.D.2.1 Utilizing movement vocabulary and specific dance styles, define the body and mind movement activities</u> <u>Refining</u> partner and ensemble	6.D.2.1 Utilizing movement vocabulary and specific dance styles, define the body and mind movement activities	Revise	Clarify and remove guidance language Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>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.</p>	<p>refining partner and ensemble skills.</p>		
<p>DA:Pr4.1.6b. 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. <u>6.D.2.2 Demonstrate specific tempo contrasts with movement that match/contradict or enhance the tempo of sound stimuli in relationship to the dance piece.</u></p>	<p>6.D.2.2 Demonstrate specific tempo contrasts with movement that match/contradict or enhance the tempo of sound stimuli in relationship to the dance piece.</p>	<p>Revise</p>	<p>Clarify and remove guidance language. Move to Anchor Standard 2</p>
<p>DA:Pr4.1.6c. <u>6.D.2.3</u> Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression. Distinguish between bound and freeflowing movements and appropriately apply them to technique exercises and dance phrases.</p>	<p>6.D.2.3 Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression.</p>	<p>Revise</p>	<p>Remove guidance language Move to Anchor Standard 2</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr4.1.7a.<u>7.D.2.1</u> 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.</p>	<p>7.D.2.1 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.</p>	<p>Keep</p>	<p>Move to Anchor Standard 2</p>
<p>DA:Pr4.1.7b. Vary durational approach in<u>7.D.2.2 Build</u> dance phrasing while utilizing<u>by using</u> timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.</p>	<p>7.D.2.2 Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.</p>	<p>Revise</p>	<p>Clarify language and Move to Anchor Standard 2</p>
<p>DA:Pr4.1.7c.<u>7.D.2.3</u> 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 <u>refine a performance</u> them clearly.</p>	<p>7.D.2.3 Compare and contrast movement characteristics from a variety of dance genres or styles. Determine what dancers must do to refine a performance.</p>	<p>Revise</p>	<p>Remove guidance language and Move to Anchor Standard 2</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr4.1.8a.<u>8.D.2.1 Expand movement vocabulary and dance genres, add focus/intent in complex movement phrases. Sculpt the body in space and design body shapes</u>Work in relationship to other dancers, objects, and/or environments. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p>	<p>8.D.2.1 Expand movement vocabulary and dance genres, add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments.</p>	<p>Revise</p>	<p>Clarify language and Move to Anchor Standard 2</p>
<p>DA:Pr4.1.8b. 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. <u>8.D.2.2 Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.</u></p>	<p>8.D.2.2 Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.</p>	<p>Revise</p>	<p>Clarify language and Move to Anchor Standard 2</p>
<p>DA:Pr4.1.8c.<u>8.D.2.3</u> Direct energy and dynamics in such a way that</p>	<p>8.D.2.3 Direct energy and dynamics in such a way that</p>	<p>Revise</p>	<p>Remove redundant language and Move to Anchor Standard 2</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.		
DA:Pr4.1.Ia. 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. <u>HS1.D.2.1 Expand knowledge of movement vocabulary and dance genres to add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments. Utilize energy and dynamics in the work.</u>	HS1.D.2.1 Expand knowledge of movement vocabulary and dance genres to add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments. Utilize energy and dynamics in the work.	Revise	Combine Proficient and Accomplished standards and Move to Anchor Standard 2
DA:Pr4.1.Ib. Use syncopation and accent movements related to different tempi. Take rhythmic cues	HS1.D.2.2 Utilize different rhythm patterns and respond with movement, taking	Revise	Remove guidance language. Combine Proficient and

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. <u>HS1.D.2.2 Utilize different rhythm patterns and respond with movement, taking rhythm cues from different aspects of accompaniment or digital media.</u></p>	<p>rhythm cues from different aspects of accompaniment or digital media.</p>		<p>Accomplished standards and Move to Anchor Standard 2</p>
<p>DA:Pr4.1.Ic. Connect energy and dynamics to movements by applying them in and through all parts of the body. <u>HS1.D.2.3</u> Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	<p>HS1.D.2.3 Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	<p>Revise</p>	<p>Remove redundant language. Combine Proficient and Accomplished standards and Move to Anchor Standard 2</p>
<p>DA:Pr4.1.IIa. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p>		<p>Remove</p>	<p>Combine Proficient and Accomplished standards</p>
<p>DA:Pr4.1.IIb. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use</p>		<p>Remove</p>	<p>Combine Proficient and Accomplished standards</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
internal rhythms and kinetics as phrasing tools. Dance “in the moment.”			
DA:Pr4.1.IIc. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.		Remove	Combine Proficient and Accomplished standards
DA:Pr4.1.IIIa. Modulate HS2.D.2.1 Model 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.	HS2.D.2.1 Model and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent.	Revise	Clarify language and Move to Anchor Standard 2
DA:Pr4.1.IIIb. Modulate time factors for artistic interest and expressive acuity. HS2.D.2.2 Demonstrate time complexity in phrasing with and or without musical accompaniment for artistic interest and expressive	HS2.D.2.2 Demonstrate time complexity in phrasing with or without musical accompaniment for artistic interest and expressive insight.	Revise	Clarify language and Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
insight. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.			
DA:Pr4.1.IIc. Modulate dynamics to clearly express intent while performing dance phrases and choreography. HS2.D.2.3 Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for <u>to</u> establishing relationships with other dancers and projecting ing to the audience.	HS2.D.2.3 Perform movement sequences using a broad dynamic range to establish relationships with other dancers and project to the audience.	Revise	Clarify language and Move to Anchor Standard 2
Anchor Standard 2 <u>5</u> : Develop and refine artistic techniques and work for presentation.	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Essential Question(s): What must a		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
dancer do to prepare the mind and body for artistic expression?			
DA:Pr5.1.Ka. K-2.D.3.1 Demonstrate a movement vocabulary in a performance ready environment. Modify movements and spatial arrangements upon request. sameside and cross body locomotor and nonlocomotor movements, body patterning movements, and body shapes.	K-2.D.3.1 Demonstrate a movement vocabulary in a performance ready environment. Modify movements and spatial arrangements upon request.	Revise	Combine Grades K-2 and Move to Anchor Standard 3 Simplify language
DA:Pr5.1.Kb. K-2.D.3.2 Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	K-2.D.3.2 Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	Keep	Move to Anchor Standard 3
DA:Pr5.1.Kc. Move body parts in relation to other body parts and repeat and recall movements upon request.		Remove	Combine Grades K-2
<u>K-2.D.3.3 Replicate original and/or cultural/historical choreography in a performance setting.</u>	K-2.D.3.3 Replicate original and/or cultural/historical choreography in a performance setting.	Add new	Add to K-2 Grade band in Anchor Standard 3 to incorporate a variety of dance types in performance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Pr5.1.1a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.		Remove	Combine Grades K-2
DA:Pr5.1.1b. Move safely in general space through a range of activities and group formations while maintaining personal space.		Remove	Combine Grades K-2
DA:Pr5.1.1c. Modify movements and spatial arrangements upon request.		Remove	Redundant
DA:Pr5.1.2a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.		Remove	Combine Grades K-2
DA:Pr5.1.2b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.		Remove	Combine Grades K-2
DA:Pr5.1.2c. Repeat movements, with an awareness of self and others		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
in space. Self adjust and modify movements or placement upon request.			
DA:Pr5.1.3a. <u>3-5.D.3.1</u> Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with <u>kinesthetic awareness</u> of body alignment and core support.	3-5.D.3.1 Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with kinesthetic awareness.	Revise	Simplify language and move to Anchor Standard 3 Combine Grades 3-5
DA:Pr5.1.3b. Adjust body use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.		Remove	Redundant
DA:Pr5.1.3c. <u>3-5.D.3.2</u> Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.	3-5.D.3.2 Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.	Keep	Combine Grades 3-5 and Move to Anchor Standard 3
<u>3-5.D.3.3 Replicate original and/or cultural/historical choreography in a performance setting.</u>	3-5.D.3.3 Replicate original and/or cultural/historical choreography in a performance setting.	Add new	Add to 3-5 Grade band in Anchor Standard 3 to incorporate a variety of dance types in performance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr5.1.4a.3-5.D.3.4 Demonstrate fundamental dance skills (for example including alignment, coordination balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and nonlocomotory movements.</p>	<p>3-5.D.3.4 Demonstrate fundamental dance skills including alignment, coordination balance, core support, kinesthetic awareness when replicating and recalling patterns and sequences.</p>	<p>Revise</p>	<p>Remove guidance language and simplify language Combine grades 3-5 and Move to Anchor Standard 3</p>
<p>DA:Pr5.1.4b.3-5.D.3.5 Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, <u>body conditioning, safe body use,</u> and healthful nutrition. <u>Execute under safe space conditions.</u></p>	<p>3-5.D.3.5 Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, body conditioning, and healthful nutrition. Execute under safe space conditions.</p>	<p>Revise</p>	<p>Combine Grades 3-5</p>
<p>DA:Pr5.1.4c.3-5.D.3.6 Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.</p>	<p>3-5.D.3.6 Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting).</p>	<p>Revise</p>	<p>Combine Grades 3-5</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Pr5.1.5a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).		Remove	Combine Grades 3-5
DA:Pr5.1.5b. 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.		Remove	Combine Grades 3-5
DA:Pr5.1.5c. 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.		Remove	Combine Grades 3-5
DA:Pr5.1.6a. <u>6.D.3.1</u> Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic	6.D.3.1 Embody technical dance skills (for example, alignment, coordination, balance, core support,	Revise	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions in performance .	kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions in performance.		
DA:Pr5.1.6b. 6.D.3.2 Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing .	6.D.3.2 Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies.	Revise	Move to Anchor Standard 3
DA:Pr5.1.6c. 6.D.3.3 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 in performance .	6.D.3.3 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	Revise	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	dance phrases in performance.		
<p>DA:Pr5.1.7a.<u>7.D.2.4</u> Apply body-use strategies to accommodate physical maturity ational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).</p>	<p>7.D.2.4 Apply body-use strategies to accommodate physical maturity development to technical dance skills (for example, functional alignment, balance, kinesthetic awareness, clarity of movement, flexibility/range of motion).</p>	Revise	Move to Anchor Standard 2
<p>DA:Pr5.1.7b.<u>7.D.2.5</u> Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.</p>	<p>7.D.2.5 Utilize healthful practices in dance activities and everyday life.</p>	Revise	
<p>DA:Pr5.1.7c. 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.</p>		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr5.1.8a<u>8.D.2.4</u> Embody technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic <u>awareness</u> clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.</p>	<p>8.D.2.4 Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.</p>	<p>Revise</p>	<p>Move to Anchor Standard 2</p>
<p>DA:Pr5.1.8b<u>8.D.2.5</u> 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.</p>	<p>8.D.2.5 Evaluate personal healthful practices in dance activities including nutrition and injury prevention.</p>	<p>Revise</p>	<p>Move to Anchor Standard 2</p>
<p>DA:Pr5.1.8c<u>8.D.3.1</u> 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.</p>	<p>8.D.3.1 Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.</p>	<p>Revise</p>	<p>Move to Anchor Standard 3</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr5.1.Ia. <u>HS1.D.2.4</u> Embody technical dance skills (for example, functional alignment, coordination, balance, <u>kinesthetic awareness</u> core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p>	<p>HS1.D.2.4 Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p>	<p>Revise</p>	<p>Combine Proficient and Accomplished standards Move to Anchor Standard 2</p>
<p>DA:Pr5.1.Ib. <u>HS1.D.3.1</u> 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.</p>	<p>HS1.D.3.1 Develop a plan for healthful practices in dance activities including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p>	<p>Revise</p>	<p>Combine Proficient and Accomplished standards Move to Anchor Standard 3</p>
<p>DA:Pr5.1.Ic. Connect <u>HS1.D.3.2</u> <u>Connect and synthesize</u> 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.</p>	<p>HS1.D.3.2 Connect and synthesize energy and dynamics to movements by applying them in and through all parts of the body.</p>	<p>Revise</p>	<p>Combine Proficient and Accomplished standards Move to Anchor Standard 3</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Pr5.1.IIa. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.		Remove	Combine Proficient and Accomplished standards
DA:Pr5.1.IIb. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.		Remove	Combine Proficient and Accomplished standards
DA:Pr5.1.IIc. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.		Remove	Combine Proficient and Accomplished standards
DA:Pr5.1.IIIa. <u>HS2.D.3.1</u> 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	HS2.D.3.1 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	Keep	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
discuss and analyze performance ability with others.	and styles. Self-evaluate performances and discuss and analyze performance ability with others.		
DA:Pr5.1.IIIb . HS2.D.2.4 Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.	HS2.D.2.4 Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.	Keep	Move to Anchor Standard 2
DA:Pr5.1.IIIc . HS2.D.3.2 Modelulate 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.	HS2.D.3.2 Model 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.	Keep	Move to Anchor Standard 3
Anchor Standard 6: Convey meaning through the presentation of artistic work.		Remove	Redundant with Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question(s): How does a dancer heighten artistry in a public performance?</p>		Remove	Remove guidance
<p>DA:Pr6.1.Ka.<u>K-2.D.3.4</u> Dance for and with others in a designated space.</p>	K-2.D.3.4 Dance for and with others in a designated space.	Keep	Combine Grades K-2 and Move to Anchor Standard 3
<p>DA:Pr6.1.Kb.<u>K-2.D.3.5</u> Select a prop, <u>simple scenery or media projections</u> to use as part of a dance.</p>	K-2.D.3.5 Select a prop, simple scenery or media projections to use as part of a dance.	Revise	Combine Grades K-2 and Move to Anchor Standard 3
<p>DA:Pr6.1.1a. Dance for others in a space where audience and performers occupy different areas.</p>		Remove	Combine Grades K-2
<p>DA:Pr6.1.1b. Explore the use of simple props to enhance performance.</p>		Remove	Combine Grades K-2
<p>DA:Pr6.1.2a. Dance for and with others in a space where audience</p>		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and performers occupy different areas.			
DA:Pr6.1.2b. Use limited production elements (for example, hand props, simple scenery, or media projections).		Remove	Combine Grades K-2
DA:Pr6.1.3a. <u>3-5.D.3.7</u> Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	3-5.D.3.7 Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	Keep	Combine Grades 3-5 and Move to Anchor Standard 3
DA:Pr6.1.3b. <u>3-5.D.3.8</u> Explore simple <u>a variety of</u> production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	3-5.D.3.8 Explore a variety of production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	Revise	Combine Grades 3-5 and Move to Anchor Standard 3
DA:Pr6.1.4a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Pr6.1.4b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.		Remove	Combine Grades 3-5
DA:Pr6.1.5a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.		Remove	Combine Grades 3-5
DA:Pr6.1.5b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.		Remove	Combine Grades 3-5
DA:Pr6.1.6a. <u>6.D.3.4</u> Recognize needs and adapt movements to <u>the</u> 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.	6.D.3.4 Recognize needs and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed	Revise	Move to Anchor Standard 3 Make more specific to indicate each unique performance space.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	and apply to future performances.		
DA:Pr6.1.6b . 6.D.3.5 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.	6.D.3.5 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.	Keep	Move to Anchor Standard 3
DA:Pr6.1.7a . 7.D.3.1 Recommend changes to and adapt movements to the 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.	7.D.3.1 Recommend changes to and adapt movements to the 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.	Revise	Move to Anchor Standard 3, Make more specific to indicate each unique performance space.
DA:Pr6.1.7b . 7.D.3.2 Explore possibilities of producing dance in a	7.D.3.2 Explore possibilities of producing dance in a	Keep	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.	variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.		
DA:Pr6.1.8a <u>8.D.3.2</u> Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	8.D.3.2 Demonstrate leadership qualities 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.	Revise	Remove guidance language and Move to Anchor Standard 3
DA:Pr6.1.8b <u>8.D.3.3</u> 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	8.D.3.3 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	Keep	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
choices using production terminology.	audiences. Explain reasons for choices using production terminology.		
<p>DA:Pr6.1.Ia. <u>HS1.D.3.3</u> Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p>	<p>HS1.D.3.3 Demonstrate leadership qualities 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 and production terminology.</p>	Revise	<p>Remove guidance language and simplify language</p> <p>Move to Anchor Standard 3</p> <p>Combine Proficient and Accomplished standards</p>
<p>DA:Pr6.1.IIb. Evaluate <u>HS1.D.3.4</u> <u>Create</u> 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.</p>	<p>HS1.D.3.4 Create 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.</p>	Revise	<p>Clarify what students should be able to do. Move to Anchor Standard 3</p> <p>Combine Proficient and Accomplished standards</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr6.1.IIa. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. 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.</p>		Remove	Combine Proficient and Accomplished standards
<p>DA:Pr6.1.IIb. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.</p>		Remove	Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Pr6.1.IIIa.<u>HS2.D.3.3</u> Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p>	<p>HS2.D.3.3 Demonstrate leadership qualities 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.</p>	<p>Revise</p>	<p>Remove guidance language and simplify language. Move to Anchor Standard 3. Split into two standards</p>
<p><u>HS2.D.3.4</u> Develop a professional portfolio (resume, head shot, etc.) that document<u>ings</u> the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p>	<p>HS2.D.3.4 Develop a portfolio documenting the rehearsal and performance process with fluency in dance and production terminology.</p>	<p>New/Revise</p>	<p>Remove guidance language. Make language more age-level appropriate. Move to Anchor Standard 3.</p>
<p>DA:Pr6.1.IIIb.<u>HS2.D.3.5</u> Work collaboratively to produce dance concerts in <u>various</u> a variety of</p>	<p>HS2.D.3.5 Work collaboratively to produce dance concerts in various</p>	<p>Revise</p>	<p>Simplify and clarify language. Move to Anchor Standard 3.</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
venues. and d Design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.	venues. Design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each venue.		
Anchor Standard 4 7: Perceive and analyze Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question(s): How is a dance understood?		Remove	Remove guidance
DA:Re7.1.Ka. Find a movement that repeats in a dance.		Remove	Combine Grades K-2
DA:Re7.1.Kb. <u>K-2.D.4.1</u> Demonstrate and/or describe observed or performed dance movements.	K-2.D.4.1 Demonstrate and/or describe observed or performed dance movements.	Revise	Combine Grades K-2 and Move to Anchor Standard 4.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Re7.1.1a. K-2.D.4.2 Find a movement that repeats in a dance to make a pattern.	K-2.D.4.2 Find a movement that repeats in a dance to make a pattern.	Keep	
DA:Re7.1.1b. K-2.D.5.1 Demonstrate and describe observed or performed dance movements from a specific genre or culture.	K-2.D.5.1 Demonstrate and describe observed or performed dance movements from a specific genre or culture.	Keep	Combine Grades K-2 and Move to Anchor Standard 5.
DA:Re7.1.2a. Find movements in a dance that develop a pattern.		Remove	Combine Grades K-2
DA:Re7.1.2b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.		Remove	Combine Grades K-2
DA:Re7.1.3a. Find 3-5.D.4.1 <u>Recognize</u> a movement pattern that creates a movement phrase in a dance work.	3-5.D.4.1 Recognize a movement pattern that creates a movement phrase in a dance work.	Revise	Combine with Grades 3-5 and move to Anchor Standard 4. Clarify what students need to be able to do.
DA:Re7.1.3b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Re7.1.4a. Find <u>3-5.D.4.2</u> <u>Recognize</u> patterns of movement in dance works that create a style or theme.</p>	<p>3-5.D.4.2 Recognize patterns of movement in dance works that create a style or theme.</p>	<p>Revise</p>	<p>Combine Grades 3-5 and Move to Anchor Standard 4. Clarify what students need to be able to do.</p>
<p>DA:Re7.1.4b. <u>3-5.D.4.3</u> Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p>	<p>3-5.D.4.3 Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p>	<p>Keep</p>	<p>Combine Grades 3-5. Move to Anchor Standard 5</p>
<p>DA:Re7.1.5a. Find <u>3-5.D.4.4</u> <u>Recognize</u> meaning or artistic intent from the patterns of movement in a dance work.</p>	<p>3-5.D.4.4 Recognize meaning or artistic intent from the patterns of movement in a dance work.</p>	<p>Revise</p>	<p>Combine Grades 3-5 and Move to Anchor Standard 4. Clarify what students need to be able to do.</p>
<p>DA:Re7.1.5b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. <u>3-5.D.4.5</u> Compare <u>and contrast them to</u> the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p>	<p>3-5.D.4.5 Compare and contrast them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p>	<p>Revise</p>	<p>Combined 3-5. Move to Anchor Standard 5. Make language more grade level appropriate.</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Re7.1.6a 6.D.4.1 Describe or demonstrate recurring patterns of movement and their relationships in dance.	6.D.4.1 Describe or demonstrate recurring patterns of movement and their relationships in dance.	Keep	Move to Anchor Standard 4
DA:Re7.1.6b Explain 6.D.5.1 Compare and contrast how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.	6.D.5.1 Compare and contrast how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.	Keep	Clarify what students need to be able to do. Move to Anchor Standard 5
6.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.	6.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.	New	Moved from DA:Re7.1.5b and Move to Anchor Standard 5.
DA:Re7.1.7a 7.D.4.1 Compare, contrast, and discuss patterns of movement and their relationships in dance.	7.D.4.1 Compare, contrast, and discuss patterns of movement and their relationships in dance.	Keep	Move to Anchor Standard 4.
DA:Re7.1.7b 7.D.5.1 Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement	7.D.5.1 Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural	Keep	Move to Anchor Standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
practices. Use genre specific dance terminology.	movement practices. Use genre specific dance terminology.		
<u>7.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice.</u>	7.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice.	New	Moved from DA:Re7.1.5b and Move to Anchor Standard 5.
DA:Re7.1.8a <u>8.D.4.1</u> Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.	8.D.4.1 Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.	Keep	Move to Anchor Standard 4.
DA:Re7.1.8b Explain <u>8.D.5.1</u> <u>Compare and contrast</u> 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.	8.D.5.1 Compare and contrast 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.	Keep	Clarify what students need to be able to do. Move to Anchor Standard 5
<u>8.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a</u>	8.D.5.2 Describe, using basic dance terminology, the qualities and characteristics	New	Moved from DA:Re7.1.5b and Move to Anchor Standard 5.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<u>dance from one’s own cultural movement practice.</u>	of style used in a dance from one’s own cultural movement practice.		
DA:Re7.1Ia. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.		Remove	Combine Proficient and Accomplished standards
DA:Re7.1Ib. 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.		Remove	Combine Proficient and Accomplished standards
DA:Re7.1IIa. <u>HS1.D.4.1</u> Analyze dance works <u>to gain understanding of artistic intent.</u> and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.	HS1.D.4.1 Analyze dance works to gain understanding of artistic intent.	Revise	Combine Proficient and Accomplished standards Simplified language and move to Anchor Standard 4.
DA:Re7.1IIb. <u>HS1.D.5.1</u> Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain	HS1.D.5.1 Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural	Revise	Combine Proficient and Accomplished standards Move to Anchor Standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.	movement practices and explain how their differences impact communication and intent within a cultural context.		
DA:Re7.1IIIa. <u>HS2.D.4.1</u> 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.	HS2.D.4.1 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.	Keep	Move to Anchor Standard 4
DA:Re7.1IIIb. <u>HS2.D.5.1</u> Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.	HS2.D.5.1 Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.	Revise	Move to Anchor Standard 5
Anchor Standard 8: Interpret intent and meaning in artistic work.		Remove	Combined with Anchor Standard 7
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>the body, elements of dance, dance technique, dance structure, and context.</p> <p>Essential Question(s): How is dance interpreted?</p>			
<p>DA:Re8.1.Ka.<u>K-2.D.4.3</u> Observe movement and describe it using simple dance terminology.</p>	<p>K-2.D.4.3 Observe movement and describe it using simple dance terminology.</p>	<p>Keep</p>	<p>Combine Grades K-2 and Move to Anchor Standard 4</p>
<p>DA:Re8.1.1a.<u>K-2.D.4.4</u> Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.</p>	<p>K-2.D.4.4 Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.</p>	<p>Keep</p>	<p>Combine Grades K-2 and Move to Anchor Standard 4</p>
<p>DA:Re8.1.2a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.</p>		<p>Remove</p>	<p>Difficult to assess</p>
<p>DA:Re8.1.3a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.</p>		<p>Remove</p>	<p>Difficult to assess</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Re8.1.4a-Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.		Remove	Combine Grades 3-5. Redundant
DA:Re8.1.5a -3-5.D.4.6 Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	3-5.D.4.6 Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	Keep	Move to Anchor Standard 4
DA:Re8.1.6a-Explain 6.D.4.2 Analyze 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.	6.D.4.2 Analyze how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Communicate the intent of the dance using dance terminology.	Revise	Move to Anchor Standard 4. Clarifying what students should be able to do.
DA:Re8.1.7a -7.D.4.2 Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body,	7.D.4.2 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	Revise	Move to Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
dance technique, and context. Use genre specific dance terminology.	technique, and context. Use dance terminology.		
DA:Re8.1.9a - <u>8.D.4.2</u> 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.	8.D.4.2 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 dance terminology.	Revise	Move to Anchor Standard 4
DA:Re8.1.1a. 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.		Remove	Combine Proficient and Accomplished standards
DA:Re8.1.1a - <u>HS1.D.4.2</u> Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to		Revise	Combine Proficient and Accomplished standards and Move to Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
artistic expression. Use genre specific dance terminology.			
DA:Re8.1.IIIa. <u>HS2.D.4.2</u> 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.	HS2.D.4.2 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 dance terminology.	Revise	Move to Anchor Standard 4
Anchor Standard 9: Apply criteria to evaluate artistic work.		Remove	Combined with Anchor Standard 7
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question(s): What criteria are used to evaluate dance?		Remove	Remove guidance
DA:Re9.1.Ka. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Re9.1.1a. 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.		Remove	Redundant
DA:Re9.1.2a. 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.		Remove	Redundant
DA:Re9.1.3a. <u>3-5.D.5.1</u> Select and perform 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.	3-5.D.5.1 Select and perform 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.	Revise	Combine Grades 3-5 and Move to Anchor Standard 5.
DA:Re9.1.4a. Discuss and demonstrate the characteristics that make a dance artistic and apply		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.			
DA:Re9.1.5a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to <u>3-5.D.5.2 Respond using</u> 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.	3-5.D.5.2 Respond using 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.	Revise	Combine 3-5 and Move to Anchor Standard 5. Simplify and remove redundant language.
DA:Re9.1.6a. <u>6.D.4.3</u> 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.	6.D.4.3 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 dance terminology.	Revise	Move to Anchor Standard 4
DA:Re9.1.7a. <u>7.D.4.3</u> Compare artistic intent, content and context from dances to examine the	7.D.4.3 Compare artistic intent, content and context from dances to examine the	Revise	Clarifying language and move to Anchor Standard 4.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre specific dance terminology.	characteristics of genre, style, or cultural movement practice		
DA:Re9.1.8a. <u>8.D.4.3</u> 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.	8.D.4.3 Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression.	Revise	Move to Anchor Standard 4
DA:Re9.1.1a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.		Remove	Redundant
DA:Re9.1.1a. <u>HS2.D.4.3</u> Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre specific dance terminology.	HS2.D.4.3 Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives.	Revise	Move to Advanced/HS2 and Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Re9.1.IIIa. <u>HS2.D.4.4</u> 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.	HS2.D.4.4 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.	Keep	Move to Anchor Standard 4
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		Remove	Redundant with Anchor Standard 11
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning. Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?		Remove	Remove guidance
DA:Cn.10.1.Ka. <u>K-2.D.4.5</u> Recognize and name an emotion that is experienced when watching, improvising, or performing dance	K-2.D.4.5 Recognize and name an emotion that is experienced when watching, improvising, or performing	Keep	Combine Grades K-2 and Move to Anchor Standard 4.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and relate it to a personal experience.	dance and relate it to a personal experience.		
DA:Cn.10.1.Kb. 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.		Remove	Remove guidance language
DA:Cn.10.1.1a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.		Remove	Redundant
DA:Cn.10.1.1b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.		Remove	Remove guidance language
DA:Cn.10.1.2a. <u>K-2.D.4.6</u> Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.	K-2.D.4.6 Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.	Keep	Combine Grades K-2 and Move to Anchor Standard 4.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
DA:Cn.10.1.2b. Respond to a dance work using an inquiry based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.		Remove	Guidance language and redundant
DA:Cn.10.1.3a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.		Remove	Redundant
DA:Cn.10.1.3b. <u>3-5.D.1.5</u> 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.	3-5.D.1.5 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.	Revise	Combine Grades 3-5 and Move to Anchor Standard 1 Remove guidance language
DA:Cn.10.1.4a. Relate the main idea or content in a dance to other experiences. Explain how the main		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.			
DA:Cn.10.1.4b. 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.		Remove	Redundant
DA:Cn.10.1.5a. <u>3-5.D.4.7</u> 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.	3-5.D.4.7 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.	Keep	Combine Grades 3-5 and Move to Anchor Standard 4
DA:Cn.10.1.5b. Choose a topic, concept, or content from another discipline of study and research how		Remove	Guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>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.</p>			
<p>DA:Cn.10.1.6a. 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.</p>		Remove	Redundant
<p>DA:Cn.10.1.6b. 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.</p>		Remove	Guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cn.10.1.7a. 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.</p>		Remove	Redundant
<p>DA:Cn.10.1.7b. Research the development of a dance genre or styles. 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 <u>performance</u>. lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.</p>	<p>7.D.5.3 Study historical dance genres or styles. Share the study with peers as part of a performance. Document the process of research and application.</p>	Revise	Simplify language and Move to Anchor Standard 5
<p>DA:Cn.10.1.8a. <u>8.D.4.4</u> Relate connections found between different dances and discuss the relevance of the connections to the</p>	<p>8.D.4.4 Relate connections found between different dances and discuss the relevance of the connections</p>	Keep	Move to Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
development of one’s personal perspectives.	to the development of one’s personal perspectives.		
DA:Cn.10.1.8b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. 8.D.1.6 Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.	8.D.1.6 Create a dance study exploring contrasting ideas.	Revise	Remove guidance language and move to Anchor Standard 1.
DA:Cn.10.1.1a. HS1.D.4.3 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.	HS1.D.4.3 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.	Keep	Move to Anchor Standard 4. Combine Proficient and Accomplished
DA:Cn.10.1.1b. Collaboratively identify a dance related question or problem. Conduct research through		Remove	Guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>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.</p>			
<p>DA:Cn.10.1.IIa. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one’s perspective.</p>		Remove	Combine Proficient and Accomplished standards
<p>DA:Cn.10.1.IIb. Use established <u>HS2.D.1.6 Create and perform a piece of choreographing using</u> research methods and techniques to investigate a topic. Collaborate with others <u>or individually</u> to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography.</p>	<p>HS1.D.4.3 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</p>	Revise	Remove guidance language and Move to Anchor Standard 1 and Advanced

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.	evidence to support one’s analysis.		
DA: Cn.10.1.IIIa. HS2.D.4.5 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.	HS2.D.4.5 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.	Keep	Move to Anchor Standard 4
DA: Cn.10.1.IIIb. HS2.D.4.6 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.	HS2.D.4.6 Investigate various dance related careers through a variety of research methods.	Revise	Move to Anchor Standard 4
Anchor Standard 5 <u>11</u> : Relate artistic ideas and works with societal,	Anchor Standard 5: Relate artistic ideas and works with	Revise and Move	Clarify what students should know or be able to do.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
cultural, and/or historical contexts to deepen <u>comprehension</u> understanding.	societal, cultural, and/or historical contexts to deepen comprehension.		Change from Anchor Standard 11 to Anchor Standard 5
<p>Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>		Remove	Remove guidance
<p>DA:Cn11.1.Ka. Describe or demonstrate the movements in a dance that was watched or performed.</p>		Remove	Redundant
<p>DA:Cn11.1.1a. <u>K-2.D.5.2</u> Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.</p>	K-2.D.5.2 Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	Keep	Combine Grades K-2 and move to Anchor Standard 5
<p>DA:Cn11.1.2a. Observe a dance and relate the movement to the people</p>		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
or environment in which the dance was created and performed.			
DA:Cn11.1.3a. <u>3-5.D.5.3</u> Find a relationships between movement in a dance from a culture, society, or community. and the culture from which the dance is derived. Explain what Respond to how the movements communicate about key aspects of the culture, society, or community.	3-5.D.5.3 Find relationships between movement in a dance from a culture, society, or community. Respond to how the movements communicate key aspects of the culture, society, or community.	Revise	Combine 3-5 and Move to Anchor Standard 5. Clarify language.
DA:Cn11.1.4a. 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.		Remove	Redundant
DA:Cn11.1.5a. 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.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cn11.1.6a 6.D.5.3 Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.</p>	<p>6.D.5.3 Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.</p>	<p>Keep</p>	<p>Move to Anchor Standard 5</p>
<p>DA:Cn11.1.7a 8.D.5.3 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.</p>	<p>8.D.5.3 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.</p>	<p>Keep</p>	<p>Move to 8th Grade Anchor Standard 5</p>
<p>DA:Cn11.1.8a 7.D.5.4 Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</p>	<p>7.D.5.4 Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</p>	<p>Keep</p>	<p>Move to 7th Grade Anchor Standard 5</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Cn11.1.Ia. <u>HS1.D.5.2</u> Analyze and discuss dances from selected genres, or styles, <u>cultural dance forms</u>, and/or historical time periods. and f Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.</p>	<p>HS1.D.5.2 Analyze and discuss dances from selected genres, styles, cultural dance forms, and/or historical time periods. Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.</p>	<p>Revise</p>	<p>Combine Proficient and Accomplished and Move to Anchor Standard 5 Keep language consistent throughout standards.</p>
<p>DA:Cn11.1.IIa. 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.</p>		<p>Remove</p>	<p>Redundant</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>DA:Ca11.1.IIIa. <u>HS2.D.5.2</u> Analyze dances from several genres, or styles, <u>cultural dance forms, and/or</u> 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.</p>	<p>HS2.D.5.2 Analyze dances from several genres, styles, cultural dance forms, and/or historical time periods. 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.</p>	<p>Revise</p>	<p>Move to Anchor Standard 5 Keep language consistent throughout standards.</p>

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The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

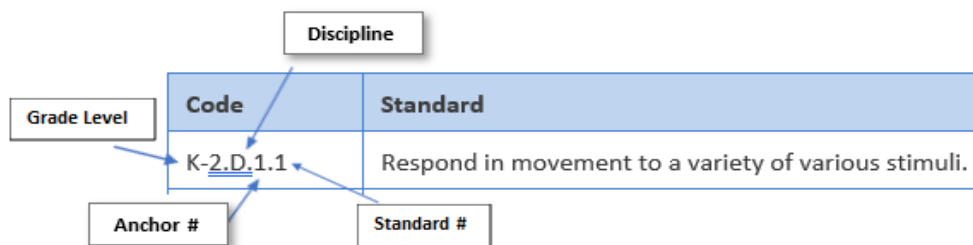
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-2.D.1.1	Respond in movement to a variety of various stimuli.
K-2.D.1.2	Build movement phrases using basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
K-2.D.1.3	Improvise dance that has a beginning, middle, and end.
K-2.D.1.4	Express an idea, feeling, or image, through improvised movement.
K-2.D.1.5	Apply suggestions for changing movement through guided improvisational experiences.
3-5.D.1.1	Identify ideas for choreography generated from a variety of stimuli.
3-5.D.1.2	Select and establish a solution to a given movement problem.
3-5.D.1.3	Identify movement patterns and dance structures in dance pieces while using dance vocabulary.
3-5.D.1.4	Prepare a dance phrase that expresses and communicates an idea or feeling.
3-5.D.1.5	Revise and refine movement based on peer feedback and self-reflection to improve a short dance study.
3-5.D.1.6	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.
6.D.1.1	Relate similar and/or contrasting ideas to develop choreography using a variety of stimuli.
6.D.1.2	Use movement techniques and various dance vocabularies to transfer ideas into choreography.
6.D.1.3	Examine choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.
6.D.1.4	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.

Code	Standard
6.D.1.5	Revise dance compositions using single or group work while developing artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.
7.D.1.1	Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.
7.D.1.2	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.
7.D.1.3	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.
7.D.1.4	Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify artistic intent.
8.D.1.1	Implement movement from a variety of stimuli to develop an original dance study.
8.D.1.2	Identify and select personal preferences to create an original dance study. Use genre specific dance terminology to articulate and justify choices made in movement development to communicate intent.
8.D.1.3	Articulate the group process for making movement and structural choices.
8.D.1.4	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.
8.D.1.5	Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify the artistic intent.
8.D.1.6	Create a dance study exploring contrasting ideas.
HS1.D.1.1	Examine a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Refine the movement process.
HS1.D.1.2	Experiment with the elements of dance to examine personal movement preferences and strengths.

Code	Standard
HS1.D.1.3	Collaborate to design a dance using choreographic devices and dance structures to support and clarify the artistic intent. Explain how the dance structures clarify the artistic intent.
HS1.D.1.4	Develop an artistic statement for an original dance study using dance terminology.
HS1.D.1.5	Clarify the artistic intent of a dance by manipulating choreographic variations and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
HS2.D.1.1	Synthesize content while generating movement. Develop and improvisational or choreographed dance using original and/or codified movement.
HS2.D.1.2	Expand personal movement preferences and strengths to discover unexpected solutions communicating intent and expression within the dance. Refine the unexpected solutions and explain the artistic intent.
HS2.D.1.3	Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
HS2.D.1.4	Construct an artistic statement that communicates a personal, cultural and/or artistic perspective.
HS2.D.1.5	Clarify the artistic intent of a dance by 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.
HS2.D.1.6	Create and perform a piece of choreography using research methods and techniques to investigate a topic. Collaborate with others or individually to identify questions and solve movement problems that pertain to the topic.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-2.D.2.1	Replicate movement vocabulary within the arena of teacher student relationship.

Code	Standard
K-2.D.2.2	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
K-2.D.2.3	Identify and apply different locomotor movements.
3-5.D.2.1	Define movement activities using movement vocabulary and specific dance styles.
3-5.D.2.2	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
3-5.D.2.3	Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
6.D.2.1	Utilizing movement vocabulary and specific dance styles, define the body and mind movement activities refining partner and ensemble skills.
6.D.2.2	Demonstrate specific tempo contrasts with movement that match/contradict or enhance the tempo of sound stimuli in relationship to the dance piece.
6.D.2.3	Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression.
7.D.2.1	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.
7.D.2.2	Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
7.D.2.3	Compare and contrast movement characteristics from a variety of dance genres or styles. Determine what dancers must do to refine a performance.
7.D.2.4	Apply body-use strategies to accommodate physical maturity development to technical dance skills (for example, functional alignment, balance, kinesthetic awareness, clarity of movement, flexibility/range of motion).
7.D.2.5	Utilize healthful practices in dance activities and everyday life.

Code	Standard
8.D.2.1	Expand movement vocabulary and dance genres, add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments.
8.D.2.2	Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
8.D.2.3	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.
8.D.2.4	Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
8.D.2.5	Evaluate personal healthful practices in dance activities including nutrition and injury prevention.
HS1.D.2.1	Expand knowledge of movement vocabulary and dance genres to add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments. Utilize energy and dynamics in the work.
HS1.D.2.2	Utilize different rhythm patterns and respond with movement, taking rhythm cues from different aspects of accompaniment or digital media.
HS1.D.2.3	Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
HS1.D.2.4	Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.
HS2.D.2.1	Model and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent.
HS2.D.2.2	Demonstrate time complexity in phrasing with or without musical accompaniment for artistic interest and expressive insight.

Code	Standard
HS2.D.2.3	Perform movement sequences using a broad dynamic range to establish relationships with other dancers and project to the audience.
HS2.D.2.4	Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-2.D.3.1	Demonstrate a movement vocabulary in a performance ready environment. Modify movements and spatial arrangements upon request.
K-2.D.3.2	Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
K-2.D.3.3	Replicate original and/or cultural/historical choreography in a performance setting.
K-2.D.3.4	Dance for and with others in a designated space.
K-2.D.3.5	Select a prop, simple scenery, or media projections to use as part of a dance.
3-5.D.3.1	Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with kinesthetic awareness.
3-5.D.3.2	Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.
3-5.D.3.3	Replicate original and/or cultural/historical choreography in a performance setting.
3-5.D.3.4	Demonstrate fundamental dance skills including alignment, coordination balance, core support, kinesthetic awareness when replicating and recalling patterns and sequences.

Code	Standard
3-5.D.3.5	Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, body conditioning, and healthful nutrition. Execute under safe space conditions.
3-5.D.3.6	Coordinate phrases and timing with other dancers by cueing off each other and responding to various stimuli.
3-5.D.3.7	Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).
3-5.D.3.8	Explore a variety of production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.
6.D.3.1	Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions in performance.
6.D.3.2	Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies.
6.D.3.3	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 in performance.
6.D.3.4	Recognize needs and adapt movements to the 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.
6.D.3.5	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.

Code	Standard
7.D.3.1	Recommend changes to and adapt movements to the 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.
7.D.3.2	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.
8.D.3.1	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.
8.D.3.2	Demonstrate leadership qualities 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.
8.D.3.3	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.
HS1.D.3.1	Develop a plan for healthful practices in dance activities including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.
HS1.D.3.2	Develop and synthesize energy and dynamics to movements by applying them in and through all parts of the body.
HS1.D.3.3	Demonstrate leadership qualities 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 and production terminology.
HS1.D.3.4	Create 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.

Code	Standard
HS2.D.3.1	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.
HS2.D.3.2	Model 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.
HS2.D.3.3	Demonstrate leadership qualities 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.
HS2.D.3.4	Develop a portfolio documenting the rehearsal and performance process with fluency in dance and production terminology.
HS2.D.3.5	Work collaboratively to produce dance concerts in various venues. Design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each venue.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-2.D.4.1	Demonstrate and/or describe observed or performed dance movements.
K-2.D.4.2	Find a movement that repeats in a dance to make a pattern.
K-2.D.4.3	Observe movement and describe it using simple dance terminology.
K-2.D.4.4	Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.
K-2.D.4.5	Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
K-2.D.4.6	Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.

Code	Standard
3-5.D.4.1	Recognize a movement pattern that creates a movement phrase in a dance work.
3-5.D.4.2	Recognize patterns of movement in dance works that create a style or theme.
3-5.D.4.3	Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.
3-5.D.4.4	Recognize meaning or artistic intent from the patterns of movement in a dance work.
3-5.D.4.5	Compare and contrast the qualities and characteristics of style found in different dance genre or cultural movement practice using basic dance terminology.
3-5.D.4.6	Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
3-5.D.4.7	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.
6.D.4.1	Describe or demonstrate recurring patterns of movement and their relationships in dance.
6.D.4.2	Analyze how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Communicate the intent of the dance using dance terminology.
6.D.4.3	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 dance terminology.
7.D.4.1	Compare, contrast, and discuss patterns of movement and their relationships in dance.
7.D.4.2	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 dance terminology.

Code	Standard
7.D.4.3	Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice.
8.D.4.1	Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.
8.D.4.2	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 dance terminology.
8.D.4.3	Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression.
8.D.4.4	Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.
HS1.D.4.1	Analyze dance works to gain understanding of artistic intent.
HS1.D.4.2	Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use dance terminology.
HS1.D.4.3	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.
HS2.D.4.1	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.
HS2.D.4.2	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 dance terminology.
HS2.D.4.3	Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives.

Code	Standard
HS2.D.4.4	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.
HS2.D.4.5	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.
HS2.D.4.6	Investigate various dance related careers through a variety of research methods.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-2.D.5.1	Demonstrate and describe observed or performed dance movements from a specific genre or culture.
K-2.D.5.2	Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.
3-5.D.5.1	Select and perform 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.
3-5.D.5.2	Respond using 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.
3-5.D.5.3	Find relationships between movement in a dance from a culture, society, or community. Respond to how the movements communicate key aspects of the culture, society, or community.
6.D.5.1	Compare and contrast how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Code	Standard
6.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice.
6.D.5.3	Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.
7.D.5.1	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.
7.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice.
7.D.5.3	Study historical dance genres or styles. Share the study with peers as part of a performance. Document the process of research and application.
7.D.5.4	Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
8.D.5.1	Compare and contrast 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.
8.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice.
8.D.5.3	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.
HS1.D.5.1	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context.
HS1.D.5.2	Analyze and discuss dances from selected genres, styles, cultural dance forms, and/or historical time periods. Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Code	Standard
HS2.D.5.1	Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.
HS2.D.5.2	Analyze dances from several genres, styles, cultural dance forms, and/or historical time periods. 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.

STANDARDS REVISIONS AND RATIONALE - INTERDISCIPLINARY HUMANITIES STANDARDS

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1 Connect and Compare		Remove	Clarity of expectation found in explanation
Anchor Standard 1: Connect and compare ideas, diverse cultures, and events through two or more disciplines.		Keep	
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?		Remove	Remove guidance
Goal CC 1 Understand the interdisciplinary relationships of ideas, cultures, and events.		Keep (take out CC)	Prioritize Clarity: Connect & Compare (CC) is not needed.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Objective CC 1.1 Develop a working vocabulary for the disciplines of study.	9-12.H.1.1.1 Develop a working vocabulary for the disciplines of study.	Keep 9-12.H.1.1.1	
Objective CC 1.2 Identify and articulate how a work expresses the human experience	9-12.H.1.1.2 Identify and articulate how a work expresses the human experience	Keep 9-12.H.1.1.2	
Goal CC3 2 Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.	Goal 3: Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.	Keep and Move (Move from goal 2 to goal 3)	The new goal 3 provides better age-appropriate scaffolding of the goals.
Objective CC2.1 <u>3.1</u> Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.	9-12.H.1.3.1 Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.	Keep and Move to standard 9-12.H.1.3.1	Prioritize clarity
Objective CC2.2 <u>3.2</u> Explain how an artifacts or work <u>of two or more disciplines</u> symbolizes and	9-12.H.1.3.2 Explain how artifacts or works of two or more disciplines symbolize	Revise and move to 9-12.H.1.3.2	Keeping similar verbiage throughout the standards provides clarification. The

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
reflects a particular culture, event, theme, movement, or time period.	and reflect a particular culture, event, theme, movement, or time period.		changing of the goal above needs to change the number objective.
Goal CC23 Understand how the human experience is represented through the arts and humanities	Goal 2: Understand how the human experience is represented through the arts and humanities.	Keep and Move (Move from goal 3 to goal 2)	The new goal 2 provides better age-appropriate scaffolding of the goals.
Objective CC3.12.1 Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.	9-12.H.1.2.1 Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.	Keep and move to 9-12.H.1.2.1	Clarity to align with goal 2
Objective CC3.22.2 Evaluate <u>how</u> original works and how they represents a historical event, theme, movement, and/or culture.	9-12.H.1.2.2 Evaluate how original works represent a historical event, theme, movement, and/or culture.	Revise and move to 9-12.H.1.2.2	The changing of the goal above needs to change the number objective. Clarity to align with the goal of two or more disciplines.
Anchor Standard 2 Respond		Remove	Clarity of expectation found in explanation
Anchor Standard 2: Respond <u>Explain and evaluate</u> universal themes, issues, and/or movements that express the human experience.	Anchor Standard 2: Explain and evaluate universal themes, issues, and/or movements that express the human experience.	Revise Explain and evaluate universal themes, issues, and/or movements that	Clarity of expectation

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
		express the human experience.	
Enduring Understanding: Human experience repeats itself. Essential Question(s): How do themes, issues, and/or movements shape the human experience? How do we learn from the human experience?		Remove	Remove guidance
Goal RES 1: Conduct analyses in the arts and humanities disciplines.	Goal 1: Conduct analyses in the arts and humanities disciplines.	Keep (take out RES)	Clarity- The name of the standard changed so we changed the objective abbreviation.
Objective RES1.1 Summarize <u>Explain</u> how the human experience is expressed through the arts and humanities.	9-12.H.2.1.1 Explain how the human experience is expressed through the arts and humanities.	Revise 9-12.H.2.1.1	Providing clarity through a more accurate verb.
Objective RES1.2 Interpret content knowledge <u>Analyze how an aspect of the human experience is conveyed</u> from multiple perspectives and/or sources.	9-12.H.2.1.2 Analyze how an aspect of the human experience is conveyed from multiple perspectives and/or sources.	Revise 9-12.H.2.1.2	Clarity in expectation and maintaining common language across the standards.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Objective RES1.3 Discover Evaluate how key themes, issues, and/or movements are conveyed through the arts and humanities at different time periods.</p>	<p>9-12.H.2.1.3 Evaluate how key themes, issues, and/or movements are conveyed at different time periods.</p>	<p>Revise 9-12.H.2.1.3 Evaluate how key themes, issues, and/or movements are conveyed at different time periods.</p>	<p>Age-appropriate scaffolding for the standard and keeping common language throughout the standards.</p>
<p>Anchor Standard 3 Create</p>		<p>Remove</p>	<p>Clarity of expectation found in explanation</p>
<p>Anchor Standard 3: Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience.</p>		<p>Keep</p>	
<p>Enduring Understanding: Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>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</p>			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
process? What role does persistence play in the creative process?			
Goal CR 1 Communicate in the arts and humanities disciplines through creative expression.		Keep (take out CR)	Clarity
Objective CR 1.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities of a theme, issue, and/or movement that is part of the human experience.	9-12.H.3.1.1 Express through means other than expository writing, an understanding of a theme, issue, and/or movement that is part of the human experience.	Revise 9-12.H.3.1.1	Clarity in the on what students need to know and be able to do. Also keeping consistent verbiage throughout the standards.
Objective CR 1.2 Engage in collaborative learning to foster the creative process.	9-12.H.3.1.2 Engage in collaborative learning to foster the creative process.	Keep 9-12.H.3.1.2	Clarity on numbering
Objective CR 1.3 Create an original product that interprets and/or investigates themes, issues, and/or movements.	9-12.H.3.1.3 Create an original product that interprets and/or investigates themes, issues, and/or movements.	Keep 9-12.H.3.1.3	Clarity on numbering
Objective CR 1.4 Revise, refine, and develop an original work.	9-12.H.3.1.4 Revise, refine, and develop an original work.	Revise 9-12.H.3.1.4	Using the Oxford comma system throughout the standard.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 4 Present		Remove	Clarity of expectation found in explanation
Anchor Standard 4: Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work.		Keep	
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?		Remove	Remove guidance
Goal PR 1 Perform/present/produce an original work or interpretation of a work for an audience.		Keep (take out PR)	Clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Objective PR 1.1 Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.	9-12.H.4.1.1 Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.	Keep 9-12.H.4.1.1	Clarity on numbering
Objective PR 1.2 Convey meaning an aspect of the human experience through their presentation/performance.	9-12.H.4.1.2 Convey an aspect of the human experience through their presentation/performance.	Revise 9-12.H.4.1.2	Clarification on what students need to know and be able to (making it assessable).
Goal PR 2 Justify choices made in creating or interpreting a work.	Goal 2: Justify choices made in creating or interpreting a work.	Keep (take out PR)	Clarity
Objective PR 2.1 Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.	9-12.H.4.2.1 Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.	Keep 9-12.H.4.2.1	Clarity on numbering
Objective PR 2.2 Engage in constructive critique with peers.	9-12.H.4.2.2 Engage in constructive critique with peers.	Keep 9-12.H.4.2.2	Clarity on numbering

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 5-Reflect		Remove	Clarity of expectation found in explanation
Anchor Standard 5: Reflect on the process of creating ¹ , interpreting ¹ , <u>and/or</u> presenting work.	Anchor Standard 5: Reflect on the process of creating, interpreting, and/or presenting work.	Revise Reflect on the process of creating, interpreting, and/or presenting work.	Commas instead of backslash
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?		Remove	Remove guidance
Goal REF 1 Evaluate one’s own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.		Keep (take out REF)	

JUNE 12, 2024

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Objective REF1.1 Utilize and apply a set of aesthetic criteria in evaluating the quality of one's own work and the works of others. <u>Evaluate one's original work or unique interpretation and other's works or interpretation.</u>	9-12.H.5.1.1 Evaluate one's original work or unique interpretation and other's works or interpretation.	Revise	Clarification on what students need to know and be able to do. Removing complex verbiage.
Objective REF1.2 Respond to critique and criteria to r <u>Revise or justify one's own work in response to peer evaluation.</u>	9-12.H.5.1.2 Revise or justify one's own work in response to peer evaluation.	Revise	Clarification on what students need to know and be able to do.
Goal REF -2 Reflect upon the potential of the arts and humanities to enhance and expand one's worldview.		Keep (take out REF)	
<u>2.1 Reflect on how producing one's original work or interpretation enhanced or expanded one's worldview.</u>	9-12.H.5.2.1 Reflect on how producing one's original work or interpretation enhanced or expanded one's worldview.	Revise (add)	Added on objective for clarification on what students need to know and be able to do.
<u>2.2 Reflect on how knowledge from two or more humanities disciplines added to a greater overall understanding.</u>	9-12.H.5.2.2 Reflect on how knowledge from two or more humanities disciplines added	Revise (add)	Added on objective for clarification on what students need to know and be able to do.

JUNE 12, 2024

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	to a greater overall understanding.		

For Questions Contact

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Idaho Content Standards Interdisciplinary Humanities



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CREATED 04/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

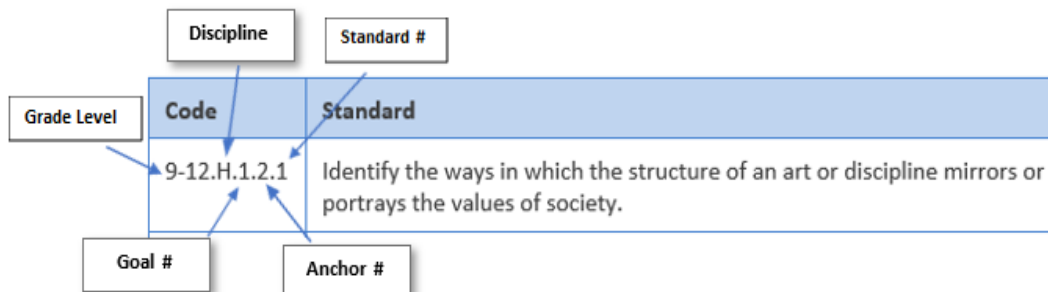
The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The 9-12 Interdisciplinary Humanities standards are organized into five anchor standards: connect and compare, explain and evaluate, create, present, and reflect. The standards are intended to integrate content from two or more arts and humanities disciplines.



ANCHOR STANDARD 1: CONNECT AND COMPARE IDEAS, DIVERSE CULTURES, AND EVENTS THROUGH TWO OR MORE DISCIPLINES.

Goal 1: Understand the interdisciplinary relationships of ideas, cultures, and events.

Code	Standard
9-12.H.1.1.1	Develop a working vocabulary for the disciplines of study.
9-12.H.1.1.2	Identify and articulate how a work expresses the human experience.

Goal 2: Understand how the human experience is represented through the arts and humanities.

Code	Standard
9-12.H.1.2.1	Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.
9-12.H.1.2.2	Evaluate how original works represent a historical event, theme, movement, and/or culture.

Goal 3: Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.

Code	Standard
9-12.H.1.3.1	Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.
9-12.H.1.3.2	Explain how artifacts or works of two or more disciplines symbolize and reflect a particular culture, event, theme, movement, or time period.

ANCHOR STANDARD 2: EXPLAIN AND EVALUATE UNIVERSAL THEMES, ISSUES, AND/OR MOVEMENTS THAT EXPRESS THE HUMAN EXPERIENCE.

Goal 1: Conduct analyses in the arts and humanities disciplines.

Code	Standard
9-12.H.2.1.1	Explain how the human experience is expressed through the arts and humanities.

Code	Standard
9-12.H.2.1.2	Analyze how an aspect of the human experience is conveyed from multiple perspectives and/or sources.
9-12.H.2.1.3	Evaluate how key themes, issues, and/or movements are conveyed at different time periods.

ANCHOR STANDARD 3: CREATE ORIGINAL WORKS OR UNIQUE INTERPRETATIONS THAT DEMONSTRATE KNOWLEDGE OF THEMES, ISSUES, AND/OR MOVEMENTS THAT EXPRESS THE HUMAN EXPERIENCE.

Goal 1: Communicate in the arts and humanities disciplines through creative expression.

Code	Standard
9-12.H.3.1.1	Express through means other than expository writing, an understanding of a theme, issue, and/or movement that is part of the human experience.
9-12.H.3.1.2	Engage in collaborative learning to foster the creative process.
9-12.H.3.1.3	Create an original product that interprets and/or investigates themes, issues, and/or movements.
9-12.H.3.1.4	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.

Goal 1: Perform/present/produce an original work or interpretation of a work for an audience.

Code	Standard
9-12.H.4.1.1	Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.
9-12.H.4.1.2	Convey an aspect of the human experience through their presentation/performance.

Goal 2: Justify choices made in creating or interpreting a work.

Code	Standard
9-12.H.4.2.1	Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.
9-12.H.4.2.2	Engage in constructive critique with peers.

ANCHOR STANDARD 5: REFLECT ON THE PROCESS OF CREATING, INTERPRETING, AND/OR PRESENTING WORK.

Goal 1: Evaluate one’s own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.

Code	Standard
9-12.H.5.1.1	Evaluate one’s own original work or unique interpretation and another’s work or unique interpretation.
9-12.H.5.1.2	Revise or justify one’s own work in response to peer evaluation.

Goal 2: Reflect upon the potential of the arts and humanities to enhance and expand one’s worldview.

Code	Standard
9-12.H.5.2.1	Reflect on how producing one’s original work or interpretation enhanced or expanded one’s worldview.
9-12.H.5.2.2	Reflect on how knowledge from two or more humanities disciplines added to a greater overall understanding.



STANDARDS REVISIONS AND RATIONALE – MUSIC THEORY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Music Composition and/or Theory	Music Theory	Proficient becomes Level I Accomplished becomes Level II Advanced becomes Level III	
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?		Remove	Remove guidance
MU:Cr1.1.C.1a Describe <u>L1.MU:TH.2.1 Explain</u> how <u>the creation of sounds</u> and short musical ideas can be used to represent <u>or symbolize various concepts.</u> personal experiences, moods, visual images, and/or storylines.	L1.MU:TH.2.1 Explain how the creation of sound can represent or symbolize various concepts.	Revise, move to Anchor Standard 2	Simplify verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cr1.1.C.IIa Describe and demonstrate how <u>L2.MU:TH.2.1 Organize</u> sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines relating to the symbolism or representation of various concepts.</p>	<p>L2.MU:TH.2.1 Organize sounds relating to the symbolism or representation of various concepts.</p>	<p>Revise, move to Anchor Standard 2</p>	<p>Simplify verbiage</p>
<p>MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which <u>L3.MU:TH.2.1 Develop</u> sounds that symbolize or and musical ideas can be used to represent various concepts. extended sonic experiences or abstract ideas.</p>	<p>L3.MU:TH.2.1 Develop sounds that symbolize or represent various concepts.</p>	<p>Revise, move to Anchor Standard 2</p>	<p>Simplify verbiage</p>
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 1 and Anchor Standard 5</p>
<p>Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do</p>		<p>Remove</p>	<p>Remove guidance</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
musicians make creative decisions?			
MU:Cr2.1.C.Ia <u>L1.MU:TH.1.1</u> Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.	L1.MU:TH.1.1 Assemble and organize musical ideas to create expressive statements.	Revise and move to Anchor Standard 1	Simplify Verbiage
MU:Cr2.1.C.IIa <u>L2.MU:TH.1.1</u> Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.	L2.MU:TH.1.1 Assemble and organize multiple musical ideas to create expressive statements.	Revise and move to Anchor Standard 1	Simplify Verbiage
MU:Cr2.1.C.IIIa <u>L3.MU:TH.1.1</u> Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.	L3.MU:TH.1.1 Assemble and organize multiple extended musical ideas to create expressive statements.	Revise and move to Anchor Standard 1	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Cr2.1.C.IIb <u>L1.MU:TH.4.1</u> Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as onepart, cyclical, or binary).	L1.MU:TH.4.1 Identify and describe the development of musical ideas within simple forms.	Revise and move to Anchor Standard 4	Simplify Verbiage
MU:Cr2.1.C.IIb <u>L2.MU:TH.4.1</u> 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).	L2.MU:TH.4.1 Identify and explain the development of musical ideas within a variety of forms.	Revise and move to Anchor Standard 4	Simplify Verbiage
MU:Cr2.1.C.IIIb <u>L3.MU:TH.4.1</u> Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.	L3.MU:TH.4.1 Analyze and demonstrate the development of extended musical ideas in various forms.	Revise and move to Anchor Standard 4	Simplify Verbiage
Anchor Standard 3: Refine and complete artistic work.		Remove	Remove guidance
Enduring Understanding: Musicians' presentation of		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>creative work is the culmination of a process of creation and communication</p> <p>Essential Question(s): When is creative work ready to share?</p>			
<p>MU:Cr3.1.C.Ia Identify, describe, and apply teacher provided criteria to a L1.MU:TH.4.2 Assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p>	<p>L1.MU:TH.4.2 Assess and refine the technical and expressive aspects of evolving drafts.</p>	<p>Revise and move to Anchor Standard 4</p>	<p>Simplify Verbiage</p>
<p>MU:Cr3.1.C.IIa Identify, describe, and apply selected teacher-provided or personally developed criteria to assess and refine L2.MU:TH.4.2 Defend personal choices regarding the technical and expressive aspects of evolving drafts leading to final versions.</p>	<p>L2.MU:TH.4.2 Defend personal choices regarding the technical and expressive aspects of evolving drafts.</p>	<p>Revise and move to Anchor Standard 4</p>	<p>Simplify Verbiage</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cr3.1.C.IIIa <u>L3.MU:TH.4.2</u> Research, identify, and explain, and apply personally developed criteria to assess and refine choices regarding the technical and expressive aspects of evolving drafts leading to final versions.</p>	<p>L3.MU:TH.4.2 Research and explain choices regarding the technical and expressive aspects of evolving drafts leading to final versions.</p>	<p>Revise and move to Anchor Standard 4</p>	<p>Simplify Verbiage</p>
<p>Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question(s): When is creative work ready to share?</p>		<p>Remove</p>	<p>Remove guidance</p>
<p>MU:Cr3.2.C.Ia Share music through the use of notation, performance, or technology, and demonstrate <u>L1.MU:TH.3.1</u> <u>Present personal works demonstrating</u> how the elements of music and have been employed to realize expressive intent.</p>	<p>L1.MU:TH.3.1 Present personal works demonstrating elements of music and expressive intent.</p>	<p>Revise and move to Anchor Standard 3</p>	<p>Simplify Verbiage</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate <u>L2.MU:TH.3.1 Present</u> and describe how the elements of music and compositional techniques have been employed to realize expressive intent.</p>	<p>L2.MU:TH.3.1 Present and describe how the elements of music and compositional techniques have been employed to realize expressive intent.</p>	<p>Revise and move to Anchor Standard 3</p>	<p>Simplify Verbiage</p>
<p>MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, <u>L3.MU:TH.3.1 Present and explain personal working demonstrating</u> compositional techniques and processes have been employed to realize expressive intent.</p>	<p>L3.MU:TH.3.1 Present and explain personal working demonstrating compositional techniques and processes have been employed to realize expressive intent.</p>	<p>Revise and move to Anchor Standard 3</p>	<p>Simplify Verbiage</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Cr3.2.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.		Remove	Redundant
MU:Cr3.2.C.IIb Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.		Remove	Redundant
MU:Cr3.2.C.IIIb Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.		Remove	Redundant
Anchor Standard 3 <u>4</u> : Select, analyze, and interpret <u>Perform and/or present</u> artistic work. for presentation.	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>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.</p> <p>Essential Question(s): How do performers select repertoire?</p>		Remove	Remove guidance
<p>MU:Pr4.1.C.Ia 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).</p>		Remove	Redundant with MU:Pr4.2
<p>MU:Pr4.1.C.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</p>		Remove	Redundant with MU:Pr4.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr4.1.C.IIIa 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.</p>		Remove	Redundant with MU:Pr4.2
<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		Remove	Remove guidance
<p>MU:Pr4.2.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and <u>Analyze L1.MU:TH.2.2 Identify and explain the implications of the elements of music in sections of musical works in a creative work.</u></p>	L1.MU:TH.2.2 Identify and explain the implications of the elements of music in sections of musical works in a creative work.	Rewrite, move to Anchor Standard 2	Clarify standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
explain the implications for rehearsal or performance.			
MU:Pr4.2.C.IIa <u>L2.MU:TH.2.2</u> Analyze <u>the implications of how</u> the elements of music <u>in sections of musical (including form) of selected</u> works. relate to the style, function, and context, and explain the implications for rehearsal and performance.	L2.MU:TH.2.2 Analyze the implications of the elements of music in sections of musical works.	Rewrite, move to Anchor Standard 2	Clarify standard
MU:Pr4.2.C.IIIa <u>Analyze how L3.MU:TH.2.2</u> Apply and defend the implications of the elements of music <u>(including form), and compositional techniques of selected in sections of musical</u> works. relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.	L3.MU:TH.2.2 Apply and defend the implications of the elements of music in sections of musical works.	Rewrite, move to Anchor Standard 2	Clarify standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Essential Question(s): How do performers interpret musical works?</p>		Remove	Remove guidance
<p>MU:Pr4.3.C.Ia <u>L1.MU:TH.4.3</u> Develop interpretations of <u>creative</u> works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.</p>	L1.MU:TH.4.3 Develop interpretations of creative works.	Revise, move to Anchor Standard 4	Simplify Verbiage
<p>MU:Pr4.3.C.IIa <u>L2.MU:TH.4.3</u> Develop interpretations of <u>creative</u> works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.</p>		Revise, move to Anchor Standard 4	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr4.3.C.IIIa <u>L3.MU:TH.4.3</u> Develop interpretations of <u>creative</u> works based on an understanding of the use of <u>using</u> elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creators' intent.</p>	<p>L3.MU:TH.4.3 Develop interpretations of creative works using elements of music and justify how the choices reflect the creators' intent.</p>	<p>Revise, move to Anchor Standard 4</p>	<p>Simplify Verbiage</p>
<p>Anchor Standard 25: Develop and refine artistic techniques <u>and work for presentation.</u></p>	<p>Anchor Standard 2: Develop and refine artistic techniques.</p>	<p>Revise and Move</p>	<p>Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2</p>
<p>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.</p> <p>Essential Question(s): How do musicians improve the quality of their performance?</p>		<p>Remove</p>	<p>Remove guidance</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the form.		Remove	Not relevant to what students need to know and be able to do
MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.		Remove	Not relevant to what students need to know and be able to do
MU:Pr5.1.C.IIIa 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.		Remove	Not relevant to what students need to know and be able to do
MU:Pr5.1.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.		Remove	Not relevant to what students need to know and be able to do
MU:Pr5.1.C.IIb Using established criteria and feedback, identify the ways in which performances		Remove	Not relevant to what students need to know and be able to do

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
convey the formal design, style, and historical/cultural context of the works.			
MU:Pr5.1.C.IIIb 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.		Remove	Not relevant to what students need to know and be able to do
MU:Pr5.1.C.Ic Identify and implement strategies for improving the technical and expressive aspects of multiple works.		Remove	Not relevant to what students need to know and be able to do
MU:Pr5.1.C.IIc Identify and implement strategies for improving the technical and expressive aspects of varied works.		Remove	Not relevant to what students need to know and be able to do
MU:Pr5.1.C.IIIc Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.		Remove	Not relevant to what students need to know and be able to do

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 6: Convey meaning through the presentation of artistic work.		Remove	Redundant with Anchor Standard 4
<p>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.</p> <p>Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		Remove	Remove guidance
<p>MU:Pr6.1.C.1a Share <u>L1.MU:TH.3.2 Present live, or recorded, or notated creative performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</u></p>	L1.MU:TH.3.2 Present live, recorded, or notated creative works.	Revise, move to Anchor Standard 3	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr6.1.C.IIa Share <u>L2.MU:TH.3.2 Present and defend live, or recorded or notated creative performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.</u></p>	<p>L2.MU:TH.3.2 Present and defend live, recorded, or notated creative works.</p>	<p>Revise, move to Anchor Standard 3</p>	<p>Simplify Verbiage</p>
<p>MU:Pr6.1.C.IIIa Share <u>L3.MU:TH.3.2 Present and defend a variety of live, or recorded, or notated creative performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.</u></p>	<p>L3.MU:TH.3.2 Present and defend a variety of live, recorded, or notated creative works.</p>	<p>Revise, move to Anchor Standard 3</p>	<p>Simplify Verbiage</p>
<p>MU:Pr6.1.C.IIb Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p>		<p>Remove</p>	<p>Does not support the standard</p>
<p>MU:Pr6.1.C.IIb Explain how compositions are appropriate for</p>		<p>Remove</p>	<p>Does not support the standard</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
both audience and context, and how this will shape future compositions.			
MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.		Remove	Does not support the standard
Anchor Standard 4 ⁷ : Perceive and analyze <u>Respond to</u> artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?		Remove	Remove guidance
MU:Re7.1.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image,		Remove	Included in 7.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
or storyline in simple forms (such as one part, cyclical, binary), and describe the choices as models for composition.			
MU:Re7.1.C.IIa 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.		Remove	Included in 7.2
MU:Re7.1.C.IIIa 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.		Remove	Included in 7.2
Enduring Understanding: Response to music is informed by analyzing context (social, cultural,		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question(s): How does understanding the structure and context of music inform a response?</p>			
<p>MU:Re7.2.C.Ia <u>L1.MU:TH.4.4</u> Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p>	<p>L1.MU:TH.4.4 Analyze aurally the elements of music.</p>	<p>Revise, move to Anchor Standard 4</p>	<p>Remove guidance</p>
<p>MU:Re7.2.C.Ia <u>L2.MU:TH.4.4</u> Analyze aurally and/or through notation by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models compositional choices for</p>	<p>L2.MU:TH.4.4 Analyze aurally through notation the elements of music and explain how the analysis models compositional choices.</p>	<p>Revise, move to Anchor Standard 4</p>	<p>Remove guidance</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
personal growth as composer, performer, and/or listener.			
MU:Re7.2.C.IIIa <u>L3.MU:TH.4.4</u> Analyze aurally <u>through notation and/or by reading the scores of musical works</u> the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and <u>justify explain</u> how the analysis provides models for personal <u>compositional choices</u> growth as composer, performer, and/or listener.	L3.MU:TH.4.4 Analyze aurally through notation the elements of music and justify how the analysis provides models for personal compositional choices.	Revise, move to Anchor Standard 4	Remove guidance
Anchor Standard 8: Interpret intent and meaning in artistic work.		Remove	Combined with Anchor Standard 7
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Essential Question(s): How do we discern the musical creators' and performers' expressive intent?			
MU:Re8.1.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.		Remove	Redundant
MU:Re8.1.C.IIa 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.		Remove	Redundant
MU:Re8.1.C.IIIa 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,		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and the style/genre and context of each work.			
Anchor Standard 9: Apply criteria to evaluate artistic work.		Remove	Combined with Anchor Standard 7
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?		Remove	Remove guidance
MU:Re9.1.C.1a Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Re9.1.C.IIa 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.		Remove	Redundant
MU:Re9.1.C.IIIa 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.		Remove	Redundant
MU:Re9.1.C.IIb Describe the way(s) in which critiquing others' work and receiving L1.MU:TH.5.1 Apply feedback from others and critique creative works can be applied in the personal creative process.	L1.MU:TH.5.1 Apply feedback and critique creative works.	Revise, move to Anchor Standard 5	Clarify to standard
MU:Re9.1.C.IIIb Describe ways in which critiquing others' work and receiving L2.MU:TH.5.1 Apply	L2.MU:TH.5.1 Apply feedback and critique creative works to	Revise, move to Anchor Standard 5	Clarify to standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
feedback <u>and critique creative works to refine</u> from others have been specifically applied in the personal creative process.	refine the personal creative process.		
MU:Re9.1.C.IIIb Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process. <u>L3.MU:TH.5.1 Critique a variety of creative works.</u>	L3.MU:TH.5.1 Critique a variety of creative works.	Rewrite, move to Anchor Standard 5	Clarify to Standard
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		Remove	Redundant with Anchor Standard 11
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Cn10.1.C.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant
MU:Cn10.1.C.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant
MU:Cn10.1.C.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant
Anchor Standard 5 ¹¹ : Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension <u>understanding</u> .	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5
Enduring Understanding: Understanding connections to		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>			
<p>MU:Cn11.1.C.Ia <u>L1.MU:TH.5.2</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>L1.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Keep as is, Move to Anchor Standard 5</p>	
<p>MU:Cn11.1.C.Ia <u>L2.MU:TH.5.2</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>L2.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Keep as is, Move to Anchor Standard 5</p>	
<p>MU:Cn11.1.C.IIa <u>L3.MU:TH.5.2</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>L3.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Keep as is, Move to Anchor Standard 5</p>	

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Idaho Content Standards Music: Theory



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The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

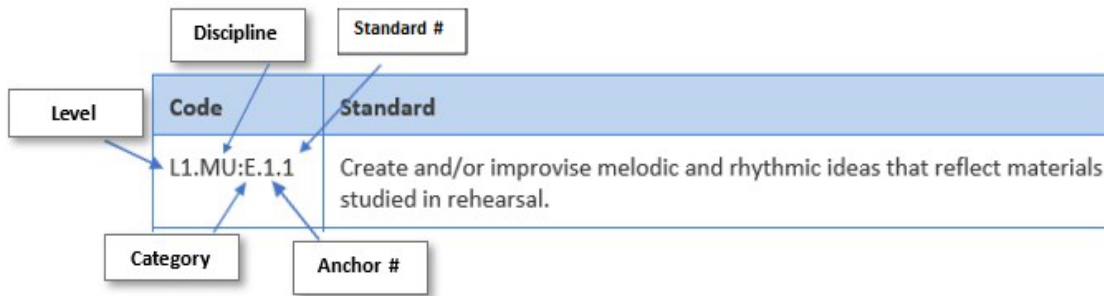
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent Music Ensembles, Theory, and Technology in Idaho because LEA's start the study of music at all different grade levels. Music standards are organized into five (5) Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



MUSIC THEORY LEVEL 1

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L1.MU:TH.1.1	Assemble and organize musical ideas to create expressive statements.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L1.MU:TH.2.1	Explain how the creation of sound can represent or symbolize various concepts.
L1.MU:TH.2.2	Identify and explain the implications of the elements of music in sections of musical works in a creative work.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L1.MU:TH.3.1	Present personal works demonstrating elements of music and expressive intent.
L1.MU:TH.3.2	Present live, recorded, or notated creative works.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L1.MU:TH.4.1	Identify and describe the development of musical ideas within simple forms.
L1.MU:TH.4.2	Assess and refine the technical and expressive aspects of evolving drafts.
L1.MU:TH.4.3	Develop interpretations of creative works.
L1.MU:TH.4.4	Analyze aurally the elements of music.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L1.MU:TH.5.1	Apply feedback and critique creative works.
L1.MU:TH.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC THEORY LEVEL 2

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L2.MU:TH.1.1	Assemble and organize multiple musical ideas to create expressive statements.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L2.MU:TH.2.1	Organize sounds relating to the symbolism or representation of various concepts.
L2.MU:TH.2.2	Analyze the implications of the elements of music in sections of musical works.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L2.MU:TH.3.1	Present and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
L2.MU:TH.3.2	Present and defend live, recorded, or notated creative works.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L2.MU:TH.4.1	Identify and explain the development of musical ideas within a variety of forms.
L2.MU:TH.4.2	Defend personal choices regarding the technical and expressive aspects of evolving drafts.
L2.MU:TH.4.3	Develop interpretations of creative works based on the use of elements of music.
L2.MU:TH.4.4	Analyze aurally through notation the elements of music and explain how the analysis models compositional choices.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L2.MU:TH.5.1	Apply feedback and critique creative works to refine the personal creative process.
L2.MU:TH.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC THEORY LEVEL 3

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L3.MU:TH.1.1	Assemble and organize multiple extended musical ideas to create expressive statements.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L3.MU:TH.2.1	Develop sounds that symbolize or represent various concepts.
L3.MU:TH.2.2	Apply and defend the implications of the elements of music in sections of musical works.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L2.MU:TH.3.1	Present and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
L2.MU:TH.3.2	Present and defend live, recorded, or notated creative works.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L3.MU:TH.4.1	Analyze and demonstrate the development of extended musical ideas in various forms.
L3.MU:TH.4.2	Research and explain choices regarding the technical and expressive aspects of evolving drafts leading to final versions.
L3.MU:TH.4.3	Develop interpretations of creative works using elements of music and justify how the choices reflect the creators' intent.
L3.MU:TH.4.4	Analyze aurally through notation the elements of music and justify how the analysis provides models for personal compositional choices.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L3.MU:TH.5.1	Critique a variety of creative works.
L3.MU:TH.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

STANDARDS REVISIONS AND RATIONALE – MUSIC TECHNOLOGY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Proficient becomes Level I Accomplished becomes Level II Advanced becomes Level III			
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?		Remove	Remove guidance language
MU:Cr1.1.T.Ia Generate <u>L1.MU:T.1.1 Create</u> melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools, technology.	L1.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas using technology.	Revise	Reduce complex verbiage; considering advances in technology
MU:Cr1.1.T.IIa Generate <u>L2.MU:T.1.1 Create</u> melodic, rhythmic, and harmonic ideas for compositions and	L2.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas in larger works using technology.	Revise	Reduce complex verbiage; considering advances in technology

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
improvisations in larger works using digital tools- technology and resources.			
MU:Cr1.1.T.IIIa Generate <u>L3.MU:T.1.1 Create</u> melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems in larger works using varied resources.	L3.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas in larger works using varied resources.	Revise	Reduce complex verbiage, considering advances in technology
Anchor Standard 2: Organize and develop artistic ideas and work.		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?		Remove	Remove
MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.		Remove	Redundant
MU:Cr2.1.T.IIIa Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.		Remove	Redundant
Anchor Standard 3: Refine and complete artistic work.		Remove	Remove guidance
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cr3.1.T.Ia Drawing on feedback from teachers and peers, develop and implement strategies to improve and L1.MU:T.2.1 Refine the technical and expressive aspects of draft creations compositions and improvisations.</p>	<p>L1.MU:T.2.1 Refine the technical and expressive aspects of draft creations.</p>	<p>Move to Anchor Standard #2.</p>	<p>Simplify verbiage, Anchor standards were changed</p>
<p>MU:Cr3.1.T.IIa Develop and implement varied strategies to improve and L2.MU:T.2.1 Refine the technical and expressive aspects of draft creations compositions and improvisations.</p>	<p>L2.MU:T.2.1 Refine the technical and expressive aspects of draft creations.</p>	<p>Move to Anchor Standard #2</p>	<p>Simplify verbiage, Anchor standards were changed</p>
<p>MU:Cr3.1.T.IIIa Develop and implement varied strategies and apply appropriate criteria to improve and L3.MU:T.2.1 Refine the technical and expressive aspects of draft creations compositions and improvisations.</p>	<p>L3.MU:T.2.1 Refine the technical and expressive aspects of draft creations.</p>	<p>Move to Anchor Standard #2</p>	<p>Simplify verbiage, Anchor standards were changed</p>
<p>Enduring Understanding: Musicians' presentation of</p>		<p>Remove</p>	<p>Remove guidance</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>creative work is the culmination of a process of creation and communication.</p> <p>Essential Question(s): When is creative work ready to share?</p>			
<p>MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of L1.MU:T.3.1 Present personally developed creations through a fusion of musical and technological expertise. craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.</p>	<p>L1.MU:T.3.1 Present personally developed creations through a fusion of musical and technological expertise.</p>	<p>Revise; move to new Anchor Standard 3</p>	<p>Simplify verbiage</p>
<p>MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an accomplished level of L2.MU:T.3.1 Present multiple personally developed creations through a fusion of musical and technological expertise. craftsmanship as well as the use of digital and analog tools and</p>	<p>L2.MU:T.3.1 Present multiple personally developed creations through a fusion of musical and technological expertise.</p>	<p>Revise; move to new Anchor Standard 3</p>	<p>Simplify verbiage</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
resources in developing and organizing musical ideas.			
<p>MU:Cr.3.2.T.IIIa Share <u>L3.MU:T.3.1</u> <u>Present</u> a portfolio of <u>personally developed</u> musical creations representing a <u>fusion of</u> varied styles and genres that demonstrates an advanced level of musical and technological <u>expertise.</u> craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.</p>	<p>L3.MU:T.3.1 Present a portfolio of personally developed creations representing a fusion of musical and technological expertise.</p>	<p>Revise; move to new Anchor Standard 3</p>	<p>Simplify verbiage</p>
<p>Anchor Standard 34: Select, analyze, and interpret <u>Perform and/or present</u> artistic work. for presentation.</p>	<p>Anchor Standard 3: Perform and/or present artistic work.</p>	<p>Revise and Move</p>	<p>Simplification of language Change from Anchor Standard 4 to Anchor Standard 3</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence.</p> <p>Essential Question(s): How do performers select repertoire?</p>		Remove	Remove guidance
<p>MU:Pr4.I.T.1a 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.</p>		Remove	Not relevant to course content
<p>MU:Pr4.I.T.1a 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.</p>		Remove	Not relevant to course content

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr4.1.T.11a 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.</p>		Remove	Not relevant to course content
<p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		Remove	Remove guidance
<p>MU:Pr4.2.T.1a <u>L1.MU:T.4.1</u> Describe <u>how</u> contextual, structural <u>and technological elements</u> aspects of the music, and digital media/tools inform <u>the presentation of creative</u></p>	L1.MU:T.4.1 Describe how contextual, structural, and technological elements of music inform the presentation of creative works.	Revised, Move to new Anchor Standard 4	Simplify verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
works prepared and improvised performances.			
MU:Pr4.2.T.IIa <u>L2.MU:T.4.1</u> Describe and demonstrate how contextual, theoretical and structural <u>and technological elements</u> aspects of the music and digital media/tools <u>the presentation of personally developed creative works</u> , inform and influence prepared and improvised performances.	L2.MU:T.4.1 Describe and demonstrate how contextual, structural, and technological elements of music the presentation of personally developed creative works.	Revised, Move to new Anchor Standard 4	Simplify verbiage
MU:Pr4.2.T.IIIa <u>E3.MU:T.4.1</u> Evaluate and critique <u>how the</u> contextual, theoretical and structural , <u>and technological elements</u> aspects of the music and digital media/tools inform <u>the presentation of personally developed creative works</u> , and influence prepared and improvised performances.	L3.MU:T.4.1 Evaluate how the contextual, structural, and technological elements inform the presentation of personally developed creative works.	Revised, Move to new Anchor Standard 4	Simplify verbiage
Enduring Understanding: Performers make interpretive decisions based on their		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>understanding of context and expressive intent.</p> <p>Essential Question(s): How do performers interpret musical works?</p>			
<p>MU:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.</p>		Remove	Redundant with MU:Pr4.2
<p>MU:Pr4.3.T.IIa 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.</p>		Remove	Redundant with MU:Pr4.2
<p>MU:Pr4.3.T.IIIa Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied</p>		Remove	Redundant with MU:Pr4.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.			
Anchor Standard 2 <u>5</u> : Develop and refine artistic techniques, and work for presentation.	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, and persistence. Essential Question(s): How do musicians improve the quality of their performance?		Remove	Remove guidance
MU:Pr5.1.T.1a Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.		Remove	Not relevant to course content

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Pr5.1.T.IIa 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.		Remove	Not relevant to course content
MU:Pr5.1.T.IIIa 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.		Remove	Not relevant to course content
Anchor Standard 6: Convey meaning through the presentation of artistic work.		Remove	Redundant with Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		Remove	Remove guidance
<p>MU:Pr6.1.T.Ia Using digital tools, demonstrate attention <u>L1.MU:T.3.2 Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of styles.</u> in prepared and improvised performances of a varied repertoire of music.</p>	L1.MU:T.3.2 Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of styles.	Revise, Move to Anchor Standard 3	Simplify Verbiage
<p>MU:Pr6.1.T.IIa Using digital tools and resources, demonstrate <u>L2.MU:T.3.2 Present personally developed creative</u></p>	L2.MU:T.3.2 Present personally developed creative works demonstrating attention to- technical	Revise, Move to Anchor Standard 3	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>works demonstrating attention to technical accuracy and expressive qualities in a diverse range of</u> prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>accuracy and expressive qualities in a diverse range of cultures, styles, and genres.</p>		
<p>MU:Pr6.1.T.IIIa Integrating digital and analog tools and resources, demonstrate an understanding and attention to <u>L3.MU:T.3.2 Present personally developed creative works demonstrating attention to</u> technical accuracy and expressive qualities <u>in a of</u> the music in prepared and improvised performances of a varied repertoire of music representing diverse <u>range of</u> cultures, styles, genres, and historical periods.</p>	<p>L3.MU:T.3.2 Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of cultures, styles, genres, and historical periods.</p>	<p>Revise, Move to Anchor Standard 3</p>	<p>Simplify Verbiage</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr6.1.T.1b <u>L1.MU:T.3.3</u> Demonstrate an understanding of the context of music through prepared and improvised performances. <u>personally developed creative works.</u> Demonstrate the context of music through personally developed creative works. <u>within the context of music.</u></p>	<p>L1.MU:T.3.3 Demonstrate personally developed creative works within the context of music.</p>	<p>Revise, Move to Anchor Standard 3 Revised after stakeholder feedback</p>	<p>Simplify Verbiage</p>
<p>MU:Pr6.1.T.1b <u>L2.MU:T.3.3</u> Demonstrate <u>the context of music in a variety of personally developed creative works.</u> an understanding of the expressive intent when connecting with an audience through prepared and improvised performances. Demonstrate the context of music in a variety of personally developed creative works. <u>within the context of music.</u></p>	<p>L2.MU:T.3.3 Demonstrate a variety of personally developed creative works within the context of music.</p>	<p>Revise, Move to Anchor Standard 3 Revised after stakeholder feedback</p>	<p>Simplify Verbiage. Aligned with Level I, additional concepts contained within other substandards</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr6.1.T.IIIb Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances. <u>L3.MU:T.3.3 Present a portfolio of personally developed creative works representing a variety of musical contexts.</u></p>	<p>L3.MU:T.3.3 Present a portfolio of personally developed creative works representing a variety of musical contexts.</p>	<p>Rewrite, Move to Anchor Standard 3</p>	<p>Simplify Verbiage. Aligned with Level I & II, additional concepts contained within other sub standards</p>
<p>Anchor Standard 47: Perceive and analyze <u>Respond to</u> artistic work.</p>	<p>Anchor Standard 4: Respond to artistic work.</p>	<p>Revise and Move</p>	<p>Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.</p>
<p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p>		<p>Remove</p>	<p>Remove guidance</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Re7.I.T.Ia <u>L1.MU:T.5.1</u> Cite reasons for <u>creative choices based on musical and technological elements</u>. choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.</p>	<p>L1.MU:T.5.1 Cite reasons for creative choices based on musical and technological elements.</p>	<p>Revise, Move to new Anchor Standard 5</p>	<p>Simplify Verbiage. Aligned with Level I, additional concepts contained within other sub standards</p>
<p>MU:Re7.I.T.IIa 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. <u>L2.MU:T.5.1</u> <u>Compare reasons for creative choices based on musical, technological, and contextual elements.</u></p>	<p>L2.MU:T.5.1 Compare reasons for creative choices based on musical, technological, and contextual elements.</p>	<p>Revise, Move to new Anchor Standard 5</p>	<p>Simplify Verbiage. Aligned with Level I, additional concepts contained within other substandards</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Re7.1.T.11a 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. L3.MU:T.5.1 Defend reasons for creative choices of musical, technological, and contextual elements.</p>	<p>L3.MU:T.5.1 Defend reasons for creative choices of musical, technological, and contextual elements.</p>	<p>Revise, Move to new Anchor Standard 5</p>	<p>Simplify Verbiage. Aligned with Level I & II, additional concepts contained within other sub standards</p>
<p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p>		<p>Remove</p>	<p>Remove guidance</p>
<p>MU:Re7.2.T.1a Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects,</p>		<p>Remove</p>	<p>Concepts will be included in 8.1</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and purpose of the music informs the response.			
MU:Re7.2.T.IIa Explain how an analysis of the structure, context, and technological aspects of the music informs the response.		Remove	Concepts will be included in 8.1
MU:Re7.2.T.IIIa Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.		Remove	Concepts will be included in 8.1
Anchor Standard 8: Interpret intent and meaning in artistic work.		Remove	Combined with Anchor Standard 7
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Re8.1.T.Ia Explain and support an interpretation of <u>L1.MU:T.4.2 Interpret the expressive intent, of musical elements, technological</u> of musical selections based on treatment of the elements of music, digital and electronic features, and purpose <u>of creative works.</u></p>	<p>L1.MU:T.4.2 Interpret the expressive intent, of musical elements, technological features, and purpose of creative works.</p>	<p>Revise, Move to new Anchor Standard 4</p>	<p>Simplify Verbiage. Aligned with Level I, additional concepts contained within other sub standards</p>
<p>MU:Re8.1.T.IIa Connect <u>L2.MU:T.4.2 Compare the expressive intent influence of the treatment of the elements of musical elements, technological features, and purpose in a variety of creative works.</u> music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</p>	<p>L2.MU:T.4.2 Compare the expressive intent of musical elements, technological features, and purpose in a variety of creative works.</p>	<p>Revise, Move to new Anchor Standard 4</p>	<p>Simplify Verbiage. Aligned with Level I, additional concepts contained within other sub standards</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Re8.1.T.IIIa Examine, cite †L3.MU:T.4.2 Research and defend the expressive intent of musical elements, technological features, and purpose in a variety of creative works. 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.</p>	<p>L3.MU:T.4.2 Research and defend the expressive intent of musical elements, technological features, and purpose in a variety of creative works.</p>	<p>Revise, Move to new Anchor Standard 4</p>	<p>Simplify Verbiage. Aligned with Level I & II, additional concepts contained within other sub standards</p>
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 7</p>
<p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p>		<p>Remove</p>	<p>Remove guidance</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Re9.1.T.Ia <u>L1.MU:T.4.3</u> Evaluate <u>creative works</u> music using <u>teacher-provided</u> criteria based on analysis, interpretation, digital and electronic features, and personal interests.</p>	<p>L1.MU:T.4.3 Evaluate creative works using teacher-provided criteria.</p>	<p>Revise, Move to new Anchor Standard 4</p>	<p>Removed guidance, simplified verbiage</p>
<p>MU:Re9.1.T.IIa Apply criteria to <u>L2.MU:T.4.3</u> Evaluate <u>creative works, applying collaboratively developed criteria.</u> music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</p>	<p>L2.MU:T.4.3 Evaluate creative works, applying collaboratively developed criteria.</p>	<p>Revise, Move to new Anchor Standard 4</p>	<p>Removed guidance, simplified verbiage</p>
<p>MU:Re9.1.T.IIIa 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. <u>L3.MU:T.4.3</u> Defend the</p>	<p>L3.MU:T.4.3 Defend the evaluation of creative works, applying personally developed criteria.</p>	<p>Revise, Move to new Anchor Standard 4</p>	<p>Removed guidance, simplified verbiage</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>evaluation of creative works, applying personally developed criteria.</u></p>			
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>		Remove	Redundant with Anchor Standard 11
<p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</p>		Remove	Remove guidance
<p>MU:Cn10.0.T.1a Demonstrate <u>L1.MU:T.5.2 Explain</u> how <u>personal interests, knowledge, and skills, and knowledge</u> relate to personal choices and intent when creating, <u>presenting, performing,</u> and responding to <u>creative works</u>music.</p>	L1.MU:T.5.2 Explain how personal interests, skills, and knowledge relate to creating, presenting, and responding to creative works.	Revise, Move to new Anchor Standard 5	Simplify verbiage, added scaffolding of skills

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cn10.0.T.IIa Demonstrate <u>L2.MU:T.5.2 Compare how the personal interests, knowledge, and skills, and knowledge</u> relate to personal choices and intent when creating, the creation, presentation, performing, and response responding to creative works music.</p>	<p>L2.MU:T.5.2 Compare how personal interests, skills, and knowledge relate to the creation, presentation, and response to creative works.</p>	<p>Revise, Move to new Anchor Standard 5</p>	<p>Simplify verbiage, added scaffolding of skills</p>
<p>MU:Cn10.0.T.IIIa Demonstrate <u>L3.MU:T.5.2 Defend how personal interests, knowledge, and skills, and knowledge</u> relate to personal choices and intent when creating, the creation, presentation, performing, and response responding to music creative works.</p>	<p>L3.MU:T.5.2 Defend how personal interests, skills, and knowledge relate to the creation, presentation, and response to creative works.</p>	<p>Revise, Move to new Anchor Standard 5</p>	<p>Simplify verbiage, added scaffolding of skills</p>
<p>Anchor Standard 511: Relate artistic ideas and works with societal, cultural, and <u>/or</u> historical contexts to deepen <u>comprehension understanding</u>.</p>	<p>Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or</p>	<p>Revise and Move</p>	<p>Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	historical contexts to deepen comprehension.		
<p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>		Remove	Remove guidance
<p>MU:Cn11.0.T.Ia Demonstrate understanding of L1.MU:T.5.3 Explain the relationships between artistic mediums, music and the other arts, other disciplines, varied contexts, and daily life.</p>	L1.MU:T.5.3 Explain the relationships between artistic mediums, other disciplines, and daily life.	Revise, Move to new Anchor Standard 5	Simplify verbiage, added scaffolding of skills
<p>MU:Cn11.0.T.IIa Demonstrate understanding of L2.MU:T.5.3 Explain the relationships between artistic mediums, music and the</p>	L2.MU:T.5.3 Explain the relationships between artistic mediums, other disciplines, and daily life.	Revise, Move to new Anchor Standard 5	Simplify verbiage, added scaffolding of skills

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
other arts , other disciplines, varied contexts , and daily life.			
MU:Cr11.0.T.IIIa Demonstrate understanding of <u>L3.MU:T.5.3</u> Compare the relationships between <u>artistic mediums</u> , music and the other arts , other disciplines, varied contexts , and daily life.	L3.MU:T.5.3 Compare the relationships between artistic mediums, other disciplines, and daily life.	Revise, Move to new Anchor Standard 5	Simplify verbiage , added scaffolding of skills

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Idaho Content Standards Music: Technology



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The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

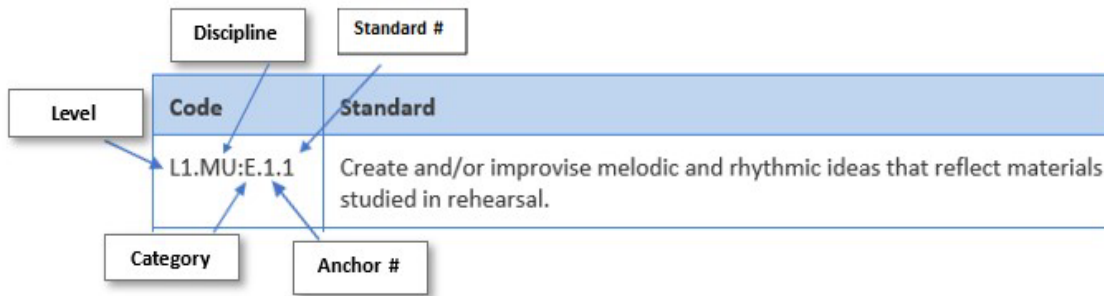
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent Music Ensembles, Theory, and Technology in Idaho because LEA's start the study of music at all different grade levels. Music standards are organized into five (5) Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



MUSIC TECHNOLOGY LEVEL 1

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L1.MU:T.1.1	Create melodic, rhythmic, and harmonic ideas using technology.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L1.MU:T.2.1	Refine the technical and expressive aspects of draft creations.
L1.MU:TH.2.2	Identify and explain the implications of the elements of music in sections of musical works in a creative work.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L1.MU:T.3.1	Present personally developed creations through a fusion of musical and technological expertise.
L1.MU:T.3.2	Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of styles.
L1.MU:T.3.3	Demonstrate personally developed creative works within the context of music.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L1.MU:T.4.1	Describe how contextual, structural, and technological elements of music inform the presentation of creative works.
L1.MU:T.4.2	Interpret the expressive intent, of musical elements, technological features, and purpose of creative works.
L1.MU:T.4.3	Evaluate creative works using teacher-provided criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L1.MU:T.5.1	Cite reasons for creative choices based on musical and technological elements.
L1.MU:T.5.2	Explain how personal interests, skills, and knowledge relate to creating, presenting, and responding to creative works.
L1.MU:T.5.3	Explore the relationships between artistic mediums, other disciplines, and daily life.

MUSIC TECHNOLOGY LEVEL 2

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L2.MU:T.1.1	Create melodic, rhythmic, and harmonic ideas in larger works using technology.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L2.MU:T.2.1	Refine the technical and expressive aspects of draft creations.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L2.MU:T.3.1	Present multiple personally developed creations through a fusion of musical and technological expertise.
L2.MU:T.3.2	Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of cultures, styles, and genres.
L2.MU:T.3.3	Demonstrate a variety of personally developed creative works within the context of music.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L2.MU:T.4.1	Describe and demonstrate how contextual, structural, and technological elements of music the presentation of personally developed creative works.
L2.MU:T.4.2	Compare the expressive intent of musical elements, technological features, and purpose in a variety of creative works.
L2.MU:T.4.3	Evaluate creative works, applying collaboratively developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L2.MU:T.5.1	Compare reasons for creative choices based on musical, technological, and contextual elements.
L2.MU:T.5.2	Compare how personal interests, skills, and knowledge relate to the creation, presentation, and response to creative works.
L2.MU:T.5.3	Explain the relationships between artistic mediums, other disciplines, and daily life.

MUSIC TECHNOLOGY LEVEL 3

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L3.MU:T.1.1	Create melodic, rhythmic, and harmonic ideas in larger works using varied resources.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L3.MU:T.2.1	Refine the technical and expressive aspects of draft creations.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L3.MU:T.3.1	Present a portfolio of personally developed creations representing a fusion of musical and technological expertise.
L3.MU:T.3.2	Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of cultures, styles, genres, and historical periods.
L3.MU:T.3.3	Present a portfolio of personally developed creative works representing a variety of musical contexts.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L3.MU:T.4.1	Evaluate how the contextual, structural, and technological elements inform the presentation of personally developed creative works.
L3.MU:T.4.2	Research and defend the expressive intent of musical elements, technological features, and purpose in a variety of creative works.
L3.MU:T.4.3	Defend the evaluation of creative works, applying personally developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L3.MU:T.5.1	Defend reasons for creative choices of musical, technological, and contextual elements.
L3.MU:T.5.2	Defend how personal interests, skills, and knowledge relate to the creation, presentation, and response to creative works.
L3.MU:T.5.3	Compare the relationships between artistic mediums, other disciplines, and daily life.



STANDARDS REVISIONS AND RATIONALE – MUSIC GENERAL

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?		Remove	Remove guidance
MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).		Remove	Redundant
MU:Cr1.1.Kb With guidance, generate <u>K-1.MU:GM.1.1 Create musical ideas using musical opposites, rhythmic, and/or melodic concepts</u> (such as movements or motives).	K-1.MU:GM.1.1 Create ideas using musical opposites, rhythmic, and/or melodic concepts.	Revise standard	Prioritize clarity Remove guidance language K-1.MU:GM.1.1

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.		Remove standard	Prioritize clarity Remove guidance language Combined with K-1.MU:GM.1.1
MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).		Remove standard	Not grade level appropriate Combined with K-1.MU:GM.1.1
MU:Cr1.1.2a <u>2-3.MU:GM.1.3</u> Improvise rhythmic and/or melodic patterns and musical ideas for a specific purpose.	2-3.MU:GM.1.3 Improvise rhythmic and/or melodic ideas.	Revise standard	Move to 2-3.MU:GM.1.3
MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). <u>2-3.MU:GM.1.1</u> Create rhythmic and/or melodic ideas.	2-3.MU:GM.1.1 Create rhythmic and/or melodic ideas.	Revise standard	Move to 2-3.MU:GM.1.1
MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose		Remove standard	Combined with Second grade, 2-3.MU:GM.1.3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and context (such as personal and social).			
MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.		Remove standard	Combined with Second grade, 2-3.MU:GM.1.1
MU:Cr1.1.4a <u>4-5.MU:GM.1.3</u> Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	4-5.MU:GM.1.3 Improve rhythmic, melodic, and harmonic ideas.	Revise standard	Change to 4-5.MU:GM.1.3
MU:Cr1.1.4b Generate <u>4-5.MU:GM.1.1</u> Create rhythmic, melodic, and harmonic musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meter.	4-5.MU:GM.1.1 Create rhythmic, melodic, and harmonic	Revise standard	Change to 4-5.MU:GM.1.1
MU:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific		Remove Standard	Combined with Fourth Grade

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
purpose and context (such as social, cultural, and historical).			
MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord chang.		Remove Standard	Combined with Fourth Grade
MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.		Remove Standard	Combined with Novice and Proficient
MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.		Remove Standard	Combined with Novice and Proficient
MU:Cr1.1.8a Generate <u>6-12.MU:GM.1.1 Create</u> rhythmic, melodic, and harmonic phrases <u>and</u> and harmonic accompaniments within <u>various expanded</u> forms/ <u>structures</u> (including introductions,	6-12.MU:GM.1.1 Create rhythmic, melodic, and harmonic phrases and accompaniments within various forms/structures.	Revise Standard	New Standard Number 6-12.MU:GM.1.1 Prioritize Clarity Combined with Sixth Grade and Novice

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
transitions, and codas) that convey expressive intent.			
Anchor Standard 2: Organize and develop artistic ideas and work.		Remove	Combined with Anchor Standard 1
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?		Remove	Remove guidance
MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.		Remove Standard	Not grade level appropriate
MU:Cr2.1.Ka With guidance, organize personal K-1.MU:GM.1.2 Create musical ideas using iconic or standard notation and/or recording technology.	K-1.MU:GM.1.2 Create musical ideas using iconic or standard notation and/or recording technology.	Move to Anchor Standard One	Prioritize Clarity
MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for		Remove Standard	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
selecting musical ideas that represent expressive intent.			
MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.		Remove Standard	Combined with Kindergarten Standard
MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.		Remove Standard	Not grade level appropriate
MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.		Remove Standard	Combined with Third Grade
MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.		Remove Standard	Not grade level appropriate

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cr2.1.3b Use <u>2-3.MU:GM.1.2 Create rhythmic and/or melodic ideas using standard and/or</u> iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<p>2-3.MU:GM.1.2 Create rhythmic and/or melodic ideas using standard or iconic notation and/or recording technology.</p>	<p>Revise Standard</p>	<p>Prioritize Clarity Moving to Anchor Standard 1</p>
<p>MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p>		<p>Remove Standard</p>	<p>Not grade level appropriate</p>
<p>MU:Cr2.1.4b Use <u>4-5.MU:GM.1.2 Create rhythmic, melodic, and harmonic musical ideas using standard and/or</u> iconic notation and/or <u>audio/video recording</u> technology. to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>4-5.MU:GM.1.2 Create rhythmic, melodic, and harmonic musical ideas using standard or iconic notation and/or audio/video recording technology.</p>	<p>Revise Standard</p>	<p>Prioritize Clarity Moved to Anchor Standard 1</p>
<p>MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations,</p>		<p>Remove Standard</p>	<p>Not grade level appropriate</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
arrangements, or compositions to express intent, and explain connection to purpose and context.			
MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and twochord harmonic musical ideas.		Remove Standard	Combined with Fourth Grade Moved to Anchor Standard 1
MU:Cr2.1.6a 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.		Remove Standard	Combined into new sub standard 6-12.MU:GM.1.2
MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and twochord harmonic musical ideas.		Remove Standard	Combined into new sub standard 6-12.MU:GM.1.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cr2.1.7a 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.</p>		Remove Standard	Combined into new substandard 6-12.MU:GM.1.2
<p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p>		Remove Standard	Combined into new sub standard 6-12.MU:GM.1.2
<p>MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive.</p>		Remove Standard	Redundant Combined into sub standard 6-12.MU:GM.1.2
<p>MU:Cr2.1.8b Use 6-12.MU:GM.1.2 Create musical ideas for arrangements and compositions using standard</p>	6-12.MU:GM.1.2 Create musical ideas for arrangements and compositions using standard	Revise Standard	Clarity Moved to Anchor Standard 1 New Standard 6-12.MU:GM.1.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and/or iconic notation and/or audio/video <u>technology</u>. <u>recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</u>	or iconic notation and/or audio/video technology.		
Anchor Standard 3: Refine and complete artistic work.		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?		Remove	Remove guidance
MU:Cr3.1.Ka With guidance, a <u>K-1.MU:GM.2.1</u> Apply <u>personal, peer, and teacher</u> feedback in refining <u>personal original</u> musical ideas.	K-1.MU:GM.2.1 Apply feedback in refining original musical ideas.	Revise Standard	Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.		Remove Standard	Combined with First Grade
MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.		Remove Standard	Combined with Kindergarten Move to Anchor Standard 2
MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a personal original musical ideas to peers or an informal audience. K-1.MU:GM.3.1 Perform a final version of original musical ideas to peers or an informal audience.	K-1.MU:GM.3.1 Perform a final version of original musical ideas to peers or an informal audience.	Revise Standard	Prioritize Clarity
MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.		Remove Standard	Combining with Third Grade
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Essential Question(s): When is creative work ready to share?			
MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of 2- <u>3.MU:GM.3.1 Perform artistically a final version of original musical ideas</u> personal musical ideas to peers or <u>an</u> informal audience.	2-3.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.	Revise Standard	Prioritize Clarity
MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, a 2- <u>3.MU:GM.2.1 Applying</u> teacher provided and collaboratively developed <u>feedback criteria and feedback</u> to refine original musical ideas.	2-3.MU:GM.2.1 Apply teacher provided and collaborative feedback to refine original musical ideas.	Revise Standard	Prioritize Clarity Moving to Anchor Standard 2
MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.		Remove Standard	Combined with Second Grade
MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed		Remove Standard	Combined with Fifth Grade Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
criteria and feedback to show improvement over time.			
MU:Cr3.2.4a Present 4-5.MU:GM.3.1 Perform artistically a the final version of personal original musical ideas to peers or an informal audience. created music to others, and explain connection to expressive intent.	4-5.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.	Revise Standard	Prioritize Clarity Combined with Fifth Grade
MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, a 4-5.MU:GM.2.1 Applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes. to justify the refinement of original musical ideas.	4-5.MU:GM.2.1 Apply teacher-provided and collaborative feedback to justify the refinement of original musical ideas.	Revise Standard	Prioritize Clarity Move to Anchor Standard 2
MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.		Remove Standard	Combined with Fourth Grade
MU:Cr3.1.6a Evaluate their own work, applying teacher provided		Remove Standard	Combined with Proficient

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
criteria such as application of selected elements of music, and use of sound sources.			New Standard 6-12.MU:GM.2.1
MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.		Remove Standard	Redundant
MU:Cr3.2.6a 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. <u>6-12.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.</u>	6-12.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.	Revise Standard	Prioritize Clarity Combined with Novice and Proficient
MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including		Remove Standard	Combined New Standard 6-12.MU:GM.2.1

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
style, form, and use of sound sources.			
MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peer.		Remove Standard	Redundant
MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.		Remove Standard	Combined with Sixth Grade
MU:Cr3.1.8a Evaluate their own work by selecting and a 6-12.MU:GM.2.1 Applying criteria including appropriate application of appropriate criteria to self-evaluate and refine your original work. compositional techniques, style, form, and use of sound sources.	6-12.MU:GM.2.1 Apply appropriate criteria to self-evaluate and refine your original work.	Revise Standard	Anchor Standard 2 Prioritize Clarity Combined with sixth grade and Novice New Standard 6-12.MU:GM.2.1
MU:Cr3.1.8b Describe the rationale for refining works by		Remove Standard	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
explaining the choices, based on evaluation criteria.			
MU:Cr3.2.8a Present the final version of their documented personal 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.		Remove Standard	Combined With Sixth Grade
Anchor Standard 3 4: Select, analyze, and interpret <u>Perform and/or present</u> artistic work. for presentation.	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		Remove	Remove guidance
<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works</p>			
<p>MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.</p>		Remove Standard	Not grade level appropriate
<p>MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft,</p>	K-1.MU:GM.2.2 Explore and demonstrate musical contrasts.	Revise Standard	Moved to Anchor Standard 2 Remove Guidance Language Prioritize Clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>same/different) in a variety of music selected for performance. K-1.MU:GM.2.2 Explore and demonstrate musical contrasts.</p>			
<p>MU:Pr4.3.Ka With guidance, d K-1.MU:GM.3.2 Demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p>	<p>K-1.MU:GM.3.2 Demonstrate expressive qualities that support the creators' intent.</p>	<p>Revise Standard</p>	<p>Remove Guidance Language Prioritize Clarity Moved to Anchor Standard 3</p>
<p>MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p>		<p>Remove Standard</p>	<p>Not Grade Level Appropriate</p>
<p>MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>		<p>Remove Standard</p>	<p>Combined with Kindergarten</p>
<p>MU:Pr4.2.1b When analyzing selected music, r K-1.MU:GM.2.3 Read and perform rhythmic</p>	<p>K-1.MU:GM.2.3 Read and perform rhythmic patterns</p>	<p>Revise Standard</p>	<p>Moved to Anchor Standard 2</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
patterns using iconic or standard notation.	using iconic or standard notation.		Include Kindergarten in this standard
MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).		Remove Standard	Combined with Kindergarten
MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.		Remove Standard	Not Grade Level Appropriate
MU:Pr4.2.2a <u>2-3.MU:GM.2.2</u> Demonstrate knowledge of music elements of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	2-3.MU:GM.2.2 Demonstrate knowledge of elements of music.	Revise Standard	Move to Anchor Standard 2 Prioritize Clarity Remove Guidance Language
MU:Pr4.2.2b When analyzing selected music, <u>2-3.MU:GM.2.3</u> Read and perform rhythmic and melodic patterns using iconic or standard notation.	2-3.MU:GM.2.3 Read and perform rhythmic and melodic patterns using iconic or standard notation.	Revise Standard	Prioritize Clarity Combine with Third Grade

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr4.3.2a <u>2-3.MU:GM.3.2</u> Demonstrate <u>expressive qualities that support the creators' intent</u>. understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</p>	<p>2-3.MU:GM.3.2 Demonstrate expressive qualities that support the creators' intent</p>	<p>Revise Standard</p>	<p>Clarity Remove guidance language Move to Anchor Standard 3</p>
<p>MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p>		<p>Remove Standard</p>	<p>Not developmentally appropriate</p>
<p>MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.</p>		<p>Remove (new standard 2-3)</p>	<p>Combined with second grade</p>
<p>MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>		<p>Remove Standard</p>	<p>Redundant</p>
<p>MU:Pr4.2.3c <u>2-3.MU:GM.5.2</u> Describe how <u>relationships between music the other arts,</u></p>	<p>2-3.MU:GM.5.2 Describe relationships between music,</p>	<p>Revise (combine 2-3)</p>	<p>Removal of guidance language Move to Anchor standard 5</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
disciplines, and daily life. context (such as personal and social) can inform a performance.	the other arts, disciplines, and daily life.		2-3.MU:GM.5.2
MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).		Removed	Combined with second grade
MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.		Remove Standard	Not age appropriate
MU:Pr4.2.4a <u>4-5.MU:GM.2.2</u> Demonstrate <u>knowledge of elements of music</u> . understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	4-5.MU:GM.2.2 Demonstrate knowledge of elements of music.	Revise Move to Anchor Standard 2	Clarity Removing guidance language
MU:Pr4.2.4b When analyzing selected music, <u>4-5.MU:GM.2.3</u> <u>Read and perform rhythmic and melodic patterns</u> using iconic and/or standard notation.	4-5.MU:GM.2.3 Read and perform rhythmic and melodic patterns using iconic or standard notation.	Revise Standard	Move to Anchor Standard 2 Prioritize Clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance. <u>4-5.MU:GM.5.2 Describe relationships between music, the other arts, disciplines, and daily life.</u></p>	<p>4-5.MU:GM.5.2 Describe relationships between music, the other arts, disciplines, and daily life.</p>	<p>Revise Move to Anchor Standard 5 Combine standard with 5th grade</p>	<p>Removal of guidance language Prioritize Clarity 4-5.MU:GM.5.1</p>
<p>MU:Pr4.3.4a<u>4-5.MU:GM.3.2 Demonstrate expressive qualities and make informed interpretive decisions that support the creator’s intent. and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).</u></p>	<p>4-5.MU:GM.3.2 Demonstrate expressive qualities and make informed interpretive decisions that support the creator’s intent.</p>	<p>Revise Move to Anchor Standard 3 4-5.MU:GM.3.2</p>	<p>Removal of guidance language Age appropriateness Clarity</p>
<p>MU:Pr4.1.5a 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.</p>		<p>Remove</p>	<p>Developmental appropriateness</p>
<p>MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such</p>		<p>Removed Combined with fourth grade</p>	<p>Prioritize Clarity</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
as rhythm, pitch, form, and harmony) in music selected for performance.			
MU:Pr4.2.5b When analyzing selected music, read and perform using standard or iconic notation.		Removed Combined with fourth grade	Prioritize Clarity
MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.		Removed Combined with fourth grade	Prioritize Clarity
MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).		Removed Combined with fourth grade	Prioritize Clarity
MU:Pr4.1.6a Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.		Remove	Not able to be assessed.
MU:Pr4.2.6a Explain how understanding the structure and		Remove Combined with proficient	Age appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
the elements of music are used in music selected for performance.			
MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.		Remove Combined with proficient	Age appropriateness
MU:Pr4.2.6c Identify how cultural and historical context inform performances.		Remove Combined with proficient	Age appropriateness
MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.		Remove Combined with proficient	Age appropriateness
MU:Pr4.1.7a 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		Remove	Age appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
challenges, and reasons for choices.			
MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.		Remove	Age appropriateness
MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.		Remove	Age appropriateness
MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in different music interpretations.		Remove	Age appropriateness
MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.		Remove	Age appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr4.1.8a 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.</p>		Remove	Not able to be assessed
<p>MU:Pr4.2.8a <u>6-12.MU:GM.2.2</u> Compare and contrast the elements of music. the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>	6-12.MU:GM.2.2 Compare and contrast the elements of music.	Revise	Move to Anchor Standard 2
<p>MU:Pr4.2.8b When analyzing selected music, <u>6-12.MU:GM.2.3</u> Sightread in treble or bass clef <u>Sightread</u> simple rhythmic, melodic, and/or harmonic notation.</p>	6-12.MU:GM.2.3 Sightread rhythmic, melodic, and/or harmonic notation	Revise and Move Move to Anchor 2	Clarity Age appropriateness
<p>MU:Pr4.2.8c Identity how cultural and historical context inform performances. <u>6-12.MU:GM.5.2</u> Explain how relationships between music and</p>	6-12.MU:GM.5.2 Explain how relationships between music, other arts, and disciplines, result in different musical/artistic effects.	Revise and Move Move to Anchor 5	Appropriate to new anchor standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>other arts and disciplines</u>, and result in different musical/<u>artistic</u> effects.</p>			
<p>MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). <u>6-12.MU:GM.3.2 Demonstrate expressive qualities in contrasting pieces and make informed interpretive decisions that support the creator’s intent.</u></p>	<p>6-12.MU:GM.3.2 Demonstrate expressive qualities in contrasting pieces and make informed interpretive decisions that support the creator’s intent.</p>	<p>Revise Standard</p>	<p>Prioritize Clarity</p>
<p>Anchor Standard 2<u>5</u>: Develop and refine artistic techniques, and work for presentation.</p>	<p>Anchor Standard 3: Perform and/or present artistic work.</p>	<p>Revise and Move</p>	<p>Simplification of language Change from Anchor Standard 4 to Anchor Standard 3</p>
<p>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the</p>		<p>Remove</p>	<p>Remove guidance</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>application of appropriate criteria.</p> <p>Essential Question(s): How do musicians improve the quality of their performance?</p>			
<p>MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.</p>		Remove	Redundant
<p>MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p>		Remove	Redundant
<p>MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p>		Remove	Redundant
<p>MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</p>		Remove	Redundant
<p>MU:Pr5.1.2a Apply established criteria to judge the accuracy,</p>		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
expressiveness, and effectiveness of performances.			
MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.		Remove	Redundant
MU:Pr5.1.3a Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.		Remove	Redundant
MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.		Remove	Redundant
MU:Pr5.1.4a Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.		Remove	Redundant
MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
qualities, and address performance challenges.			
MU:Pr5.1.5a Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.		Remove	Redundant
MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.		Remove	Redundant
MU:Pr5.1.6a 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.		Remove	Redundant
MU:Pr5.1.7a Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer,		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.			
MU:Pr5.1.8a Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.		Remove	Redundant
Anchor Standard 6: Convey meaning through the presentation of artistic work.		Remove	Redundant with Anchor Standard 4
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
presented influence audience response?			
MU:Pr6.1.Ka With guidance, perform music with expression.		Remove	Redundant
MU:Pr6.1.Kb Perform appropriately for the audience.		Remove	Combined with first Grade
MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.		Remove	Redundant
MU:Pr6.1.1b Perform appropriately for the <u>K-1.MU:GM.4.2 Demonstrate audience decorum appropriate for the style and purpose.</u>	K-1.MU:GM.4.2 Demonstrate audience decorum appropriate for the style and purpose.	Revise and Move	Move to Anchor Standard 4 grade K-1 Clarity and age appropriateness
MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.		Remove	Redundant
MU:Pr6.1.2b Perform appropriately for the audience and purpose.		Remove	Combine with third grade

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Pr6.1.3a Perform music with expression and technical accuracy.		Remove	Redundant
MU:Pr6.1.3b <u>2-3.MU:GM.4.2</u> Demonstrate performance audience decorum and and audience etiquette appropriate for the context and venue.	4-5.MU:GM.4.2 Demonstrate audience etiquette and decorum appropriate for the context, venue, genre, and style.	Revise	Clarity Move to standard 4 grades 2-3
MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.		Remove	Redundant
MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.		Remove	Combined with fifth Grade
MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.		Remove	Redundant
MU:Pr6.1.5b <u>4-5.MU:GM.4.2</u> Demonstrate performance	4-5.MU:GM.4.2 Demonstrate audience etiquette and	Revise	Move to Standard 4 Grades 4-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
decorum and audience etiquette <u>and decorum</u> appropriate for the context, venue, genre, and style.	decorum appropriate for the context, venue, genre, and style.		
MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.		Remove	Redundant
MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.		Remove	Redundant
MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.		Remove	Redundant
MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.		Remove	Redundant
MU:Pr6.1.8a Perform the music with technical accuracy, stylistic		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
expression, and culturally authentic practices in music to convey the creator's intent.			
MU:Pr6.1.8b <u>6-12.MU:GM.4.2</u> Demonstrate <u>decorum and performance decorum (such as stage presence, attire, and behavior)</u> and audience etiquette appropriate for venue, purpose, context, and style.	6-12.MU:GM.4.2 Demonstrate decorum and audience etiquette appropriate for venue, purpose, context, and style.	Revise	Remove guiding language Clarity Move to Anchor 4 Grade 6-12
Anchor Standard 47: Perceive and analyze <u>Respond to</u> artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question(s): How do individuals choose music to experience?</p>			
<p>MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p>		Remove	Combine with new K-1
<p>MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>		Remove	Redundant
<p>MU:Re7.1.1a With limited guidance, <u>K-1.MU:GM.5.1</u> identify and demonstrate <u>Explore</u> how personal interests, experiences, and cultures</p>	K-1.MU:GM.5.1 Explore how personal interests, experiences, and cultures influence musical expression for specific purposes.	Revise Revised again after stakeholder feedback	Revise for clarity Move to Anchor Standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
influence musical selection <u>expression</u> for specific purposes.			
MU:Re7.2.1a 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.		Remove	Redundant
MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.		Remove	Combined with 2-3 Standard 2-3.Mu.5.1
MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.		Remove	Redundant
MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.		Remove	Redundant
MU:Re7.2.3a Demonstrate and describe how a response to music		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
can be informed by the structure, the use of the elements of music, and context (such as personal and social).			
MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.		Remove	Combined with new standard grades 4-5
MU:Re7.2.4a 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).		Remove	Redundant
MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.		Remove	Redundant
MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
elements of music, and context (such as social, cultural, and historical).			
MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.		Remove	Redundant
MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.		Remove	Redundant
MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.		Remove	Combined with 6-12.MU:GM.5.1.1
MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.		Remove	Redundant
MU:Re7.2.7a Classify and explain how the elements of music and		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
expressive qualities relate to the structure of contrasting pieces.			
MU:Re7.2.7b <u>6-12.MU:GM.5.1</u> Identify, and compare, and <u>contrast</u> the context of music from a variety of genres, cultures, and historical periods.	6-12.MU:GM.5.1 Identify, compare, and contrast the context of music from a variety of genres, cultures, and historical periods.	Revise and Move	Clarity
MU:Re7.1.8a 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.		Remove	Redundant
MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.		Remove	Redundant
MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.		Remove	Combined with new grades 6-12 standard
Anchor Standard 8: Interpret intent and meaning in artistic work.		Remove	Combined with Anchor Standard 7

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</p>		Remove	Remove guidance
<p>MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>		Remove	Covered in New Anchor Standard 3
<p>MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>		Remove	Covered in New Anchor Standard 3
<p>MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p>		Remove	Covered in New Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.		Remove	Covered in New Anchor Standard 3
MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.		Remove	Covered in New Anchor Standard 3
MU:Re8.1.5a 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.		Remove	Redundant
MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
genres and cultural and historical context, convey expressive intent.			
MU:Re8.1.7a 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.		Remove	Redundant
MU:Re8.1.8a 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.		Remove	Redundant
Anchor Standard 9: Apply criteria to evaluate artistic work.		Remove	Combined with Anchor Standard 7
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis,			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>interpretation, and established criteria.</p> <p>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p>			
<p>MU:Re9.1.Kb With guidance, apply personal and <u>K-1.MU:GM.4.1 Listen to music and describe</u> expressive preferences in the evaluation of music.</p>	<p>1.MU:GM.4.1 Listen to music and describe expressive preferences.</p>	<p>Revise</p>	<p>Remove guidance language Clarity Combine K-1 Anchor 4</p>
<p>MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>		<p>Remove</p>	<p>Combine with K-1 Anchor 4 Remove guidance Age appropriate</p>
<p>MU:Re9.1.2a Apply personal and <u>2-3.MU.GM.4.1 Evaluate music and describe</u> expressive preferences in the evaluation of music for specific purposes.</p>	<p>2-3.MU:GM.4.1 Evaluate music and describe expressive preferences for specific purposes.</p>	<p>Revise and Move</p>	<p>Remove guidance language Move to Anchor standard 4</p>
<p>MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and</p>		<p>Remove</p>	<p>Combine with 2-3 Age appropriate</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
describe appropriateness to the context.			
MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.		Remove	Remove guidance language and clarification Combined with 4-5 Anchor Standard 4
MU:Re9.1.5a <u>4-5.MU:GM.4.1</u> Evaluate musical works and/or performances, <u>applying with</u> established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	4-5.MU:GM.4.1 Evaluate musical works and/or performances, with established criteria, citing evidence from the elements of music.	Revise and Move	Remove guidance language and clarification Move to Anchor Standard 4 Combined 4-5
MU:Re9.1.6a Apply teacher provided criteria to evaluate musical works or performances.		Remove	Redundant
MU:Re9.1.7a Select from teacher provided criteria to evaluate musical works or performances.		Remove	Redundant
MU:Re9.1.8a Apply appropriate <u>6-12.MU:GM.4.1 Evaluate musical works and/or performances with</u>	6-12.MU:GM.4.1 Evaluate musical works and/or performances with	Revise and Move	Clarification

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
personally-developed criteria to evaluate musical works or performances. <u>citing evidence from the elements of music.</u>	personally-developed criteria citing evidence from the elements of music.		Move to Anchor Standard 4 grades 6-12
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		Remove	Redundant with Anchor Standard 11
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		Remove	Remove guidance
MU:Cn10.1.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music		Remove	Redundant appears in new Anchor Standards.
MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.		Remove	Redundant appears in new Anchor Standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections		Remove	Redundant appears in new Anchor Standard
MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.		Remove	Redundant appears in new Anchor Standard
MU:Cn10.1.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant appears in new Anchor Standard
MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.		Remove	Redundant appears in new Anchor Standard
MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of		Remove	Redundant appears in new anchor Standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
personal musical ideas to peers or informal audience			
MU:Pr4.3.1a Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).		Remove	Redundant appears in new Anchor Standards
MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.		Remove	Redundant appears in new Anchor Standards
MU:Cn10.1.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant appears in new Anchor Standards
MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.		Remove	Redundant appears in new Anchor Standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.		Remove	Redundant appears in new Anchor Standards
MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent		Remove	Redundant appears in new Anchor Standards
MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purpose		Remove	Redundant appears in new Anchor Standards
MU:Cn10.1.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant
MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent,		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and describe connection to a specific purpose and context.			
MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent.		Remove	Redundant
MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.		Remove	Redundant
MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).		Remove	Redundant
MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.		Remove	Redundant
MU:Cn10.1.4a Demonstrate how interests, knowledge, and skills relate to personal choices and		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
intent when creating, performing, and responding to music.			
MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.		Remove	Redundant
MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive intent.		Remove	Redundant
MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.		Remove	Redundant
MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.		Remove	Redundant
MU:Cn10.1.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant
MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.		Remove	Redundant
MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.		Remove	Redundant
MU:Pr4.1.5a Demonstrate and explain how the selection of		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill.			
MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).		Remove	Redundant
MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.		Remove	Redundant
MU:Cn10.1.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant
MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.			
MU:Cr3.2.6a 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.		Remove	Redundant
MU:Pr4.1.6a Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.		Remove	Redundant
MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre,		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
articulation/style, and phrasing) convey intent.			
MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.		Remove	Redundant
Novice			
MU:Cn10.1.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant
MU:Cr2.1.7a 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.		Remove	Redundant
MU:Cr3.2.7a Present the final version of their documented personal composition, song, or		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.			
MU:Pr4.1.7a 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.		Remove	Redundant
MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.		Remove	Redundant
MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connection to		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
specific interests or experiences for a specific purpose.			
Proficient			
MU:Cr10.1.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Remove	Redundant
MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.		Remove	Redundant
MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
balance to convey expressive intent.			
MU:Pr4.1.8a 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.		Remove	Redundant
MU:Pr4.3.8a Perform contrasting pieces of music , demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).		Remove	Redundant
MU:Re7.1.8a 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.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 5 <u>11</u> : Relate artistic ideas and works with societal, cultural, and <u>or</u> historical contexts to deepen <u>comprehension</u> understanding .	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5
Enduring Understanding: Understand connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?			
MU:Cn11.1.Ka Demonstrate understanding of <u>K-1.MU:GM.5.2 Explore the relationships between music, and the other arts, other disciplines, varied contexts, and daily life.</u>	K-1.MU:GM.5.2 Explore the relationships between music, other arts, disciplines, and daily life.	Revise and Move	Move to Anchor Standard 5 Clarity Age appropriateness
MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft,		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
same/different) in a variety of music selected for performance.			
MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.		Remove	Redundant
MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.		Remove	Redundant
MU:Cn11.1.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Remove	Redundant
MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.		Remove	Redundant
MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
of cultures selected for performance.			
MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.		Remove	Redundant
MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose.		Remove	Redundant
MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.		Remove	Redundant
MU:Cn11.1.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <u>2-3.MU:GM.5.1 Describe music from different historical periods and/or cultural contexts using the</u>	2-3.MU:GM.5.1 Describe music from different historical periods and/or cultural contexts using musical language.	Revise and move Revised again after stakeholder feedback	Move to Anchor Standard 5 Revised for clarity and age appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
elements of music. <u>musical language.</u>			
MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.		Remove	Redundant
MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.		Remove	Redundant
MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy		Remove	Redundant
MU:Re7.2. Describe how specific music concepts are used to support a specific purpose in music.		Remove	Redundant
MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.		Remove	Redundant
MU:Cn11.1.3a Demonstrate understanding of relationships		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
between music and the other arts, other disciplines, varied contexts, and daily life.			
MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)		Remove	Redundant
MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.		Remove	Redundant
MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.		Remove	Redundant
MU:Re7.2.3a 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).		Remove	Redundant
MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
describe appropriateness to the context.			
MU:Cn11.1.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <u>4-5.MU:GM.5.1 Describe and compare music from different historical periods and/or cultural contexts using the elements of music.</u>	4-5.MU:GM.5.1 Describe and compare music from different historical periods and/or cultural contexts using the elements of music.	Revise and Move	Move to Standard Anchor 5 Clarity to match the new Anchor Standard 5 (alignment)
MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).		Remove	Redundant
MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.		Remove	Redundant
MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Re7.2.4a 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).		Remove	Redundant
MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.		Remove	Redundant
MU:Cn11.1.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Remove	Redundant
MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).		Remove	Redundant
MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.		Remove	Redundant
MU:Re7.2.5a 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).		Remove	Redundant
MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.		Remove	Redundant
MU:Cn11.1.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.		Remove	Redundant
MU:Pr4.2.6c Identify how cultural and historical context inform the performances		Remove	Redundant
MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.		Remove	Redundant
MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.		Remove	Redundant
MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.		Remove	Redundant
MU:Cn11.1.7a Demonstrate understanding of relationships between music and the other		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
arts, other disciplines, varied contexts, and daily life.			
MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.		Remove	Redundant
MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations.		Remove	Redundant
MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.		Remove	Redundant
MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
MU:Re9.1.7a Select from teacher provided criteria to evaluate musical works or performances.		Remove	Redundant
MU:Cn11.1.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Remove	Redundant
MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.		Remove	Redundant
MU:Pr4.2.8c Identity how cultural and historical context inform performance and results in different musical effects.		Remove	Redundant
MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
appropriate for venue, purpose, context, and style.			
MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.		Remove	Redundant
MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.		Remove	Redundant

For Questions Contact:

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Idaho Content Standards Music: General



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CREATED 04/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

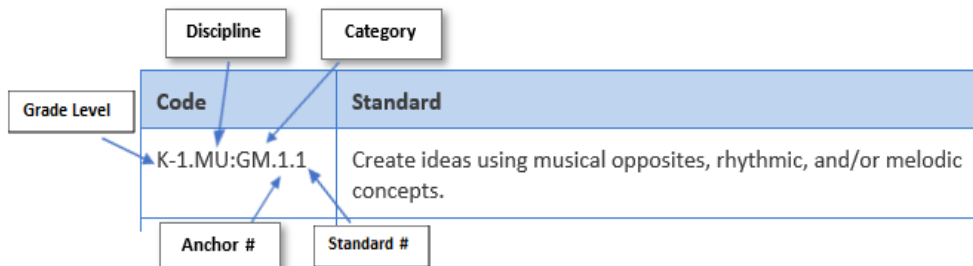
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into five (5) Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-1.MU:GM.1.1	Create ideas using musical opposites, rhythmic, and/or melodic concepts.
K-1.MU:GM.1.2	Create musical ideas using iconic or standard notation and/or recording technology.
2-3.MU:GM.1.1	Create rhythmic and/or melodic ideas.
2-3.MU:GM.1.2	Create rhythmic and/or melodic ideas using standard or iconic notation and/or recording technology.
2-3.MU:GM.1.3	Improvise rhythmic and/or melodic ideas.
4-5.MU:GM.1.1	Create rhythmic, melodic, and harmonic ideas.
4-5.MU:GM.1.2	Create rhythmic, melodic, and harmonic musical ideas using standard or iconic notation and/or audio/video technology.
4-5.MU:GM.1.3	Improvise rhythmic, melodic, and harmonic ideas.
6-12.MU:GM.1.1	Create rhythmic, melodic, and harmonic phrases and accompaniments within various forms/structures.
6-12.MU:GM.1.2	Create musical ideas for arrangements and compositions using standard or iconic notation and/or audio/video technology.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-1.MU:GM.2.1	Apply feedback in refining original musical ideas.
K-1.MU:GM.2.2	Explore and demonstrate musical contrasts.
K-1.MU:GM.2.3	Read and perform rhythmic patterns using iconic or standard notation.
2-3.MU:GM.2.1	Apply teacher provided and collaborative feedback to refine original musical ideas.
2-3.MU:GM.2.2	Demonstrate knowledge of elements of music.

Code	Standard
2-3.MU:GM.2.3	Read and perform rhythmic and melodic patterns using iconic or standard notation.
4-5.MU:GM.2.1	Apply teacher-provided and collaborative feedback to justify the refinement of original musical ideas.
4-5.MU:GM.2.2	Demonstrate knowledge of elements of music.
4-5.MU:GM.2.3	Read and perform rhythmic and melodic patterns using iconic or standard notation.
6-12.MU:GM.2.1	Apply appropriate criteria to self-evaluate and refine your original work.
6-12.MU:GM.2.2	Compare and contrast the elements of music.
6-12.MU:GM.2.3	Sightread rhythmic, melodic, and/or harmonic notation

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-1.MU:GM.3.1	Perform a final version of original musical ideas to peers or an informal audience.
K-1.MU:GM.3.2	Demonstrate expressive qualities that support the creators' intent.
2-3.MU:GM.3.1	Perform artistically a final version of original musical ideas to peers or an informal audience.
2-3.MU:GM.3.2	Demonstrate expressive qualities that support the creators' intent.
4-5.MU:GM.3.1	Perform artistically a final version of original musical ideas to peers or an informal audience.
4-5.MU:GM.3.2	Demonstrate expressive qualities and make informed interpretive decisions that support the creator's intent.
6-12.MU:GM.3.1	Perform artistically a final version of original musical ideas to peers or an informal audience.
6-12.MU:GM.3.2	Demonstrate expressive qualities in contrasting pieces and make informed interpretive decisions that support the creator's intent.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-1.MU:GM.4.1	Listen to music and describe expressive preferences.
K-1.MU:GM.4.2	Demonstrate audience decorum appropriate for the style and purpose.
2-3.MU:GM.4.1	Evaluate music and describe expressive preferences for specific purposes.
2-3.MU:GM.4.2	Demonstrate audience decorum and etiquette appropriate for the context and venue.
4-5.MU:GM.4.1	Evaluate musical works and/or performances, with established criteria, citing evidence from the elements of music.
4-5.MU:GM.4.2	Demonstrate audience etiquette and decorum appropriate for the context, venue, genre, and style.
6-12.MU:GM.4.1	Evaluate musical works and/or performances with personally developed criteria citing evidence from the elements of music.
6-12.MU:GM.4.2	Demonstrate decorum and audience etiquette appropriate for venue, purpose, context, and style.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-1.MU:GM.5.1	Explore how personal interests, experiences, and cultures influence musical expression for specific purposes.
K-1.MU:GM.5.2	Explore the relationships between music, other arts, disciplines, and daily life.
2-3.MU:GM.5.1	Describe music from different historical periods and/or cultural contexts using musical language.
2-3.MU:GM.5.2	Describe relationships between music, the other arts, disciplines, and daily life.

Code	Standard
4-5.MU:GM.5.1	Describe and compare music from different historical periods and/or cultural contexts using the elements of music.
4-5.MU:GM.5.2	Describe relationships between music, the other arts, disciplines, and daily life.
6-12.MU:GM.5.1	Identify, compare, and contrast the context of music from a variety of genres, cultures, and historical periods.
6-12.MU:GM.5.2	Explain how relationships between music, other arts, and disciplines result in different musical/artistic effects.



STANDARDS REVISIONS AND RATIONALE – MUSIC, TRADITIONAL & EMERGING ENSEMBLES

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
Novice becomes Level I Intermediate becomes Level II Proficient becomes Level III Accomplished becomes Level IV Advanced becomes Level V			
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?		Remove	Remove guidance
MU:Cr1.1.E.5a <u>L1.MU:E.1.1 Create and/or Compose</u> and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or	L1.MU:E.1.1 Create and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Revise	Clarify



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
text(s) <u>materials</u> studied in rehearsal.			
MU:Cr1.1.E.8a <u>L2.MU:E.1.1 Create</u> Compose and improvise ideas for melodies <u>melodic</u> and rhythmic ideas <u>passages based on characteristic(s) of music or text(s)</u> that reflect materials studied in rehearsal.	L2.MU:E.1.1 Create and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Revise and move	Clarify and scaffolding
MU:Cr1.1.E.1a <u>L3.MU:E.1.1</u> Compose and/or improvise ideas for melodies , <u>melodic and</u> rhythmic ideas <u>passages, and arrangements for specific purposes</u> that reflect characteristic(s) of music from a variety of historical periods <u>materials</u> studied in rehearsal.	L3.MU:E.1.1 Compose and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Revise	Clarify and scaffolding
MU:Cr1.1.E.1a <u>L4.MU:E.1.1</u> Compose and improvise ideas for melodic and rhythmic ideas <u>arrangements, sections, and short compositions for specific purposes</u> that reflect characteristic(s) of music from a	L4.MU:E.1.1 Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Revise	Clarify and scaffolding



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Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
variety of cultures <u>materials</u> studied in rehearsal.			
MU:Cr.1.1.E.IIIa <u>L5.MU:E.1.1</u> Compose and improvise <u>melodic and rhythmic</u> musical ideas that <u>reflect materials studied in rehearsal</u> for a variety of purposes and contexts.	L5.MU:E.1.1 Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal for a variety of purposes and contexts.	Revise	Clarify and scaffolding
Anchor Standard 2: Organize and develop artistic ideas and work.		Remove	Combined with Anchor Standard 1
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?		Remove	Remove guidance



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Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cr2.1.E.5a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or texts studied in rehearsal. <u>L1.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.</u></p>	<p>L1.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.</p>	<p>Rewrite and move to Anchor Standard 1</p>	<p>Combined with CR 3.1 Clarity</p>
<p>MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording. <u>L1.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.</u></p>	<p>L1.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.</p>	<p>Rewrite and move to Anchor Standard 1</p>	<p>Combined with CR 3.1 Clarity</p>
<p>MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. <u>L2.MU:E.1.2 Develop musical and/or rhythmic ideas based on</u></p>	<p>L2.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.</p>	<p>Rewrite and move to Anchor Standard 1</p>	<p>Combined with CR 3.1 Clarity</p>

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<u>knowledge, skill, and collaboratively developed criteria.</u>			
MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording. <u>L2.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.</u>	L2.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity
MU:Cr2.1.E.1a 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. <u>L3.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria with purpose.</u>	L3.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria with purpose.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity
MU:Cr2.1.E.1b Preserve draft compositions and improvisations	L3.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>through standard notation and audio recording.</p> <p><u>L3.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.</u></p>	<p>collaboratively developed criteria.</p>		
<p>MU:Cr2.1.E.IIa Select and</p> <p>L4.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using collaboratively developed criteria. arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.</p>	<p>L4.MU:E.1.2 Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.</p>	<p>Rewrite and move to Anchor Standard 1</p>	<p>Combined with CR 3.1 Clarity</p>

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Cr2.1.E.IIb Preserve draft compositions and improvisations through standard notation, audio, or video recording.</p> <p><u>L4:MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria to include identified purpose.</u></p>	<p>L4:MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria to include identified purpose.</p>	<p>Rewrite and move to Anchor Standard 1</p>	<p>Combined with CR 3.1 Clarity</p>
<p>MU:Cr2.1.E.IIIa Select and L5.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using self-developed criteria. composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</p> <p><u>L5.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using self-developed criteria.</u></p>	<p>L5.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using self-developed criteria.</p>	<p>Rewrite and move to Anchor Standard 1</p>	<p>Combined with CR 3.1 Clarity</p>
<p>MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation, audio, or video recording.</p> <p><u>L5.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and personally</u></p>	<p>L5.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and personally developed criteria to include identified purpose and historical context.</p>	<p>Rewrite and move to Anchor Standard 1</p>	<p>Combined with CR 3.1 Clarity</p>



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Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p><u>developed criteria to include identified purpose and historical context.</u></p>			
<p>Anchor Standard 3: Refine and complete artistic work.</p>		Remove	Combined with Anchor Standard 1
<p>Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question(s): How do musicians improve the quality of their creative work?</p>		Remove	Remove guidance language
<p>MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p>		Remove	Combined into MU:Cr2.1.E
<p>MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively developed criteria.</p>		Remove	Combined into MU:Cr2.1.E

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.		Remove	Combined into MU:Cr2.1.E
MU:Cr3.1.E.IIa Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.		Remove	Combined into MU:Cr2.1.E
MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.		Remove	Combined into MU:Cr2.1.E
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication		Remove	Remove guidance



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Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
Essential Question(s): When is creative work ready to share?			
MU:Cr3.2.E.5a 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.		Remove	Prioritize clarity Students need to know and be able to do.
MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages—individually or as an ensemble—that demonstrate understanding of characteristics of music or texts studied in rehearsal.		Remove	Prioritize clarity Students need to know and be able to do.
MU:Cr3.2.E.1a Share personally-developed melodies, rhythmic passages, and arrangements—individually or as an ensemble—that address identified purposes.		Remove	Prioritize clarity Students need to know and be able to do.
MU:Cr3.2.E.11a Share personally-developed arrangements, sections, and short compositions		Remove	Prioritize clarity Students need to know and be able to do.



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
—individually or as an ensemble— that address identified purposes.			
MU:Cr3.2.E.IIIa Share varied, personally developed musical works — individually or as an ensemble — that address identified purposes and contexts.		Remove	Prioritize clarity Students need to know and be able to do.
Anchor Standard 34 : Select, analyze, and interpret <u>Perform and/or present</u> artistic work. for presentation.	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. -Essential Question(s): How do performers select repertoire?		Remove	Remove guidance
MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an		Remove	Prioritize clarity Students need to know and be able to do.



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Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
understanding of the structure of the music, context, and the technical skill of the individual or ensemble.			
MU:Pr4.1.E.8a 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.		Remove	Prioritize clarity Students need to know and be able to do.
MU:Pr4.1.E.1a 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.		Remove	Prioritize clarity Students need to know and be able to do.



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr4.1.E.IIa 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.</p>		Remove	<p>Prioritize clarity</p> <p>Students need to know and be able to do.</p>
<p>MU:Pr4.1.E.IIIa 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.</p>		Remove	<p>Prioritize clarity</p> <p>Students need to know and be able to do.</p>
<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does</p>		Remove	Remove guidance



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Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
understanding the structure and context of musical works inform performance?			
MU:Pr4.2.E.5a Demonstrate, using <u>L1.MU:E.2.1 Implement</u> music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. <u>to enhance technical accuracies.</u>	L1.MU:E.2.1 Implement music reading skills to enhance technical accuracies.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.
MU:Pr4.2.E.8a Demonstrate, using <u>L2.MU:E.2.1 Improve</u> 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. <u>to enhance technical accuracies.</u>	L2.MU:E.2.1 Improve music reading skills to enhance technical accuracies.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.
MU:Pr4.2.E.1a Demonstrate, using <u>L3.MU:E.2.1 Apply</u> music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact	L3.MU:E.2.1 Apply music reading skills to materials learned in rehearsal.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
and inform prepared or improvised performances to materials learned in rehearsal.			
MU:Pr4.2.E.IIa Document and L4.MU:E.2.1 Demonstrate, using music literacy reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances in a variety of styles.	L4.MU:E.2.1 Demonstrate music literacy in a variety of styles.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.
MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using L5.MU:E.2.1 Demonstrate music literacy reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances and technical accuracies in a variety of styles, historical contexts, and diverse cultures.	L5.MU:E.2.1 Demonstrate music literacy and technical accuracies in a variety of styles, historical contexts, and diverse cultures.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.
Enduring Understanding: Performers make interpretive		Remove	Remove guidance

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>decisions based on their understanding of context and expressive intent.</p> <p>Essential Question(s): How do performers interpret musical works?</p>			
<p>MU:Pr4.3.E.5a <u>L1.MU:E.3.1</u> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p>	<p>L1.MU:E.3.1 Identify expressive qualities in a varied repertoire of music.</p>	<p>Revise, move to Anchor Standard 3</p>	<p>Clarified to Standard</p>
<p>MU:Pr4.3.E.8a Demonstrate understanding and application of <u>L2.MU:E.3.1 Apply</u> expressive qualities through in a varied repertoire of music through prepared and improvised performances.</p>	<p>L2.MU:E.3.1 Apply expressive qualities through a varied repertoire of music.</p>	<p>Revise, move to Anchor Standard 3</p>	<p>Clarified to Standard</p>
<p>MU:Pr4.3.E.1a Demonstrate an understanding of <u>L3.MU:E.3.1 Apply</u> expressive qualities to a variety of context in a varied musical repertoire of music through prepared and improvised</p>	<p>L3.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts.</p>	<p>Revise, move to Anchor Standard 3</p>	<p>Clarified to Standard</p>



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>performances in different contexts.</p>			
<p>MU:Pr4.3.E.IIa 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.</p> <p><u>L4.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres.</u></p>	<p>L4.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres.</p>	<p>Rewrite, move to Anchor Standard 3</p>	<p>Clarified to Standard</p>
<p>MU:Pr4.3.E.IIIa 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.</p> <p><u>L5.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres in multiple types of ensembles.</u></p>	<p>L5.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres in multiple types of ensembles.</p>	<p>Rewrite, move to Anchor Standard 3</p>	<p>Clarified to Standard</p>



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 5 : Develop and refine artistic techniques. and work for presentation.	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
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(s): How do musicians improve the quality of their performance?		Remove	Remove guidance
MU:Pr5.1.E.5a <u>L1.MU:E.4.1</u> Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	L1.MU:E.4.1 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	Keep, Move to Anchor Standard 4	
MU:Pr5.1.E.8a <u>L2.MU:E.4.1</u> Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from	L2.MU:E.4.1 Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success	Keep, Move to Anchor Standard 4	



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Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
ensemble peers and other sources to refine performances.	using feedback from ensemble peers and other sources to refine performances.		
MU:Pr5.1.E.Ia <u>L3.MU:E.4.1</u> Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	L3.MU:E.4.1 Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Keep, Move to Anchor Standard 4	
MU:Pr5.1.E.IIa <u>L4.MU:E.4.1</u> Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	L4.MU:E.4.1 Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.	Keep, Move to Anchor Standard 4	
MU:Pr5.1.E.IIIa <u>L4.MU:E.4.1</u> Develop, apply, and refine appropriate rehearsal strategies to address individual and	L4.MU:E.4.1 Develop, apply, and refine appropriate rehearsal strategies to address individual and	Keep, Move to Anchor Standard 4	

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
ensemble challenges in a varied repertoire of music.	ensemble challenges in a varied repertoire of music.		
<u>L1.MU:E.3.2 Demonstrate attention to technical accuracy in performances.</u>	L1.MU:E.3.2 Demonstrate attention to technical accuracy in performances.	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
<u>L2.MU:E.3.2 Demonstrate attention to technical accuracy in a variety of repertoire in performances.</u>	L2.MU:E.3.2 Demonstrate attention to technical accuracy in a variety of repertoire in performances.	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
<u>L3.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, and genres.</u>	L3.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, and genres.	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
<u>L4.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres, and historical periods.</u>	L4.MU:E.3.3 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres, and historical periods.	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
<u>L5.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres,</u>	L5.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
and historical periods in multiple types of ensembles.	cultures, styles, genres, and historical periods in multiple types of ensembles.		
Anchor Standard 6: Convey meaning through the presentation of artistic work.		Remove	Redundant with Anchor Standard 4
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		Remove	Remove guidance
MU:Pr6.1.E.5a L1.MU:E.3.3 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	L1.MU:E.3.3 Demonstrate attention to expressive qualities in performances.	Revised, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
MU:Pr6.1.E.8a L2.MU:E.3.3 Demonstrate attention to technical accuracy and expressive	L2.MU:E.3.3 Demonstrate attention to expressive	Revised, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards



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Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>qualities in prepared and improvised performances of a varied <u>variety of</u> repertoire of music representing diverse cultures and styles in performances.</p>	<p>qualities in a variety of repertoire in performances.</p>		
<p>MU:Pr6.1.E.1a <u>L3.MU:E.3.3</u> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied <u>musical</u> repertoire of music representing diverse <u>a variety of</u> cultures, styles, and genres.</p>	<p>L3.MU:E.3.3 Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, and genres.</p>	<p>Revised, in Anchor Standard 3</p>	<p>Expanded MU:Pr6 1 E into 2 sub Standards</p>
<p>MU:Pr6.1.E.1a <u>L4.MU:E.3.3</u> Demonstrate mastery of the technical demands and an understanding of <u>attention to</u> expressive qualities of the music in prepared and improvised performances of a varied <u>in musical</u> repertoire representing diverse <u>a variety of</u> cultures, styles, genres, and historical periods.</p>	<p>L4.MU:E.3.3 Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, genres, and historical periods.</p>	<p>Revised, in Anchor Standard 3</p>	<p>Expanded MU:Pr6 1 E into 2 sub Standards</p>



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Pr6.1.E.11a <u>L5.MU:E.3.3</u> Demonstrate an understanding and mastery of the technical demands and <u>attention to</u> expressive qualities of the music through prepared and improvised performances of a varied <u>in musical</u> repertoire representing diverse a variety of cultures, styles, genres, and historical periods in multiple types of ensembles.</p>	<p>L5.MU:E.3.3 Demonstrate attention to expressive qualities in musical repertoire in representing a variety of cultures, styles, genres, and historical periods in multiple types of ensembles.</p>	<p>Revised, in Anchor Standard 3</p>	<p>Expanded MU:Pr6 1 E into 2 sub Standards</p>
<p>MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.</p>		<p>Remove</p>	<p>Redundant with 6.1.E.a</p>
<p>MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances</p>		<p>Remove</p>	<p>Redundant with 6.1.E.a</p>
<p>MU:Pr6.1.E.1b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p>		<p>Remove</p>	<p>Redundant with 6.1.E.a</p>

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.		Remove	Redundant with 6.1.E.a
MU:Pr6.1.E.IIIb 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.		Remove	Redundant with 6.1.E.a
MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.		Remove	Does not belong in a Standard
MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.		Remove	Does not belong in a Standard



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.		Remove	Does not belong in a Standard
MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.		Remove	Does not belong in a Standard
MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.		Remove	Does not belong in a Standard
Anchor Standard 4 <u>7</u> : Perceive and analyze <u>Respond to</u> artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p>		Remove	Remove guidance
<p>MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p>		Remove	Redundant, included in 7.2.E.5
<p>MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</p>		Remove	Redundant, included in 7.2.E.5
<p>MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p>		Remove	Redundant, included in 7.2.E.5

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.		Remove	Redundant, included in 7.2.E.5
MU:Re7.1.E.IIIa 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.		Remove	Redundant, included in 7.2.E
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?		Remove	Remove guidance
MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.		Remove	Redundant, included in 8.1.E



JUNE 12, 2024

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.		Remove	Redundant, included in 8.1.E
MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.		Remove	Redundant, included in 8.1.E
MU:Re7.2.E.11a Explain how the analysis of structures and contexts inform the response to music.		Remove	Redundant, included in 8.1.E
MU:Re7.2.E.111a Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.		Remove	Redundant, included in 8.1.E
Anchor Standard 8: Interpret intent and meaning in artistic work.		Remove	Combined with Anchor Standard 7



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</p>		Remove	Remove guidance
<p>MU:Re8.1.E.5a Identify interpretations of the expressive <u>L1.MU:E.4.2 Explain the intent and meaning</u> of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. <u>and performances using teacher-provided criteria.</u></p>	L1.MU:E.4.2 Explain the intent of musical works and performances using teacher-provided criteria.	Revise, move to Anchor Standard 4	Simplify verbiage, scaffolding improved



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning <u>L2.MU:E.4.2 Compare the intent of musical works and performances using collaboratively developed criteria.</u>, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</p>	<p>L2.MU:E.4.2 Compare the intent of musical works and performances using collaboratively developed criteria.</p>	<p>Revise, move to Anchor Standard 4</p>	<p>Simplify verbiage, scaffolding improved</p>
<p>MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of <u>L3.MU:E.4.2 Justify the intent of musical works,</u> citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. <u>and performances using collaboratively developed criteria.</u></p>	<p>L3.MU:E.4.2 Justify the intent of musical works and performances using collaboratively developed criteria.</p>	<p>Revise, move to Anchor Standard 4</p>	<p>Simplify verbiage, scaffolding improved</p>
<p>MU:Re8.1.E.11a Support interpretations of the expressive intent and meaning</p>	<p>L4.MU:E.4.2 Reflect on the intent of musical works and</p>	<p>Revise, move to Anchor Standard 4</p>	<p>Simplify verbiage, scaffolding improved</p>



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>of <u>L4.MU:E.4.2 Reflect on the intent of</u> musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources, and performances using <u>personally developed criteria.</u></p>	<p>performances using personally developed criteria.</p>		
<p>MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of <u>L5.MU:E.4.2 Reflect on and compare the intent of</u> musical works by comparing and synthesizing varied researched sources, including reference to other art forms, and <u>performances from a variety of styles, genres, and historical periods using personally developed criteria.</u></p>	<p>L5.MU:E.4.2 Reflect on and compare the intent of musical works and performances from a variety of styles, genres, and historical periods using personally developed criteria.</p>	<p>Revise, move to Anchor Standard 4</p>	<p>Simplify verbiage, scaffolding improved</p>
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 7</p>



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p>		Remove	Remove guidance
<p>MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>		Remove	Redundant with 7 & 8
<p>MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.</p>		Remove	Redundant with 7 & 8
<p>MU:Re9.1.E.1a Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p>		Remove	Redundant with 7 & 8



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.		Remove	Redundant with 7 & 8
MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision making, research, and understanding of contexts.		Remove	Redundant with 7 & 8
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		Remove	Redundant with Anchor Standard 11



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</p>		Remove	Remove guidance
<p>MU:Cn10.0.E.5a <u>L1.MU:E.5.1</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	L1.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
<p>MU:Cn10.0.E.8a <u>L2.MU:E.5.1</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	L2.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
<p>MU:Cn10.0.E.1a <u>L3.MU:E.5.1</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when</p>	L3.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when	Keep, Move to Anchor Standard 5	



Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
creating, performing, and responding to music.	creating, performing, and responding to music.		
<p>MU:Cn10.0.E.IIIa <u>L4.MU:E.5.1</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	L4.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
<p>MU:Cn10.0.E.IIIa <u>L5.MU:E.5.1</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	L5.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
Anchor Standard 511 : Relate artistic ideas and works with societal, cultural, and <u>or</u> historical contexts to deepen <u>comprehension</u> understanding .	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5
<p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the</p>		Remove	Remove guidance

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?			
MU:Cn11.0.E.5a <u>L1.MU:E.5.2</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	L1.MU:E.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Keep, Move to Anchor Standard 5	
MU:Cn11.0.E.8a <u>L2.MU:E.5.2</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	L2.MU:E.5.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
MU:Cn11.0.E.1a <u>L3.MU:E.5.2</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	L3.MU:E.5.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
MU:Cn11.0.E.1a <u>L4.MU:E.5.2</u> Demonstrate understanding of relationships between music and	L4.MU:E.5.2 Demonstrate understanding of relationships between music	Keep, Move to Anchor Standard 5	

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
the other arts, other disciplines, varied contexts, and daily life.	and the other arts, other disciplines, varied contexts, and daily life.		
MU:Cr.11.0.E.IIIa <u>L5.MU:E.5.2</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	L5.MU:E.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Keep, Move to Anchor Standard 5	

For Questions Contact

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Idaho Content Standards Music: Ensembles



IDAHO DEPARTMENT OF EDUCATION
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CREATED 04/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

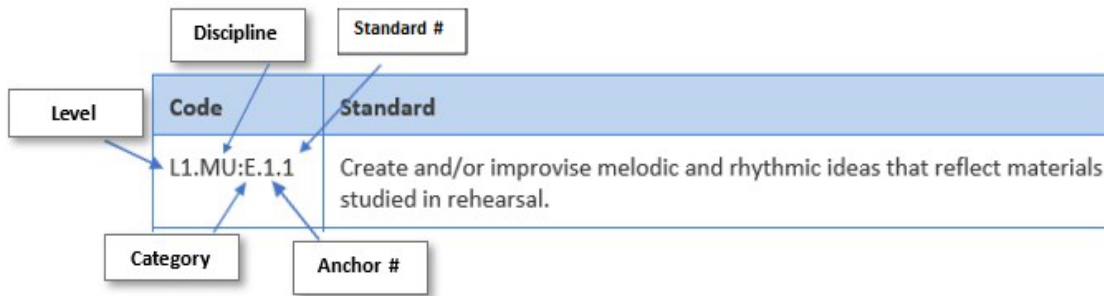
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent Music Ensembles, Theory, and Technology in Idaho because LEA's start the study of music at all different grade levels. Secondary music standards are organized into five (5) Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



MUSIC ENSEMBLES LEVEL 1

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L1.MU:E.1.1	Create and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.
L1.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.
L1.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L1.MU:E.2.1	Implement music reading skills to enhance technical accuracies.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L1.MU:E.3.1	Identify expressive qualities in a varied repertoire of music.
L1.MU:E.3.2	Demonstrate attention to technical accuracy in performances.
L1.MU:E.3.3	Demonstrate attention to expressive qualities in performances.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L1.MU:E.4.1	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
L1.MU:E.4.2	Explain the intent of musical works and performances using teacher-provided criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L1.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L1.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC ENSEMBLES LEVEL 2

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L2.MU:E.1.1	Create and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.
L2.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.
L2.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L2.MU:E.2.1	Improve music reading skills to enhance technical accuracies.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L2.MU:E.3.1	Apply expressive qualities through a varied repertoire of music.
L2.MU:E.3.2	Demonstrate attention to technical accuracy in a variety of repertoire in performances.
L2.MU:E.3.3	Demonstrate attention to expressive qualities in a variety of repertoire in performances.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L2.MU:E.4.1	Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers.
L2.MU:E.4.2	Compare the intent of musical works and performances using collaboratively developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L2.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L2.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC ENSEMBLES LEVEL 3

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L3.MU:E.1.1	Compose and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.
L3.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria with purpose.
L3.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L3.MU:E.2.1	Apply music reading skills to materials learned in rehearsal.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L3.MU:E.3.1	Apply expressive qualities to a variety of musical repertoire in different contexts.
L3.MU:E.3.2	Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, and genres.
L3.MU:E.3.3	Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, and genres.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L3.MU:E.4.1	Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Code	Objective
L3.MU:E.4.2	Justify the intent of musical works and performances using collaboratively developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L3.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L3.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC ENSEMBLES LEVEL 4

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L4.MU:E.1.1	Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.
L4.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using collaboratively developed criteria.
L4.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria to include identified purpose.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L4.MU:E.2.1	Demonstrate music literacy in a variety of styles.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L4.MU:E.3.1	Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres.
L4.MU:E.3.2	Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres, and historical periods.
L4.MU:E.3.3	Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, genres, and historical periods.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L4.MU:E.4.1	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
L4.MU:E.4.2	Reflect on the intent of musical works and performances using personally developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L4.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L4.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC ENSEMBLES LEVEL 5

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L5.MU:E.1.1	Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal for a variety of purposes and contexts.
L5.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using self-developed criteria.
L5.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and personally developed criteria to include identified purpose and historical context.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L5.MU:E.2.1	Demonstrate music literacy and technical accuracies in a variety of styles, historical contexts, and diverse cultures.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L5.MU:E.3.1	Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres in multiple types of ensembles.
L5.MU:E.3.2	Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres, and historical periods in multiple types of ensembles.
L5.MU:E.3.3	Demonstrate attention to expressive qualities in musical repertoire in representing a variety of cultures, styles, genres, and historical periods in multiple types of ensembles.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L5.MU:E.4.1	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
L5.MU:E.4.2	Reflect on and compare the intent of musical works and performances from a variety of styles, genres, and historical periods using personally developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L5.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L5.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

~~Idaho Fine Arts Standards – Harmonizing Instruments Strand~~

~~Music – Harmonizing Instruments Strand (e.g. Guitar, Keyboard)~~

Music – Harmonizing Instruments Strand (e.g. Guitar, Keyboard)						
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?					Creating
	Novice		Intermediate		Proficient	
Imagine	MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.	MU:Cr1.1.H.8a 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.	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger-picking patterns).	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.	Imagine
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?					Creating
	Novice		Intermediate		Proficient	
Plan & Make	MU:Cr2.1.H.5a 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.	MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger-picking patterns).	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	MU:Cr2.1.H.1a 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.	Plan & Make
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?					Creating
	Novice		Intermediate		Proficient	
Evaluate & Refine	MU:Cr3.1.H.5a Apply teacher provided criteria to critique, improve, and refine drafts of simple melodies (such as two phrase) and chordal accompaniments for given melodies.	MU:Cr3.1.H.8a 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.	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger-picking patterns).	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.	Evaluate & Refine

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?								
		Novice	Intermediate	Proficient	Accomplished	Advanced		
Present	Creating	MU:Cr3.2.H.5a Share final versions of simple melodies (such as two phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas .	MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB-/ABA forms) and two to three chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas .	MU:Cr3.2.H.1a Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three or more chord accompaniments in a variety of patterns (such as arpeggio, country and gallop-strumming, finger-picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	MU:Cr3.2.H.1a Perform final versions of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	MU:Cr3.2.H.11a Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles , and stylistically appropriate harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	Present	Creating

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Music – Harmonizing Instruments Strand

Music – Harmonizing Instruments Strand									
Performing	Anchor Standard 4: 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(s): How do performers select repertoire?				Performing				
	Novice		Intermediate			Proficient		Accomplished	
Select	MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill , as well as the context of the performances .	MU:Pr4.1.H.8a Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances .	MU:Pr4.1.H.1a Explain the criteria used when selecting a varied repertoire of music for <i>individual or small group performances</i> that include melodies , repertoire pieces, improvisations , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Pr4.1.H.1a Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies , repertoire pieces, improvisations , and chordal accompaniments in a variety of styles .	MU:Pr4.1.H.1a Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies , repertoire pieces, stylistically appropriate accompaniments , and improvisations in a variety of contrasting styles .	Select			
Performing	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?				Performing				
	Novice		Intermediate			Proficient		Accomplished	
Analyze	MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance , including at least some based on reading standard notation .	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and structural characteristics and context (<i>social, cultural, or historical</i>) 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 .	MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (<i>social, cultural, or historical</i>) 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).	MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (<i>social, cultural, and historical</i>) in a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in a variety of styles .	MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (<i>social, cultural, and historical</i>) 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 .	Analyze			
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?				Performing				
	Novice		Intermediate			Proficient		Accomplished	
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (<i>social, cultural, or historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.1a Describe in interpretations the context (<i>social, cultural, or historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Pr4.3.H.1a Explain in interpretations the context (<i>social, cultural, and historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in a variety of styles .	MU:Pr4.3.H.1a Explain and present interpretations that demonstrate and describe the context (<i>social, cultural, and historical</i>) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies , repertoire pieces, stylistically appropriate accompaniments , and improvisations in a variety of contrasting styles .	Interpret			

~~Idaho Fine Arts Standards – Harmonizing Instruments Strand~~

Performing	<p>Anchor Standard 5: 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(s): How do musicians improve the quality of their performance?</p>					Performing
	<p>Novice ————— Intermediate ————— Proficient ————— Accomplished ————— Advanced</p>					
Rehearse, Evaluate, & Refine	<p>MU:Pr5.1.H.5a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.</p>	<p>MU:Pr5.1.H.8a 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.</p>	<p>MU:Pr5.1.H.1a Develop and apply criteria to critique individual and small-group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger-picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.</p>	<p>MU:Pr5.1.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.</p>	<p>MU:Pr5.1.H.11a Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.</p>	Rehearse, Evaluate, & Refine
Performing	<p>Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>					Performing
	<p>Novice ————— Intermediate ————— Proficient ————— Accomplished ————— Advanced</p>					
Present	<p>MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.</p>	<p>MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</p>	<p>MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and small-group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger-picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</p>	<p>MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>	<p>MU:Pr6.1.H.11a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>	Present

~~Idaho Fine Arts Standards – Harmonizing Instruments Strand~~

~~Music – Harmonizing Instruments Strand~~

Music – Harmonizing Instruments Strand					
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?				Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced
Select	MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.	MU:Re7.1.H.8a Explain reasons for selecting music, citing characteristics found in the music and connections to interest, purpose, and context.	MU:Re7.1.H.1a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	MU:Re7.1.H.1a Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context.	MU:Re6.1.H.11a Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
Responding	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?				Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced
Analyze	MU:Re7.2.H.5a 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.	MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	MU:Re7.2.H.1a Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	MU:Re7.2.H.1a Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	MU:Re7.2.H.11a 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.
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work Essential Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?				Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced
Interpret	MU:Re8.1.H.5a 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.	MU:Re8.1.H.8a 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.	MU:Re8.1.H.1a 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.	MU:Re8.1.H.1a 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 varied researched sources.	MU:Re8.1.H.11a 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.
Responding	Anchor Standard 9: Apply criteria to evaluate artistic work Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?				Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced
Evaluate	MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	MU:Re9.1.H.8a Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	MU:Re9.1.H.1a 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.	MU:Re9.1.H.1a Apply personally developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	MU:Re9.1.H.11a 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.

~~Idaho Fine Arts Standards – Harmonizing Instruments Strand~~

Music – Harmonizing Instruments Strand						
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?					Connecting
	Novice		Intermediate		Proficient	
	MU:Cn10.1.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					Connecting
	Novice		Intermediate		Proficient	
	MU:Cn11.1.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

*Green text indicates modifications by Music Executive Committee members



STANDARDS REVISIONS AND RATIONALE – THEATER

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?		Remove	Remove guidance
1.1.K.1.TH.1.1.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).	K-1.TH.1.1 With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play.	Revise	Redundancy, adjusted grade levels
1.1.K.b. With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama		Remove	Removed guidance language

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
experience (e.g., process drama, story drama, creative drama).			
1.1.1.a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification
1.1.1.b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification
1.1.1.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).		Remove	Simplification
1.1.2.a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
1.1.2.b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification
1.1.2.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).		Remove	Simplification
1.1.2-3.TH.1.1.a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.	2-3.TH.1.1 Create roles, imagined worlds, and improvised stories.	Revise	Clarified for age appropriateness, adjusted grade levels
1.1.3.b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.		Remove	Simplification
1.1.3.c. Collaborate to determine how characters might move and speak to support the story and		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
given circumstances in drama/theatre work.			
1.1.4-5.TH.1.1.a. Articulate Describe the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work	4-5.TH.1.1 Describe the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	Revise	Clarified, adjusted grade levels
1.1.4.b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.		Remove	Simplification
1.1.4.c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work		Remove	Simplification
1.1.5.a. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.		Remove	Adjusted grade levels
1.1.5.b. Propose design ideas that support the story and given		Remove	Adjusted grade levels

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
circumstances in a drama/theatre work.			
1.1.5.c. Imagine how a character’s inner thoughts impact the story and given circumstances in a drama/theatre work		Remove	Adjusted grade levels
1.1.6.a. Identify possible solutions to staging challenges in a drama/theatre work.		Remove	Simplification
1.1.6.b. Identify solutions to design challenges in a drama/theatre work.		Remove	Simplification
1.1.6.TH.1.1.c. Explore a scripted or improvised character by <u>through</u> imagination ing the given circumstances in a drama/theatre work.	6.TH.1.1 Explore a scripted or improvised character through imagination.	Revise	Clarified
1.1.7.TH.1.1.a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. <u>Explore a</u>	7.TH.1.1 Explore a scripted or improvised character through imagination.	Revise	Adopted from 6 th grade standard

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<u>scripted or improvised character through imagination.</u>			
1.1.7.b. Explain and present solutions to design challenges in a drama/ theatre work.		Remove	Simplification
1.1.7.c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.		Remove	Simplification
8.TH.1.1-8.a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work. <u>Investigate multiple perspectives of scripted or improvised characters.</u>	8.TH.1.1 Investigate multiple perspectives of scripted or improvised characters.	Revise	Moved from 7 th grade strand
1.1.8.b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work		Remove	Simplification
HS1.TH.1.1-8.c. Develop a scripted or improvised character by articulating the <u>Articulate a</u> character's inner thoughts,	HS1.TH.1.1 Articulate a character's inner thoughts, objectives, and motivations through character analysis.	Move to HS level 1 and revise	Appropriate to age and grade level

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
objectives, and motivations <u>through character analysis</u> in a drama/theatre work.			
1.1.I.a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.		Remove	Adopted standard from Proficient band
1.1.I.b. Explore the impact of technology on design choices in a drama/theatre work.		Remove	Simplification
HS-II.TH.1.1.I.c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	HS2.TH.1.1 Use script analysis to generate ideas about a character that is believable in a theatre work.	Keep and move to HS level 2	Age and grade appropriate
1.1.II.a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.		Remove	Adopted standard from proficient band
1.1.II.b. Understand and apply technology to design solutions for a drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
HS-III.TH.1.1.H.c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	HS3.TH.1.1 Use personal experiences and knowledge to develop a character that is believable in a theatre work.	Keep and move to HS level 3	Age and grade appropriate
1.1.III.a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.		Remove	Adopted from Accomplished strand
1.1.III.b. Create a complete design for a drama/theatre work that incorporates all elements of technology.		Remove	Simplification
1.1.III.c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.		Remove	Simplification
Anchor Standard 2: Organize and develop artistic ideas and work.		Remove	Combined with Anchor Standard 1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change?		Remove	Remove guidance
2.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).		Remove	Simplification
2.K.b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).		Remove	Simplification
<u>K-1.TH.2.1.a.</u> Contribute to the adaptation of the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	K-1.TH.2.1 Contribute to the adaptation of the plot in a drama experience.	Revise	Clarification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
2.1.b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification
2-3.TH.2.1.2-a. Collaborate with peers to <u>employ physical and vocal techniques for an improvised</u> improved <u>devise meaningful dialogue in a guided</u> drama experience (e.g., process drama, story drama, creative drama).	2-3.TH.2.1 Collaborate with peers to employ physical and vocal techniques for an improvised drama experience.	Revise Changed all improved to improvised based on stakeholder feedback.	Simplification
2.2.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).		Remove	Simplification
2.3.a. Participate in methods of investigation to devise original ideas for a drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
2.3.b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.		Remove	Simplification
2.4.a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots		Remove	Simplification
2.4. b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.		Remove	Simplification
2.5.a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.		Remove	Simplification
2.5.b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
2.6.a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.		Remove	Simplification
2.6.b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.		Remove	Simplification
2.7.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.		Remove	Simplification
2.7.b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
2.8.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.		Remove	Simplification
2.8.b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.		Remove	Simplification
2.1.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.		Remove	Simplification
2.1.b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
2.II.a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.		Remove	Simplification
2.II.b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.		Remove	Simplification
2.III.a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or nonwestern theatre traditions.		Remove	Simplification
2.III.b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 3: Refine and complete artistic work.		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?		Remove	Remove guidance
3.1.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).		Remove	Simplification
3.1.1.a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
3.1.1.b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification
3.1.1.c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification
3.1.2.a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification
3.1.2.b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
3.1.2.c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification
3.1.3.a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.		Remove	Simplification
3.1.3.b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.		Remove	Simplification
<u>6-8.TTH.2.13.1.3.c.</u> Practice and refine design and technical choices to support a devised or scripted drama/theatre work.		Keep and move to Technical Theatre	Simplification and clarification
3.1.4.a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
3.1.4.b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.		Remove	Simplification
3.1.4.c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.		Remove	Simplification
3.1.5.a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.		Remove	Simplification
3.1.5.b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.		Remove	Simplification
3.1.5.c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>3.1.6.a. <u>4-5.TH.2.1</u> Articulate and implement examine choices to refine a <u>theatre work using effect physical and vocal traits</u>. devised or scripted drama/theatre work.</p>	<p>4-5.TH.2.1 Articulate and implement choices to refine a drama work using effective physical and vocal traits.</p>	<p>Move and Revise</p>	<p>Clarification and grade level appropriateness</p>
<p>3.1.6.a. <u>6.TH.2.1</u> Articulate and implement examine choices to refine a <u>theatre work using effect physical and vocal traits</u>. devised or scripted drama/theatre work.</p>	<p>6.TH.2.1 Articulate and implement choices to refine a theatre work using effective physical and vocal traits.</p>	<p>Move and Revise</p>	<p>Appropriate for grade level</p>
<p>3.1.6.b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p>		<p>Remove</p>	<p>Simplification</p>
<p><u>HS-I.TTH.2.13-1.6.c.</u> Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.</p>		<p>Keep and move to Technical Theatre</p>	<p>Simplification and clarification</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>3.1.7.a <u>7.TH.2.1</u> Demonstrate focus and concentration in the rehearsal process to <u>develop effective physical and vocal traits of characters in a</u> analyze and refine choices in a devised or scripted drama/theatre work.</p>	<p>7.TH.2.1 Demonstrate focus in the rehearsal process to develop effective physical and vocal traits of characters in a scripted theatre work.</p>	<p>Move and Revise</p>	<p>Clarification and grade level appropriateness</p>
<p>3.1.7.b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p>		<p>Remove</p>	<p>Simplification</p>
<p>3.1.7.c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.</p>		<p>Remove</p>	<p>Simplification</p>
<p>3.1.8.a. <u>8.TH.2.1</u> Use repetition and analysis in order to revise devised or scripted drama/theatre work.</p>	<p>8.TH.2.1 Use repetition and analysis in order to revise devised or scripted theatre work.</p>	<p>Move and Revise</p>	<p>Clarification</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>3.1.8.b. <u>HS-I.TH.2.1</u> Refine effective physical, <u>and</u> vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.</p>	<p>HS1.TH.2.1 Refine effective physical and vocal traits of characters in an improvised or scripted theatre work.</p>	<p>Move and Revise</p>	<p>Grade level appropriateness</p>
<p><u>HS-II.TTH.2.1</u> 3.1.8.c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.</p>	<p>See Technical Theater Redline Document</p>	<p>Revise and move</p>	<p>Moved to Technical Theater Strand HS-II.TTH.2.1</p>
<p>3.1.I.a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.</p>		<p>Remove</p>	<p>Simplification</p>
<p>3.1.I.b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p>		<p>Remove</p>	<p>Simplification</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>HS-III.TTH.2.13.1.I.c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.</p>	<p>See Technical Theater Redline Document</p>	<p>Revise and move</p>	<p>Moved to Technical Theater Strand HS-III.TTH.2.1</p>
<p>3.1.II.a. <u>HS-II.TH.2.1</u> Use the rehearsal process to analyze<u>refine</u> the dramatic concept and technical design elements of a devised or scripted drama/theatre work.</p>	<p>HS2.TH.2.1 Use the rehearsal process to refine the dramatic concept of a scripted theatre work.</p>	<p>Move and Revise</p>	<p>Grade level appropriateness</p>
<p>3.1.II.b. Use research and script analysis to revise physical, vocal and physiological choices impacting the believability and relevance of a drama/theatre work.</p>		<p>Remove</p>	<p>Simplification</p>
<p>3.1.II.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.</p>		<p>Remove</p>	<p>Simplification</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>3.1.III.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.</p> <p><u>HS-III.TH.2.1 Demonstrate the ability to consistently maintain the given reality of a scripted theater work during the rehearsal process.</u></p>	<p>HS3.TH.2.1 Demonstrate the ability to consistently maintain the given reality of a scripted theater work during the rehearsal process.</p>	<p>Revise</p>	<p>Clarification</p>
<p>3.1.III.b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.</p>		<p>Remove</p>	<p>Simplification</p>
<p>3.1.III.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.</p>		<p>Remove</p>	<p>Simplification</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Anchor Standard 3<u>4</u>: Select, analyze, and interpret artistic work for presentation. <u>Perform and/or present artistic work.</u></p>		Revise	Simplification of language
<p>Enduring Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?</p>		Remove	Remove guidance
<p>4.1.K.a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>		Remove	Combined with Anchor Standard 2
<p>4.1.1.a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p>		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
4.1.1.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).		Remove	Combined with Anchor Standard 2
4.1.2.a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 2
4.1.2.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).		Remove	Combined with Anchor Standard 2
4.1.3.a. Apply the elements of dramatic structure to a story and create a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.3.b. Investigate how movement and voice are incorporated into drama/theatre work.		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
4.1.4.a. Modify the dialogue and action to change the story in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.4.b. Make physical choices to develop a character in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.5.a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.5.b. Use physical choices to create meaning in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.6.a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.6.b. Experiment with various physical choices to communicate character in a drama/theatre work.		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
4.1.7.a. Consider various staging choices to enhance the story in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.7.b. Use various character objectives in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.8.a. Explore different pacing to better communicate the story in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.8.b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.		Remove	Combined with Anchor Standard 2
4.1.1.a. Examine how character relationships assist in telling the story of a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.1.b. Shape character choices using given circumstances in a drama/theatre work.		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
4.1.II.a. Discover how unique choices shape believable and sustainable drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.II.b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.III.a. Apply reliable research of director’s styles to form unique choices for a directorial concept in a drama/theatre work.		Remove	Combined with Anchor Standard 2
4.1.III.b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.		Remove	Combined with Anchor Standard 2
Anchor Standard 5 <u>2</u> : Develop and refine artistic techniques and work for presentation.		Revise	Clarify and focus on technique

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</p> <p>Essential Question(s): What can I do to fully prepare a performance or technical design?</p>		Remove	Remove guidance
<p>5.1.K.a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).</p>		Remove	Combined with Anchor Standard 2
<p>5.1.K.b. With prompting and support, explore and experiment with various technical elements in dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).</p>		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
5.1.1.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).		Remove	Combined with Anchor Standard 2
5.1.1.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).		Remove	Simplification
5.1.2.a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 2
5.1.2.b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
5.1.3.a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.		Remove	Combined with Anchor Standard 2
6-8.TTH.1.1 5.1.3.b. Identify the basic technical elements that can be used in drama/ theatre work.	See Technical Theater Redline Document	Keep and move to technical theater	Moved to Technical Theater Strand 6-8.TTH.1.1
5.1.4.a. Practice selected exercises that can be used in a group setting for drama/theatre work.		Remove	Combined with Anchor Standard 2
5.1.4.b. Propose the use of technical elements in a drama/theatre work.		Remove	Simplification
5.1.5.a. Choose acting exercises that can be applied to a drama/theatre work.		Remove	Combined with Anchor Standard 2
5.1.5.b. Demonstrate the use of technical elements in a drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
5.1.6.a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.		Remove	Combined with Anchor Standard 2
5.1.6.b. Articulate how technical elements are integrated into a drama/theatre work.		Remove	Simplification
5.1.7.a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.		Remove	Combined with Anchor Standard 2
5.1.7.b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.		Remove	Simplification
5.1.8.a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.		Remove	Combined with Anchor Standard 2
5.1.8.b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
5.1.I.a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Remove	Combined with Anchor Standard 2
<u>HS-I.TTH.1.1</u> 5.1.I.b. Use researched technical elements to increase the impact of design for a drama /theatre production.	See Technical Theater redline document	Revise and move to technical theater	Moved to Technical Theater Strand HS-I.TTH.1.1
5.1.II.a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.		Remove	Combined with Anchor Standard 2
<u>HS-II.TTH.1.1</u> 5.1.II.b. Apply technical elements and research to create a design that communicates the concept of a drama /theatre production.	See Technical Theater redline document	Revise and move to technical theater	Moved to Technical Theater Strand HS-II.TTH.1.1
5.1.III.a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>HS-III.TTH.1.15.1.III.b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.</p>	<p>See Technical Theater redline document</p>	<p>Keep and move to technical theater</p>	<p>Moved to Technical Theater Strand HS-III.TTH.1.1</p>
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>		<p>Remove</p>	<p>Redundant with Anchor Standard 4</p>
<p>Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?</p>		<p>Remove</p>	<p>Remove guidance</p>
<p>K-1.TH.3.1.6.1.K.a. With prompting and support, use voice and sound in a dramatic play or a <u>Use movement and gestures to communicate emotions in a</u> guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>K-1.TH.3.1 Use movement and gestures to communicate emotions in a guided drama experience.</p>	<p>Revise</p>	<p>Clarify language</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<u>K-1.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.</u>	K-1.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do.
<p>6.1.1.a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><u>2-3.TH.3.1 Share drama work with peers.</u></p>	2-3.TH.3.1 Share drama work with peers.	Revise	Simplification of language
<p><u>2-3.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.</u></p>	2-3.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do
<p>6.1.2.a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.</p>		Remove	Combined with grade level

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>6.1.3.a. Practice <u>4-5.TH.3.1</u> Present drama/theatre work and share reflections individually and in small groups. <u>Present drama work for an audience.</u></p>	<p>4-5.TH.3.1 Present drama work for an audience.</p>	<p>Revise</p>	<p>Clarity and simplification</p>
<p><u>4-5.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.</u></p>	<p>4-5.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Added based on stakeholder feedback</p>	<p>Clarification on what students should know and be able to do</p>
<p>6.1.4.a. Share small group drama/theatre work, with peers as audience.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 3</p>
<p>6.1.5.a. Present drama/theatre work informally to an audience.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 3</p>
<p>6.1.6.TH.3.1.a. Present a scripted <u>Adapt a drama/theatre work and present it informally</u> for an audience.</p>	<p>6.TH.3.1 Present a scripted theatre work for an audience.</p>	<p>Revise</p>	<p>Simplification</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>6.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</u></p>	<p>6.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Added based on stakeholder feedback</p>	<p>Clarification on what students should know and be able to do</p>
<p>6.1.7.TH.3.1.a. Present a scripted Perform a rehearsed drama/theatre work that will be shared with <u>for</u> an audience.</p>	<p>7.TH.3.1 Present a scripted theatre work for an audience.</p>	<p>Revise</p>	<p>Simplification</p>
<p><u>7.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</u></p>	<p>7.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Added based on stakeholder feedback</p>	<p>Clarification on what students should know and be able to do</p>
<p>6.1.8.TH.3.1.a. Present a scripted Perform a rehearsed drama/theatre work for an audience.</p>	<p>8.TH.3.1 Present a scripted theatre work for an audience.</p>	<p>Revise</p>	<p>Simplification</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>8.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</u></p>	<p>8.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Added based on stakeholder feedback</p>	<p>Clarification on what students should know and be able to do</p>
<p>HS-I.TH.3.1.6.1.I.a. Perform a scripted drama/theatre work for an specific audience.</p>	<p>HS1.TH.3.1 Present a scripted theatre work for an audience.</p>	<p>Revise</p>	<p>Simplification</p>
<p><u>HS1.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</u></p>	<p>HS1.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Added based on stakeholder feedback</p>	<p>Clarification on what students should know and be able to do</p>
<p>HS-II.TH.3.1.6.1.II.a. Perform varied styles of Present a drama/theatre work using creative processes that shape the production for an specific audience.</p>	<p>HS2.TH.3.1 Perform varied styles of theatre work for an audience.</p>	<p>Revise</p>	<p>Simplification</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>HS2.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</u></p>	<p>HS2.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Added based on stakeholder feedback</p>	<p>Clarification on what students should know and be able to do</p>
<p>6.1.III.a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.</p> <p><u>HS-III.TH.3.1 Perform a fully staged production for an audience.</u></p>	<p>HS3.TH.3.1 Perform a fully staged production for an audience.</p>	<p>Revise</p>	<p>Simplification and clarity</p>
<p><u>HS3.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</u></p>	<p>HS3.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Added based on stakeholder feedback</p>	<p>Clarification on what students should know and be able to do</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 7: Perce and analyze artistic work.		Remove	Combined with Anchor Standard 4
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences. Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?		Remove	Remove guidance
7.1.K.a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 4
7.1.1.a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
7.1.2.a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 4
7.1.3.a. Understand why artistic choices are made in a drama/theatre work.		Remove	Combined with Anchor Standard 4
7.1.4.a. Identify artistic choices made in a drama/theatre work through participation and observation.		Remove	Combined with Anchor Standard 4
7.1.5.a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.		Remove	Combined with Anchor Standard 4
7.1.6.a. Describe and record personal reactions to artistic choices in a drama/theatre work.		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
7.1.7.a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.		Remove	Combined with Anchor Standard 4
7.1.8.a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.		Remove	Combined with Anchor Standard 4
7.1.I.a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.		Remove	Combined with Anchor Standard 4
7.1.II.a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.		Remove	Combined with Anchor Standard 4
7.1.III.a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 4 <u>8</u> : Respond to Interpret intent and meaning in artistic work.		Revise	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. Essential Question(s): How can the same work of art communicate different messages to different people?		Remove	Remove guidance
8.1.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.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.1.K.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).		Remove	Simplification
8.1.1.a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.		Remove	Simplification
8.1.1.b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).		Remove	Simplification
8.1.1.c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, or creative drama).		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.1.2.a. Explain how personal preferences and emotions affect an observer’s response in a guided drama experience (e.g., process drama, story drama, or creative drama), or age-appropriate theatre performance.		Remove	Simplification
8.1.2.b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).		Remove	Simplification
8.1.2.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, or creative drama).		Remove	Simplification
8.1.3.a. Consider multiple personal experiences when participating in or observing a drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.1.3.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.		Remove	Simplification
8.1.3.c. Examine how connections are made between oneself and a character's emotions in a drama/theatre work.		Remove	Simplification
8.1.4.a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.		Remove	Simplification
8.1.4.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.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.1.4.c. Identify and discuss physiological changes connected to emotions in drama/theatre work.		Remove	Simplification
8.1.5.a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.		Remove	Simplification
8.1.5.b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.		Remove	Redundant with Anchor Standard 5
8.1.5.c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.		Remove	Simplification
8.1.6.a. Explain how artists make choices based on personal experience in a drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.1.6.b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.		Remove	Redundant with Anchor Standard 5
8.1.6.c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.		Remove	Simplification
8.1.7.a. Identify the artistic choices made based on personal experience in a drama/theatre work.		Remove	Simplification
8.1.7.b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.		Remove	Redundant with Anchor Standard 5
8.1.7.c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.1.8.a. Recognize and share artistic choices when participating in or observing a drama/theatre work.		Remove	Simplification
8.1.8.b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.		Remove	Redundant with Anchor Standard 5
8.1.8.c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.		Remove	Simplification
8.1.1.a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.		Remove	Simplification
8.1.1.b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.		Remove	Redundant with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.1.I.c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.		Remove	Simplification
8.1.II.a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.		Remove	Simplification
8.1.II.b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.		Remove	Redundant with Anchor Standard 5
8.1.II.c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.1.III.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.		Remove	Simplification
8.1.III.b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.		Remove	Redundant with Anchor Standard 5
8.1.III.c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.		Remove	Simplification
Anchor Standard 9: Apply criteria to evaluate artistic work.		Remove	Combined with Anchor Standard 7

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. Essential Question(s): How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?</p>		Remove	Remove guidance
<p>9.1.K-1.TH.4.1.a. With prompting and support, actively engage with others Respond to a scene in dramatic play or a guided drama experience based on teacher given prompting/criteria (e.g., process drama, story drama, creative drama).</p>	K-1.TH.4.1 Respond to a scene in a guided drama experience based on teacher given prompting/criteria.	Revise	Simplify language to encompass Anchor Standard 4
<p>9.1.1.a. Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama).</p>		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
9.1.1.b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 4
9.1.1.c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 4
9.1.2.a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 4
9.1.2.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.		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>9.1.2-3.TH.4.1.c. Describe <u>Observe</u> how a character's <u>respond</u> choices impact an audience's perspective of a <u>to</u> challenges in a guided drama work experience (e.g., process drama, story drama, creative drama).</p>	<p>2-3.TH.4.1 Observe how a character's choices impact an audience's perspective of a drama work.</p>	<p>Revise</p>	<p>Simplify and reflect grade level change</p>
<p>9.1.3.a. Understand how and why groups evaluate drama/theatre work.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 4</p>
<p>9.1.3.b. Consider and analyze technical elements from multiple drama/theatre works.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 4</p>
<p>9.1.3.c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 4</p>
<p>9.1.4.a. Propose a plan to evaluate drama/theatre work.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 4</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
9.1.4.b. Investigate how technical elements may support a theme or idea in a drama/theatre work.		Remove	Combined with Anchor Standard 4
9.1.4.c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.		Remove	Combined with Anchor Standard 4
9.1.4.5.TH.4.1.a. Develop and implement a plan Use supporting evidence and criteria to evaluate drama/theatre work.	4-5.TH.4.1 Use supporting evidence and criteria to evaluate drama work.	Revise	Clarify for changed grade level
9.1.5.b. Assess how technical elements represent the theme of a drama/theatre work.		Remove	Combined with Anchor Standard 4
9.1.5.c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.		Remove	Combined with Anchor Standard 4
9.1.6.TH.4.1.a. Use supporting evidence and criteria to evaluate drama/theatre work.	6.TH.4.1 Use supporting evidence and criteria to evaluate drama work.	Revise	Clarify language

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
9.1.6.b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.		Remove	Combined with Anchor Standard 4
9.1.6.c. Identify a specific audience or purpose for a drama/theatre work.		Remove	Combined with Anchor Standard 4
9.1.7.TH.4.1.a. Explain <u>Defend</u> preferences <u>when responding to a theatre work</u> , using supporting evidence and criteria to evaluate drama/theatre work.	7.TH.4.1 Defend preferences when responding to a theatre work, using supporting evidence.	Revise	Simplify
9.1.7.b. Consider the aesthetics of the production elements in a drama/theatre work.		Remove	Combined with Anchor Standard 4
9.1.7.c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>9.1.8.TH.4.1.a. Respond to a drama/theatre work using supporting evidence, person aesthetics, and <u>Defend preferences when responding to a theatre work using supporting evidence</u> artistic criteria.</p>	<p>8.TH.4.1 Defend preferences when responding to a theatre work using supporting evidence and artistic criteria.</p>	<p>Revise</p>	<p>Simplify</p>
<p>9.1.8.b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 4</p>
<p>9.1.8.c. Assess the impact of a drama/theatre work on a specific audience.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 4</p>
<p>HS-1.TH.4.19.1.1.a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines <u>based on teacher generated criteria.</u></p>	<p>HS1.TH.4.1 Examine a theatre work using supporting evidence based on teacher generated criteria.</p>	<p>Revise</p>	<p>Clarify language</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>6-8.TTH.4.1 & HS-I.TTH.4.1.1.b. Consider the aesthetics of the production elements in a drama/theatre work.</p>	<p>See Technical Theater redline document</p>	<p>Move and Revise</p>	<p>Move to Technical Theater Strand 6-8.TTH.4.1 and HS-I.TTH.4.1</p>
<p>9.1.I.c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.</p>		<p>Remove</p>	<p>Combined with Anchor Standard 4</p>
<p>HS-II.TH.4.1.1.a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria created through teacher and student collaboration.</p>	<p>HS2.TH.4.1 Analyze and assess a theatre work using supporting evidence and criteria created through teacher and student collaboration.</p>	<p>Revise</p>	<p>Simplified language</p>
<p>HS-II.TTH.4.1.1.b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.</p>	<p>See Technical Theater redline document</p>	<p>Move and Revise</p>	<p>Move to Technical Theater Strand HS-II.TTH.4.1</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
9.1.II.c. Verify how a drama/theatre work communicates for a specific purpose and audience.		Remove	Combined with Anchor Standard 4
HS-III.TH.4.1. 9.1.III.a. Research and synthesize cultural and historical information related to a drama/theatre work to support or Evaluate artistic choices <u>through student generated performance criteria.</u>	HS3.TH.4.1 Evaluate artistic choices through student generated performance criteria.	Revise	Simplified language
HS-III.TTH.4.1. 9.1.III.b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	See Technical Theater redline document	Keep and move	Move to Technical Theater Strand HS-III.TTH.4.1
9.1.III.c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		Remove	Combined with Anchor Standard 5
<p>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>		Remove	Remove guidance language
<p>10.1.K.a. With prompting and support, K-1.TH.5.1 Identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	K-1.TH.5.1 Identify similarities between characters and oneself in dramatic play or a guided drama experience.	Revise and Move	Move to Anchor Standard 5 Move to K-1.TH.5.1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
10.1.1.a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.		Remove	Redundant
10.1.2.a. <u>2-3.TH.5.1</u> Relate character experiences to personal experiences in a guided drama experience work (e.g., process drama, story drama, creative drama).	2-3.TH.5.1 Relate character experiences to personal experiences in a guided drama work.	Revise and Move	Move to Anchor Standard 5 Move to 2-3.TH.5.1
10.1.3.a. Use personal experiences and knowledge to make <u>4-5.TH.5.1</u> Explain how drama connections oneself to a community and/or culture in a drama/theatre work.	4-5.TH.5.1 Explain how drama connects oneself to a community or culture.	Revise and Move	Move to Anchor Standard 5 Move to 4-5.TH.5.1
10.1.4.a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
10.1.5.a. Explain how drama/theatre connects oneself to a community or culture.		Remove	Simplification
10.1.6.a. <u>6.TH.5.1</u> Explain how the actions and motivations of characters in a drama/theatre work impacts the perspectives of a community or culture <u>the audience</u> .	6.TH.5.1 Explain how the actions and motivations of characters in a theatre work impact the perspectives of the audience.	Revise and Move	Move to Anchor Standard 5 Move to 6.TH.5.1
10.1.7.a. Incorporate <u>7.TH.5.1</u> <u>Explore</u> multiple perspectives and diverse community ideas in a drama/theatre work.	7.TH.5.1 Explore multiple perspectives and ideas in a theatre work.	Revise and Move	Move to Anchor Standard 5 Move to 7.TH.5.1
10.1.8.a. <u>8.TH.5.1</u> Examine a community issue through multiple perspectives in a drama/theatre work.	8.TH.5.1 Examine a community issue through multiple perspectives in a theatre work.	Revise and Move	Move to Anchor Standard 5 Move to 8.TH.5.1
<u>HS-I.TH.5.1</u> 10.1.l.a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	HS1.TH.5.1 Investigate how cultural perspectives, community ideas and personal beliefs impact a theatre work.	Revise and Move	Move to Anchor Standard 5 Move to HS-I.TH.5.1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>HS-II.TH.5.1 10.1.II.a. Choose and interpret a drama/theatre work to reflect or question on personal beliefs.</p>	<p>HS2.TH.5.1 Choose and interpret a theatre work to reflect personal beliefs.</p>	<p>Revise and Move</p>	<p>Move to Anchor Standard 5 Move to HS-II.TH.5.1</p>
<p>HS-III.TH.5.1 10.1.III.a. Collaborate on a drama/theatre work that exploresexamines a critical global issue using multiple personal, community, and cultural perspectives.</p>	<p>HS3.TH.5.1 Collaborate on a theatre work that explores multiple perspectives.</p>	<p>Revise and Move</p>	<p>Move to Anchor Standard 5 Move to HS-III.TH.5.1 Simplify language</p>
<p>Anchor Standard 511: Relate artistic ideas and works with societal, cultural, and /or historical contexts to deepen understandingcomprehension.</p>	<p>Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.</p>	<p>Revise</p>	<p>Clarify what students should know or be able to do</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>		Remove	Remove guidance
<p>11.1.K.a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>		Remove	Combined with Anchor Standard 5
<p>11.1.K.b. 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).</p>		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
11.1.K.c. With prompting and support, tell a short story in a dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 5
11.1.1.a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 5
11.1.1.b. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 5
11.1.1.c. 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).		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
11.1.2.a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 5
11.1.2.b. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).		Remove	Combined with Anchor Standard 5
11.1.2.c. 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).		Remove	Combined with Anchor Standard 5
11.1.3.a. Identify connections to community, social issues and other content areas in drama/theatre work.		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
11.1.3.b. Explore how stories are adapted from literatures to drama/theatre work.		Remove	Combined with Anchor Standard 5
11.1.3c. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.		Remove	Combined with Anchor Standard 5
11.1.4.a. Respond to community and social issues and incorporate other content areas in drama/theatre work.		Remove	Combined with Anchor Standard 5
11.1.4.b. Investigate crosscultural approaches to storytelling in drama/theatre work.		Remove	Combined with Anchor Standard 5
11.1.4.c. Compare the drama/theatre conventions of a given time period with those of the present.		Remove	Combined with Anchor Standard 5
6-8.TTH.5.1 11.1.5.a. Investigate historical, global and social issues expressed in drama/ theatre work.	See Technical Theater redline document	Move and Revise	Moved to Technical Theater Strand 6-8.TTH.5.1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
11.1.5.b. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.		Remove	Combined with Anchor Standard 5
11.1.5.c. Identify historical sources that explain drama/theatre terminology and conventions.		Remove	Combined with Anchor Standard 5
<u>HS-I.TTH.5.1</u> 11.1.6.a Identify universal themes or common social issues and express them through a drama /theatre work.	See Technical Theater redline document	Move and Revise	Moved to Technical Theater Strand HS-I.TTH.5.1
11.1.6.b. 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.		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
11.1.6.c. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.		Remove	Combined with Anchor Standard 5
11.1.7.a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.		Remove	Combined with Anchor Standard 5
11.1.7.b. Research and discuss how a playwright might have intended a drama/theatre work to be produced.		Remove	Combined with Anchor Standard 5
11.1.7.c. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
11.1.8.a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.		Remove	Combined with Anchor Standard 5
11.1.8.b. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.		Remove	Combined with Anchor Standard 5
11.1.8.c. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.		Remove	Combined with Anchor Standard 5
<u>HS-II.TTH.5.1</u> 11.1.1.a. Explore how cultural, global, and historic belief systems affect creative choices in a drama /theatre work.	See Technical Theater redline document	Move and Revise	Moved to Technical Theater Strand HS-II.TTH.5.1
11.1.1.b. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
11.1.I.c. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.		Remove	Combined with Anchor Standard 5
<u>HS-III.TTH.5.1</u> 11.1.II.a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama /theatre work.	See Technical Theater redline document	Revise and move	Moved to Technical Theater Strand HS-III.TTH.5.1
11.1.II.b. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.		Remove	Combined with Anchor Standard 5
11.1.II.c. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
11.1.III.a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.		Remove	Combined with Anchor Standard 5
11.1.III.b. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.		Remove	Combined with Anchor Standard 5
11.1.III.c. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.		Remove	Combined with Anchor Standard 5

For Questions Contact

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Idaho Content Standards Theater



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CONTENT AND CURRICULUM | THEATER

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CREATED 04/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

Paul Archibeque
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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

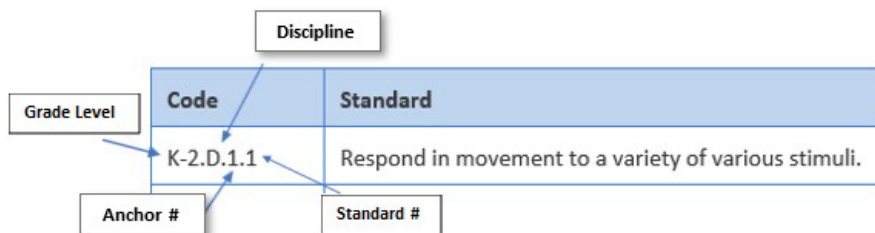
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-1.TH.1.1	With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play.
2-3.TH.1.1	Create roles, imagined worlds, and improvised stories.
4-5.TH.1.1	Describe the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
6.TH.1.1	Explore a scripted or improvised character through imagination.
7.TH.1.1	Explore a scripted or improvised character through imagination.
8.TH.1.1	Investigate multiple perspectives of scripted or improvised characters.
HS1.TH.1.1	Articulate a character’s inner thoughts, objectives, and motivations through character analysis.
HS2.TH.1.1	Use script analysis to generate ideas about a character that is believable in a theatre work.
HS3.TH.1.1	Use personal experiences and knowledge to develop a character that is believable in a theatre work.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-1.TH.2.1	Contribute to the adaptation of the plot in a drama experience.
2-3.TH.2.1	Collaborate with peers to employ physical and vocal techniques for an improvised drama experience.
4-5.TH.2.1	Articulate and implement choices to refine a theatre work using effective physical and vocal traits.
6.TH.2.1	Articulate and implement choices to refine a theatre work using effective physical and vocal traits.
7.TH.2.1	Demonstrate focus in the rehearsal process to develop effective physical and vocal traits of characters in a scripted theatre work.

Code	Standard
8.TH.2.1	Use repetition and analysis in order to revise devised or scripted theatre work.
HS1.TH.2.1	Refine effective physical and vocal traits of characters in an improvised or scripted theatre work.
HS2.TH.2.1	Use the rehearsal process to refine the dramatic concept of a scripted theatre work.
HS3.TH.2.1	Demonstrate the ability to consistently maintain the given reality of a scripted theater work during the rehearsal process.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-1.TH.3.1	Use movement and gestures to communicate emotions in a guided drama experience.
K-1.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
2-3.TH.3.1	Share drama work with peers.
2-3.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
4-5.TH.3.1	Present drama work for an audience.
4-5.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
6.TH.3.1	Present a scripted theatre work for an audience.
6.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
7.TH.3.1	Present a scripted theatre work for an audience.

Code	Standard
7.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
8.TH.3.1	Present a scripted theatre work for an audience.
8.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS1.TH.3.1	Perform a scripted theatre work for an audience.
HS1.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS2.TH.3.1	Perform varied styles of theatre work for an audience.
HS2.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS3.TH.3.1	Perform a fully staged production for an audience.
HS3.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-1.TH.4.1	Respond to a scene in a guided drama experience based on teacher given prompting/criteria.
2-3.TH.4.1	Observe how a character’s choices impact an audience’s perspective of a drama work.
4-5.TH.4.1	Use supporting evidence and criteria to evaluate drama work.
6.TH.4.1	Use supporting evidence and criteria to evaluate drama work.

Code	Standard
7.TH.4.1	Defend preferences when responding to a theatre work, using supporting evidence.
8.TH.4.1	Defend preferences when responding to a theatre work using supporting evidence and artistic criteria.
HS1.TH.4.1	Examine a theatre work using supporting evidence based on teacher generated criteria.
HS2.TH.4.1	Analyze and assess a theatre work using supporting evidence and criteria created through teacher and student collaboration.
HS3.TH.4.1	Evaluate artistic choices through student generated performance criteria.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-1.TH.5.1	Identify similarities between characters and oneself in dramatic play or a guided drama experience.
2-3.TH.5.1	Relate character experiences to personal experiences in a guided drama work.
4-5.TH.5.1	Explain how drama connects oneself to a community or culture.
6.TH.5.1	Explain how the actions and motivations of characters in a theatre work impact the perspectives of the audience.
7.TH.5.1	Explore multiple perspectives and ideas in a theatre work.
8.TH.5.1	Examine a community issue through multiple perspectives in a theatre work.
HS1.TH.5.1	Investigate how cultural perspectives, community ideas and personal beliefs impact a theatre work.
HS2.TH.5.1	Choose and interpret a theatre work to reflect personal beliefs.
HS3.TH.5.1	Collaborate on a theatre work that explores multiple perspectives.



STANDARDS REVISIONS AND RATIONALE – TECHNICAL THEATER

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	Anchor Standard 1		
6-8-TTH-1.1. Identify the basic technical elements that can be used in drama /theatre work.	6-8.TTH.1.1 Identify the basic technical elements that can be used in theatre work.	Revise	Adopted from 5.1.3.b
HSI-TTH-1.1 <u>Demonstrate and explore the elements and principles of design as applied to theatre productions.</u> Use researched technical elements to increase the impact of design for a drama/theatre production	HS1.TTH.1.1 Demonstrate and explore the elements and principles of design as applied to theatre productions.	Revise	Adopted from 5.1.HSI.b Revised for clarity
HSII-TTH-1.1 <u>Understand, refine and apply technology to design solutions for theatre productions.</u> Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	HS2.TTH.1.1 Understand, refine, and apply technology to design solutions for theatre productions.	Revise	Adopted from 5.1.HSII.b Revised for clarity
HSIII-TTH-1.1 Create a complete design for a theatre work that incorporates all elements of	HS3.TTH.1.1 Create a complete design for a theatre	Revise	Adopted from 5.1.HSIII.b Revised for clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
technology. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	work that incorporates all elements of technology.		
	Anchor Standard 2		
6-8-TTH-2.1 . Identify <u>Practice and refine</u> design and technical choices that to support a devised or scripted drama/theatre work.	6-8.TTH.2.1 Identify design and technical choices that support a theatre work.	Revise	Adopted from 3.1.3.c Revised for clarity
HSI-TTH-2.1 <u>Explore and practice aspects of theatre technology to enhance design choices for theatre productions.</u> Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work	HS1.TTH.2.1 Explore and practice aspects of theatre technology to enhance design choices for theatre productions.	Revise	Adopted from 3.1.6.c Revised for clarity
HSII-TTH-2.1 <u>Demonstrate theatre technology practices for safely building and striking theatre productions</u> implement and refine a planned technical design using simple technology during the rehearsal process for	HS2.TTH.2.1 Explore and practice aspects of theatre technology to enhance design choices for theatre productions.	Revise	Adopted from 3.1.8.c Revised for clarity and to incorporate good safety practices.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
devised or scripted drama/ theatre work.			
HSIII-TTH-2.1 <u>Refine theatre technology practices for safely building and striking theatre productions</u> Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.	HS3.TTH.2.1 Refine theatre technology practices for safely building and striking theatre productions.	Revise	Adopted from 3.1.HSI.c Revised for clarity and to incorporate good safety practices.
Anchor Standard 3			
6-8-TTH-3.1 Present drama/ theatre work informally to an audience.	6-8.TTH.3.1 Present a theatre work informally to an audience.	Revised	Adopted from 6.1.5.a
HSI-TTH-3.1 Present drama/ theatre work informally to an audience.	HS1.TTH.3.1 Present a theatre work informally to an audience.	Revised	Adopted from 6.1.5.a
HSII-TTH-3.1 Present a drama/ theatre work <u>formally to an audience</u> using creative processes that to shape the production for a specific audience.	HS2.TTH.3.1 Present a theatre work formally to an audience using creative processes to shape the production.	Revised	Adopted from 6.1.HSII.a

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
HSIII-TTH-3.1 Present specific a drama/theatre <u>works</u> production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg <u>process of the artistic team</u> .	HS3.TTH.3.1 Present specific theatre works grounded in the creative process of the artistic team.	Revised	Adopted from 6.1.HSIII.a
Anchor Standard 4			
6-8-TTH-4.1 Identify design elements and areas of theatre technology used in a theater work. Consider the aesthetics of the production elements in a drama/theatre work	6-8.TTH.4.1 Identify design elements and areas of theatre technology used in a theater work.	Revise	Adopted from 9.1.HSI.b
HSI-TTH-4.1 Identify design elements and areas of theatre technology used in a theater work. Consider the aesthetics of the production elements in a drama/theatre work	HS1.TTH.4.1 Identify design elements and areas of theatre technology used in a theater work.	Revise	Adopted from 9.1.HSI.b
HSII-TTH-4.1 Evaluate how design elements and theatre technology support a theatre	HS2.TTH.4.1 Evaluate how design elements and theatre technology support a theatre	Revise	Adopted from 9.1.HSII.b

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
production while respecting others’ interpretations. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.	production while respecting others’ interpretations.		
HSIII-TTH-4.1 Using artistic criteria, provide supporting evidence in your evaluation and response of a theater production. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	HS3.TTH.4.1 Using artistic criteria, provide supporting evidence in your evaluation and response of a theater production.	Revise	Adopted from 9.1.HSIII.b
	Anchor Standard 5		
6-8-TTH-5.1. Investigate <u>Identify</u> historical, global and social issues expressed in drama/ theatre work.	6-8.TTH.5.1 Identify historical, global, and social issues expressed in theatre work.	Revise	Adopted from 11.1.5.a Revised for simplicity
HSI-TTH-5.1. Identify <u>Investigate</u> universal themes or common social issues and express them	HS1.TTH.5.1 Investigate universal themes or common social issues in a theatre work.	Revise	Adopted from 11.1.6.a Revised for clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
through in a drama/theatre work.			
HSII-TTH-5.1. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	HS2.TTH.5.1 Explore how cultural, global, and historic belief systems affect creative choices in a theatre work.	Revise	Adopted from 11.1.HSI.a Revised for simplicity
HSIII-TTH-5.1. Integrate conventions and knowledge from different art forms and other technical theater elements disciplines to develop a cross-cultural drama/theatre work.	HS3.TTH.5.1 Integrate different art forms and technical theatre elements to develop a cross-cultural drama/theatre work.	Revised	Adopted from 11.1.HSII.a Revised for clarity

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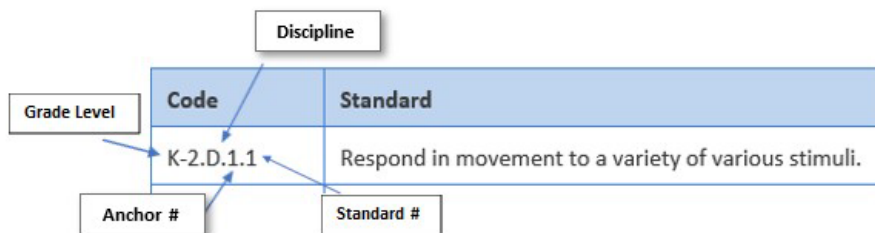
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ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
6-8.TTH.1.1	Identify the basic technical elements that can be used in theatre work.
HS1.TTH.1.1	Demonstrate and explore the elements and principles of design as applied to theatre productions.
HS2.TTH.1.1	Understand, refine, and apply technology to design solutions for theatre productions.
HS3.TTH.1.1	Create a complete design for a theatre work that incorporates all elements of technology.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
6-8.TTH.2.1	Identify design and technical choices that support a theatre work.
HS1.TTH.2.1	Explore and practice aspects of theatre technology to enhance design choices for theatre productions.
HS2.TTH.2.1	Demonstrate theatre technology practices for safely building and striking theatre productions.
HS3.TTH.2.1	Refine theatre technology practices for safely building and striking theatre productions.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
6-8.TTH.3.1	Present a theatre work informally to an audience.
HS1.TTH.3.1	Present a theatre work informally to an audience.
HS2.TTH.3.1	Present a theatre work formally to an audience using creative processes to shape the production.
HS3.TTH.3.1	Present specific theatre works grounded in the creative process of the artistic team.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
6-8.TTH.4.1	Identify design elements and areas of theatre technology used in a theater work.
HS1.TTH.4.1	Identify design elements and areas of theatre technology used in a theater work.
HS2.TTH.4.1	Evaluate how design elements and theatre technology support a theatre production while respecting others' interpretations.
HS3.TTH.4.1	Using artistic criteria, provide supporting evidence in your evaluation and response of a theater production.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
6-8.TTH.5.1	Identify historical, global, and social issues expressed in theatre work.
HS1.TTH.5.1	Investigate universal themes or common social issues in a theatre work.
HS2.TTH.5.1	Explore how cultural, global, and historic belief systems affect creative choices in a theatre work.
HS3.TTH.5.1	Integrate different art forms and technical theatre elements to develop a cross-cultural drama/theatre work.



STANDARDS REVISIONS AND RATIONALE - VISUAL ARTS ELEMENTARY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
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?		Remove	Remove guidance
<u>Cr1.1.Ka</u> Engage in exploration and imaginative play with materials.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cr1.1.1a</u> Engage collaboratively in exploration and imaginative play with materials.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Enduring Understanding: Artists and designers shape artistic investigations, following or		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>			
<p>Cr1.2.Ka Engage collaboratively in creative art making in response to an artistic problem.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Cr1.2.1a <u>K-2.VA.1.1</u> Use observation and investigation in preparation for making a work of art.</p>	K-2.VA.1.1 Use observation and investigation in preparation for making a work of art.	Keep and Move to K-2 grade level Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
<p>Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 2: Organize and develop artistic ideas and work.		Remove	Combined with Anchor Standard 1
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?		Remove	Removed Guidance
Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr2.1.1a <u>K-2.VA.1.2</u> Explore uses of materials and tools to create works of art or design.	K-2.VA.1.2 Explore uses of materials and tools to create works of art or design.	Keep and Move to K-2 grade level Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Cr2.1.2a<u>K-2.VA.2.1</u> Experiment with various materials and tools to explore<u>create</u> personal interests in a work of art or design.</p>	<p>K-2.VA.2.1 Experiment with various materials and tools to create a work of art or design.</p>	<p>Revise and move to k-2 grade level anchor 2</p>	<p>Moved to wider grade band for age/grade level appropriateness. Removed guidance.</p>
<p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p>		<p>Remove</p>	<p>Removed guidance</p>
<p><u>Cr2.2.Ka</u> Identify safe and non-toxic art materials, tools, and equipment.</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified. Removed guidance.</p>
<p><u>Cr2.2.1a</u> Demonstrate safe and proper procedures for using materials,</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified. Removed guidance.</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
tools, and equipment while making art.			
<p><u>Cr2.2.2a</u></p> <p>Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>			
<p><u>Cr2.3.Ka</u></p> <p>Create art that represents natural and constructed environments.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Anchor Standard 3: Refine and complete artistic work.</p>		Remove	Removed guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Essential Question(s): 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?</p>			
<p><u>Cr2.3.1a</u></p> <p>Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr2.3.2a</u></p> <p>Repurpose objects to make something new.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr3.1.Ka</u></p> <p>Explain the process of making art while creating.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Cr3.1.1a Use art vocabulary to describe choices while creating art.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Anchor Standard 3<u>4</u>: Select, analyze, and interpret <u>Perform and/or present</u> artistic work for presentation.</p>	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
<p>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.</p> <p>Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.		Revise and move to K-2 grade level Anchor 3 Removed after stakeholder feedback	Moved to wider grade band for age/grade level appropriateness. Removed guidance. Redundant to K-2.VA.4.1
Pr4.1.1a Explain why some objects, artifacts, and artwork are valued over others.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Anchor Standard 5 : Develop and refine artistic techniques. and work for presentation.	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
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.		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?			
Pr5.1.Ka Explain the purpose of a portfolio or collection.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Pr5.1.1a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Pr5.1.2a <u>K-2.VA.3.1</u> Distinguish between different materials or artistic techniques for preparing artwork for presentation. <u>Demonstrate proper procedures for caring for and presenting artwork.</u>	K-2.VA.3.1 Demonstrate proper procedures for caring for and presenting artwork.	Revise and move to K-2 grade level Anchor 3	Moved to wider grade band for age/grade level appropriateness. Removed guidance. Changed the standard number after stakeholder feedback

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>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.</p> <p>Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>		Remove	Removed Guidance
<p><u>Pr6.1.Ka</u></p> <p>Explain what an art museum is and distinguish how an art museum is different from other buildings.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Pr6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Pr6.1.2a <u>K-2.VA.5.1</u> Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. <u>Explore the purpose of art and/or how it contributes to the community.</u>	K-2.VA.5.1 Explore the purpose of art and/or how it contributes to the community.	Revise and move to K-2 grade level Anchor 5	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Anchor Standard 4 7: Perceive and analyze <u>Respond to</u> artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>natural world, and constructed environments.</p> <p>Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p>			
<p><u>Re7.1.Ka</u></p> <p>Identify uses of art within one's personal environment.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re7.1.1a</u></p> <p>Select and describe works of art that illustrate daily life experiences of one's self and others.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re7.1.2a</u></p> <p>Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?		Remove	Remove guidance
Re7.2.Ka <u>K-2.VA.4.1</u> When looking at a work of art, describe what an image represents.	K-2.VA.4.1 When looking at a work of art, describe what an image represents.	Keep and move to K-2 grade level Anchor 4 Revised after stakeholder feedback	Moved to wider grade band for age/grade level appropriateness. Removed guidance. Revised for clarity after stakeholder feedback
Re7.2.1a Compare images that represent the same subject.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Re7.2.2a Categorize images based on expressive properties.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Anchor Standard 8: Interpret intent and meaning in artistic work.		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Question(s): 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?</p>			
<p><u>Re8.1.KaK-2.VA.4.2</u></p> <p>Interpret art by identifying subject matter and describing relevant details.</p>	<p>K-2.VA.4.2 Interpret art by identifying subject matter and describing relevant details.</p>	<p>Keep and move to K-2 grade level Anchor 4</p>	<p>Moved to wider grade band for age/grade level appropriateness. Removed guidance.</p>
<p><u>Re8.1.1a</u></p> <p>Interpret art by categorizing subject matter and identifying the characteristics of form.</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified. Removed guidance.</p>
<p><u>Re8.1.2a</u></p> <p>Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified. Removed guidance.</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?		Remove	Remove guidance
<u>Re9.1.Ka</u> Explain reasons for selecting a preferred artwork.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Re9.1.1a</u> Classify artwork based on different reasons for preferences.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Re9.1.2a</u> Use learned art vocabulary to express preferences about artwork.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art making, people make meaning by investigating and		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>			
<p><u>Cn10.1.Ka</u> Create art that tells a story about a life experience.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cn10.1.1a</u> Identify times, places, and reasons by which students make art outside of school.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cn10.1.2a</u> Create works of art about events in home, school, or community life.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Anchor Standard 5<u>11</u>: Relate artistic ideas and works with societal, cultural, and <u>or</u> historical</p>	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or	Revise and Move	Clarify what students should know or be able to do.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
contexts to deepen comprehension <u>understanding</u> .	historical contexts to deepen comprehension.		Change from Anchor Standard 11 to Anchor Standard 5
Cn11.1.Ka Identify a purpose of an artwork.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr1.1.3a Elaborate on an imaginative idea.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr1.1.4a <u>3-5.VA.1.1</u> Brainstorm multiple approaches to a creative art or design problem. <u>create a work of art.</u>	3-5.VA.1.1 Brainstorm multiple approaches to create a work of art.	Revise and move to 3-5 grade level Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Cr1.1.5a Combine ideas to generate an innovative idea for art-making.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr1.2.3a		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.			
Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr2.1.3a <u>3-5.VA.2.1</u> Create personally satisfying artwork using a variety of artistic processes and materials.	3-5.VA.2.1 Create artwork using a variety of artistic processes and materials.	Revise and move to 3-5 grade level Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Cr2.1.4a Explore and invent art-making techniques and approaches.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr2.3.4a Document, describe, and represent regional constructed environments.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr3.1.4a <u>3-5.VA.2.2</u> Revise artwork in progress on the basis of insights gained through peer discussion. <u>Refine or revise artwork in response to constructive feedback.</u>	3-5.VA.2.2 Refine or revise artwork in response to constructive feedback.	Revise and move to 3-5 grade level Anchor 2 Revised after stakeholder feedback	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Pr4.1.3a Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Pr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>Pr4.1.5a</u></p> <p>Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Pr5.1.3a</u></p> <p>Identify exhibit space and prepare works of art including artists' statements, for presentation.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Pr5.1.4a</u></p> <p>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.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Pr5.1.5a</u></p> <p>Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Pr6.1.3a</u></p>		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Identify and explain how and where different cultures record and illustrate stories and history of life through art.			
Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Re7.1.3a <u>3-5.VA.3.1</u> Speculate about processes an artist uses to create a work of art. <u>Demonstrate proper procedures for caring for and presenting artwork.</u>	3-5.VA.3.1 Demonstrate proper procedures for caring for and presenting artwork.	Revise and move to 3-5 grade level Anchor 3	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Re7.1.4a Compare responses to a work of art before and after working in similar media.		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Re7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Re7.2.3a Determine messages communicated by an image.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Re7.2.4a <u>3-5.VA.4.1</u> Analyze <u>or evaluate</u> components in visual imagery that convey messages, <u>ideas, and mood</u> .	3-5.VA.4.1 Analyze or evaluate components in visual imagery that convey messages, ideas, and mood.	Revise and move to 3-5 grade level Anchor 4	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Re7.2.5a Identify and analyze cultural associations suggested by visual imagery.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Re8.1.3a Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter,		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
characteristics of form, and use of media.			
<u>Re8.1.5a</u> 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.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Re9.1.3a</u> Evaluate an artwork based on given criteria.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Re9.1.4a</u> Apply one set of criteria to evaluate more than one work of art.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Re9.1.5a</u> Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn10.1.3a</u> Develop a work of art based on observations of surroundings.		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<u>Cn10.1.4a</u> Create works of art that reflect community cultural traditions.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn10.1.5a</u> Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn11.1.3a</u> Recognize that responses to art change depending on knowledge of the time and place in which it was made.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn11.1.4a</u> Through observation, infer information about time, place, and culture in which a work of art was created.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn11.1.5a</u> <u>3-5.VA.5.1</u> Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	3-5.VA.5.1 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Keep and move to 3-5 grade level Anchor 5	Moved to wider grade band for age/grade level appropriateness. Removed guidance.

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STANDARDS REVISIONS AND RATIONALE – VISUAL ART SECONDARY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
6-8 Grade Band			
Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr1.1.7a Apply methods to overcome creative blocks.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr1.1.8a <u>6-8.VA.1.1</u> Document Utilize early stages of the creative process to design a work of art. visually and/or verbally in traditional or new media.	6-8.VA.1.1 Utilize the creative process to design a work of art.	Revise and move to 6-8 grade level Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr1.2.7a		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Develop criteria to guide making a work of art or design to meet an identified goal.			
<u>Cr1.2.8a</u> Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cr2.1.6a</u> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cr2.1.7a</u> <u>6-8.VA.2.1</u> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	6-8.VA.2.1 Develop skills with various materials, methods, and approaches in creating works of art or design.	Revise and move to 6-8 grade level Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
<u>Cr2.1.8a</u> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
process of artmaking or designing.			
<u>Cr2.2.6a</u> Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cr2.2.7a</u> 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.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cr2.2.8a</u> Demonstrate awareness of practices, issues, and the ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cr2.3.6a</u>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Design or redesign objects, places, or systems that meet the identified needs of diverse users.			
Cr2.3.7a <u>6-8.VA.2.2</u> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	6-8.VA.2.2 Apply visual organizational strategies to design and produce a work of art that communicates information or ideas.	Revise and move to 6-8 grade level Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Cr3.1.6a <u>6-8.VA.2.3</u> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	6-8.VA.2.3 Reflect on whether artwork conveys the intended meaning and revise accordingly.	Revise and move to 6-8 grade level Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>Pr4.1.6a</u> Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Pr4.1.7a</u> Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Pr4.1.8a</u> Develop and apply criteria for evaluating a collection of artworks for presentation.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Pr5.1.6a</u> 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.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Pr5.1.7a 6-8.VA.3.1 Discuss, reflect on, or investigate Based on criteria, analyze, and evaluate methods for preparing and presenting art.</p>	<p>6-8.VA.3.1 Discuss, reflect on, or investigate methods for preparing and presenting art.</p>	<p>Revise and move to 6-8 grade level Anchor 3</p>	<p>Moved to wider grade band for age/grade level appropriateness. Removed guidance.</p>
<p>6-8.VA.3.2 Reflect on and explain important information about personal artwork.</p>	<p>6-8.VA.3.2 Reflect on and explain important information about personal artwork.</p>	<p>Added based on stakeholder feedback.</p>	<p>Clarification on what students need to know and be able to do.</p>
<p>Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer.</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified. Removed guidance.</p>
<p>Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified. Removed guidance.</p>
<p>Pr6.1.7a Compare viewing and experiencing collections and exhibitions in different venues.</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified. Removed guidance.</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Pr6.1.8a Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Re7.1.6a <u>6-8.VA.4.1</u> Identify and interpret <u>Analyze and/or interpret</u> works of art, <u>and/or how art influences viewers.</u> or design that reveal how people live around the world and what they value.</p>	6-8.VA.4.1 Analyze or evaluate components in visual imagery that convey messages, ideas, and mood.	Revise and move to 6-8 grade level Anchor 4	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
<p>Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Re7.1.8a Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual images that one conveys to others.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>Re7.2.6a</u> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re7.2.7a</u> Analyze multiple ways that images influence specific audiences.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re7.2.8a</u> Compare contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re8.1.6a</u> 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.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>Re8.1.7a</u> Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re8.1.8a</u> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re9.1.6a</u> Develop and apply relevant criteria to evaluate a work of art.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re9.1.7a</u> Compare and explain the difference between an evaluation of an artwork based on personal</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
criteria and an evaluation of an artwork based on a set of established criteria.			
<u>Cn10.1.6a</u> Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn10.1.7a</u> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn10.1.8a</u> Make art collaboratively to reflect on and reinforce positive aspects of group identity.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn11.1.6a</u> <u>6-8.VA.5.1</u> Analyze <u>and/or demonstrate</u> how art reflects changing times, traditions, resources, and cultural uses.	6-8.VA.5.1 Analyze and/or demonstrate how art reflects changing times, traditions, resources, and cultural uses.	Revise and move to 6-8 grade level Anchor 5	Moved to wider grade band for age/grade level appropriateness



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<u>Cn11.1.7a</u> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Cn11.1.8a</u> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.		Remove standard	Redundant; clarified and simplified. Removed guidance.
END Grades 6-8 Grouped			
<u>Cr1.1.1a</u> <u>9-12.VA.1.1</u> Use multiple approaches to begin <u>planning a work of art</u> creative endeavors.	9-12.VA.1.1 Use multiple approaches to begin planning a work of art.	Revise and move to High School Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
<u>Cr1.1.1a</u> Individually or collaboratively formulate new creative problems based on student's existing artwork.		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>Cr1.1.IIIa</u> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr1.2.Ia</u> Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr1.2.IIa</u> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr1.2.IIIa</u> 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.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p>Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>9-12.VA.2.1 Develop skills with various materials, methods, and approaches in creating works of art or design.</u></p>	9-12.VA.2.1 Develop skills with various materials, methods, and approaches in creating works of art or design.	Added based on stakeholder feedback.	Clarification on what students need to know and be able to do.
<p>Cr2.1.IIIa <u>9-12.VA.2.2</u> <u>Through experimentation and practice of techniques,</u> Experiment, plan, and <u>make multiple works of art</u> and design <u>that explore a personally meaningful theme, idea, or concept.</u></p>	9-12.VA.2.2 Through experimentation and practice of techniques, make multiple works of art that explore a meaningful theme, idea, or concept.	Revise and move to High School Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>Cr2.2.Ia</u> Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr2.2.IIa</u> Demonstrate awareness of ethical implications of making and distributing creative work.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr2.2.IIIa</u> 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.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr2.3.Ia</u> Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>Cr2.3.IIa</u> Redesign an object, system, place, or design in response to contemporary issues.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr2.3.IIIa</u> Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Cr3.1.Ia</u> <u>9-12.VA.2.3</u> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>	9-12.VA.2.3 Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress.	Move to High School Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
<p><u>Cr3.1.IIa</u> Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.		Remove standard	Redundant; clarified and simplified. Removed guidance.
9-12-VA-3.1 Demonstrate proper procedures for caring for and presenting artwork.	9-12-VA-3.1 Demonstrate proper procedures for caring for and presenting artwork.	Added based on stakeholder feedback	Clarification on what students need to know and be able to do
Pr4.1.Ia 9-12.VA.3.2 Analyze, select, and curate artifacts and/or artworks for presentation and preservation. Reflect on and explain important information about personal artwork.	9-12.VA.3.2 Reflect on and explain important information about personal artwork.	Move to High School Anchor 3	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
presenting artwork for a specific exhibit or event.			
<u>Pr5.1.Ia</u> Analyze and evaluate the reasons and ways an exhibition is presented.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Pr5.1.IIa</u> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Pr5.1.IIIa</u> Investigate, compare, and contrast methods for preserving and protecting art.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Pr6.1.Ia</u> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.		Remove standard	Redundant; clarified and simplified. Removed guidance.
<u>Pr6.1.IIa</u> Make, explain, and justify connections between artists or		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
artwork and social, cultural, and political history.			
<p><u>Pr6.1.IIIa</u> Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re7.1.Ia</u> Hypothesize ways in which art influences perception and understanding of human experiences.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re7.1.IIa</u> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.
<p><u>Re7.1.IIIa</u> Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>		Remove standard	Redundant; clarified and simplified. Removed guidance.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Re7.2.1a 9-12.VA.4.1 Analyze <u>and/or demonstrate</u> how one's understanding of the world is affected by experiencing visual imagery <u>art</u> .	9-12.VA.4.1 Analyze and/or demonstrate how one's understanding of the world is affected by art.	Move to High School Anchor 4	Moved to wider grade band for age/grade level appropriateness
Re7.2.1a Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Re7.2.1a Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.		Remove standard	Redundant; clarified and simplified. Removed guidance.
Re8.1.1a 9-12.VA.4.2 <u>Analyze and/or</u> interpret an artwork or collection of works; <u>using supported by relevant and sufficient</u> criteria and evidence found in the work and its various contexts.	9-12.VA.4.2 Analyze and/or interpret an artwork or collection of works using criteria and evidence found in the work and its various contexts.	Move to High School Anchor 4	Moved to wider grade band for age/grade level appropriateness
Re8.1.1a		Remove standard	Redundant; clarified and simplified.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.			
<u>Re8.1.IIIa</u> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.		Remove standard	Redundant; clarified and simplified.
<u>Re9.1.Ia</u> Establish relevant criteria in order to evaluate a work of art or collection of works.		Remove standard	Redundant; clarified and simplified.
<u>Re9.1.IIa</u> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.		Remove standard	Redundant; clarified and simplified.
<u>Re9.1.IIIa</u> Construct evaluations of a work of art or collection of works based on differing sets of criteria.		Remove standard	Redundant; clarified and simplified.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.		Remove standard	Redundant; clarified and simplified.
Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.		Remove standard	Redundant; clarified and simplified.
Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.		Remove standard	Redundant; clarified and simplified.
Cn11.1.Ia 9-12.VA.5.1 Describe how knowledge of culture, traditions, and history may influence personal responses to art.	9-12.VA.5.1 Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Keep and move to High School Anchor 5	Moved to wider grade band for age/grade level appropriateness
Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical		Remove standard	Redundant; clarified and simplified.



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
contexts and make connections to uses of art in contemporary and local contexts.			
<u>Cn11.1.IIIa</u> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.		Remove standard	Redundant; clarified and simplified.

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Idaho Content Standards Visual Arts



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CREATED 04/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

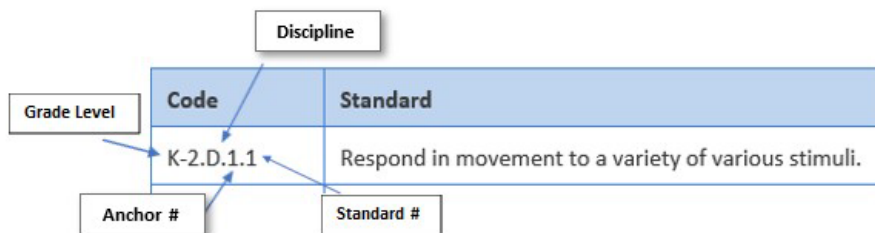
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-2.VA.1.1	Use observation and investigation in preparation for making a work of art.
K-2.VA.1.2	Explore uses of materials and tools to create works of art or design.
3-5.VA.1.1	Brainstorm multiple approaches to create a work of art.
6-8.VA.1.1	Utilize the creative process to design a work of art.
9-12.VA.1.1	Use multiple approaches to begin planning a work of art.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-2.VA.2.1	Experiment with various materials and tools to create a work of art or design.
3-5.VA.2.1	Create artwork using a variety of artistic processes and materials.
3-5.VA.2.2	Refine or revise artwork in response to constructive feedback.
6-8.VA.2.1	Develop skills with various materials, methods, and approaches in creating works of art or design.
6-8.VA.2.2	Apply visual organizational strategies to design and produce a work of art that communicates information or ideas.
6-8.VA.2.3	Reflect on whether artwork conveys the intended meaning and revise accordingly.
9-12.VA.2.1	Develop skills with various materials, methods, and approaches in creating works of art or design.
9-12.VA.2.2	Through experimentation and practice of techniques, make multiple works of art that explore a meaningful theme, idea, or concept.
9-12.VA.2.3	Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-2.VA.3.1	Demonstrate proper procedures for caring for and presenting artwork.
3-5.VA.3.1	Demonstrate proper procedures for caring for and presenting artwork.
6-8.VA.3.1	Discuss, reflect on, or investigate methods for preparing and presenting art.
6-8.VA.3.2	Reflect on and explain important information about personal artwork.
9-12.VA.3.1	Demonstrate proper procedures for caring for and presenting artwork.
9-12.VA.3.2	Reflect on and explain important information about personal artwork.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-2.VA.4.1	When looking at a work of art, describe what an image represents.
K-2.VA.4.2	Interpret art by identifying subject matter and describing relevant details.
3-5.VA.4.1	Analyze or evaluate components in visual imagery that convey messages, ideas, and mood.
6-8.VA.4.1	Analyze and/or interpret works of art, and/or how art influences viewers.
9-12.VA.4.1	Analyze and/or demonstrate how one’s understanding of the world is affected by art.
9-12.VA.4.2	Analyze and/or interpret an artwork or collection of works using criteria and evidence found in the work and its various contexts.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-2.VA.5.1	Explore the purpose of art and/or how it contributes to the community.
3-5.VA.5.1	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
6-8.VA.5.1	Analyze and/or demonstrate how art reflects changing times, traditions, resources, and cultural uses.
9-12.VA.5.1	Describe how knowledge of culture, traditions, and history may influence personal responses to art.



STANDARDS REVISIONS AND RATIONALE – MEDIA ARTS

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts. Essential Question(s): How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?		Remove	Remove guidance
(MA:Cr1.1.1) Discover and share ideas for media artworks using play and experimentation.		Remove standard	Redundant; clarified and simplified.
MA:Cr1.1.2 Express and share ideas for media artworks through sketching and modeling.		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
{MA:Cr1.1.3 Discover multiple ideas for media artworks through brainstorming and improvising.		Remove standard	Redundant; clarified and simplified.
MA:Cr1.1.4 <u>K-5.MA.1.1</u> Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	K-5.MA.1.1 Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	Keep standard; move to K-5 Anchor Standard 1	Moved to wider grade band for age/grade level appropriateness
{MA:Cr1.1.5) Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.		Remove standard	Redundant; clarified and simplified.
{MA:Cr1.1.6) Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.		Remove standard	Redundant; clarified and simplified.
Anchor Standard 2: Organize and develop artistic ideas and work.		Remove	Combined with Anchor Standard 1
Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures		Remove	Remove guidance

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>that can effectively realize the artistic idea.</p> <p>Essential Question(s): How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</p>			
<p>{MA:Cr2.1.K With guidance, use ideas to form plans or models for media arts productions.</p>		Remove standard	Redundant; clarified and simplified.
<p>{MA:Cr2.1.1 With guidance, use identified ideas to form plans and models for media arts productions.</p>		Remove standard	Redundant; clarified and simplified.
<p>{MA:Cr2.1.2 Choose ideas to create plans and models for media arts productions.</p>		Remove standard	Redundant; clarified and simplified.
<p>{MA:Cr2.1.3 Form, share, and test ideas, plans, and models to prepare for media arts productions.</p>		Remove standard	Redundant; clarified and simplified.
<p>{MA:Cr2.1.4 Discuss, test, and assemble ideas, plans, and models for media arts</p>		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
productions, considering the artistic goals and the presentation.			
(MA:Cr2.1.5 Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.		Remove standard	Redundant; clarified and simplified.
Anchor Standard 3: Refine and complete artistic work.		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
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.		Remove standard	Redundant; clarified and simplified.
MA:Cr3.1.1) a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.</p>			
<p>(MA:Cr3.1.2 a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention</p> <p>b. Test and describe expressive effects in altering, refining, and completing media artworks.</p>		Remove standard	Redundant; clarified and simplified.
<p>(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.</p> <p>b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.</p> <p><u>K-5.MA.1.2 Express and convey meaning in productions,</u></p>	K-5.MA.1.2 Express and convey meaning in productions, identifying and applying the elements of art and/or principles of design.	Revise: move to K-5 grade level, anchor standard 1	Simplified and clarified language. Moved to wider grade band for age/grade appropriateness.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>identifying and applying the elements of art and/or principles of design.</u></p>			
<p>(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.</p> <p>b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.</p>		Remove standard	Redundant; clarified and simplified.
<p>(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.</p> <p>b. Determine how elements and components can be altered for clear communication and intentional effects, and refine</p>		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
media artworks to improve clarity and purpose.			
Anchor Standard 34: Select, analyze, and interpret <u>Perform and/or present</u> artistic work. for presentation.	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks. Essential Question(s): How are complex media arts experiences constructed?		Remove	Remove guidance
{MA:Pr4.1.K With guidance, combine arts forms and media content, such as dance and video, to form media artworks.		Remove standard	Redundant; clarified and simplified.
{MA:Pr4.1.1) Combine varied academic, arts, and media content in media artworks, such as an illustrated story.		Remove standard	Redundant; clarified and simplified.
{MA:Pr4.1.2) Practice combining varied academic, arts, and media content into unified media		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
artworks, such as a narrated science animation.			
(MA:Pr4.1.3) Practice <u>K-5.MA.2.1</u> Combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.	K-5.MA.2.1 Combine varied academic, arts, and media forms and content into unified media artworks.	Revise: K-5 Move to anchor standard 2	Simplified and clarified language. Moved to wider grade band for age/grade appropriateness.
(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.		Remove standard	Redundant; clarified and simplified.
(MA:Pr4.1.5) Create media artworks through the integration of multiple contents and forms, such as a media broadcast.		Remove standard	Redundant; clarified and simplified.
Anchor Standard 5 : Develop and refine artistic techniques, and work for presentation.	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
Enduring Understanding: Media artists require a range of skills and abilities to creatively solve		Remove	Remove guidance

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>problems within and through media arts productions.</p> <p>Essential Question(s): 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?</p>			
<p>{MA:Pr5.1.K a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.</p> <p>b. Identify and demonstrate creative skills, such as performing, within media arts productions.</p> <p>c. Practice, discover, and share how media arts creation tools work.</p>		Remove standard	Redundant; clarified and simplified.
<p>{MA:Pr5.1.1 a. Describe and demonstrate various artistic skills and roles, such as technical steps,</p>		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>planning, and collaborating in media arts productions</p> <p>b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.</p> <p>c. Experiment with and share different ways to use tools and techniques to construct media artworks.</p>			
<p>(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</p> <p>b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.</p> <p>c. Demonstrate and explore identified methods to use tools to capture and form media artworks.</p>		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(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.</p> <p>b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.</p> <p>c. Exhibit standard use of tools and techniques while constructing media artworks. <u>K-5.MA.3.1 Publish or present impactful expressions in media artworks tailored for specific purposes, audiences, and/or contexts.</u></p>	<p>K-5.MA.3.1 Publish or present impactful expressions in media artworks tailored for specific purposes, audiences, and/or contexts.</p>	<p>Revise: K-5 Move to anchor standard 3</p>	<p>Simplified and clarified language. Moved to wider grade band for age/grade appropriateness.</p>
<p>(MA:Pr5.1.4) a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production,</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified.</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>and collaboration in media arts productions.</p> <p>b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.</p> <p>c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.</p>			
<p>(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.</p> <p>b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.</p> <p>c. Examine how tools and techniques could be used in</p>		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
standard and experimental ways in constructing media artworks.			
Anchor Standard 6: Convey meaning through the presentation of artistic work.		Remove	Redundant with Anchor Standard 4
Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts. Essential Question(s): How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?		Remove	Remove guidance
(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.		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>{MA:Pr6.1.1} a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.</p> <p>b. With guidance, discuss the experience of the presentation of media artworks</p>		Remove standard	Redundant; clarified and simplified.
<p>{MA:Pr6.1.2}</p> <p>a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.</p> <p>b. Identify and describe the experience and share results of presenting media artworks.</p>		Remove standard	Redundant; clarified and simplified.
<p>{MA:Pr6.1.3} a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.</p> <p>b. Identify and describe the experience, and share results of and improvements for presenting media artworks.</p>		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(MA:Pr6.1.4) a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.</p> <p>b. Explain results of and improvements for presenting media artworks.</p>		Remove standard	Redundant; clarified and simplified.
<p>(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.</p> <p>b. Compare results of and improvements for presenting media artworks.</p>		Remove standard	Redundant; clarified and simplified.
<p>Anchor Standard 47: Perceive and analyze <u>Respond to</u> artistic work.</p>	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
<p>Enduring Understanding: Identifying the qualities and</p>		Remove	Remove guidance

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>characteristics of media artworks improves one's artistic appreciation and production. Essential Question(s): How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?</p>			
<p>{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.</p>		Remove standard	Redundant; clarified and simplified.
<p>{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.</p>		Remove standard	Redundant; clarified and simplified.
<p>{MA:Re7.1.2) a. Identify and describe the components and messages in media artworks.</p>		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
b. Identify and describe how a variety of media artworks create different experiences.			
<p>MA:Re7.1.3) a. Identify and describe how messages are created by components in media artworks.</p> <p>b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.</p> <p><u>K-5.MA.4.1 Evaluate the role of different forms, methods, and/or styles in shaping audience experience.</u></p>	<p>K-5.MA.4.1 Evaluate the role of different forms, methods, and/or styles in shaping audience experience.</p>	<p>Revise: K-5 Move to anchor standard 4</p>	<p>Simplified and clarified language. Moved to wider grade band for age/grade appropriateness.</p>
<p>(MA:Re7.1.4) a. Identify, describe, and explain how messages are created by components in media artworks.</p> <p>b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified.</p>
<p>(MA:Re7.1.5) a. Identify, describe, and differentiate how message</p>		<p>Remove standard</p>	<p>Redundant; clarified and simplified.</p>

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>and meaning are created by components in media artworks.</p> <p>b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.</p>			

Idaho Content Standards Media Arts



IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | MEDIA ARTS

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CREATED 04/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

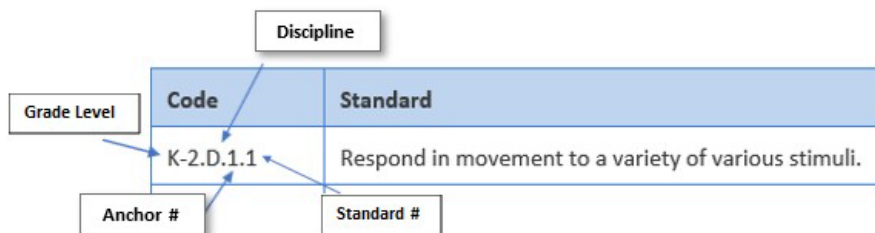
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-5.MA.1.1	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.
K-5.MA.1.2	Express and convey meaning in productions, identifying and applying the elements of art and/or principles of design.
6-8.MA.1.1	Generate creative ideas, goals, and solutions for media artworks using a variety of creative processes.
6-8.MA.1.2	Experiment and implement production processes to integrate content, elements of art, and/or principles of design for purpose in media arts production.
9-12.MA.1.1	Integrate aesthetic principles with a variety of generative methods to form original ideas, solutions, and innovations in media arts.
9-12.MA.1.2	Experiment and implement production processes to integrate content, elements of art, and/or principles of design for purpose in media arts production.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-5.MA.2.1	Combine varied academic, arts, and media forms and content into unified media artworks.
6-8.MA.2.1	Combine varied academic, arts, and media forms and content into unified media artworks to convey specific themes or ideas.
6-8.MA.2.2	Revise, refine, and adapt in response to constructive feedback.
9-12.MA.2.1	Combine varied academic, arts, and media forms and content into unified media artworks to express compelling purpose, story, emotion, or ideas in complex media arts productions.
9-12.MA.2.2	Revise, refine, and adapt in response to constructive feedback.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-5.MA.3.1	Publish or present impactful expressions in media artworks tailored for specific purposes, audiences, and/or contexts.
6-8.MA.3.1	Demonstrate various presentation or distribution formats in order to reach a target audience.
9-12.MA.3.1	Demonstrate various presentation or distribution formats in order to reach a target audience.
9-12.MA.3.2	Retain artistic fidelity across platforms.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-5.MA.4.1	Evaluate the role of different forms, methods, and/or styles in shaping audience experience.
K-5.MA.4.2	Determine the purposes and meanings of media artworks, considering their context.
6-8.MA.4.1	Analyze how various forms, methods, and styles in media artworks interact and influence audience experience.
6-8.MA.4.2	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.
9-12.MA.4.1	Analyze and explain the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-5.MA.5.1	Explore how media artworks and ideas relate to everyday and cultural life.
K-5.MA.5.2	Interact appropriately with media arts tools and environments, considering safety, rules, fairness, ethics, and media literacy.

Code	Standard
6-8.MA.5.1	Demonstrate how media artworks and ideas relate to everyday and cultural life.
6-8.MA.5.2	Engage responsibly with media arts tools and environments, considering safety, rules, fairness, ethics, and media literacy.
9-12.MA.5.1	a. Examine 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, and digital identity.



STANDARDS REVISIONS AND RATIONALE – ARTS ANCHOR STANDARDS

Current standard	Proposed standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Removed all enduring understanding and essential questions from each ARTS strand as it was guidance.			
Anchor Standard 1: Generate and conceptualize <u>Develop and create</u> artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
Anchor Standard 2: Organize and develop artistic ideas and work.		Remove	Combined with Anchor Standard 1
Anchor Standard 3: Refine and complete artistic work.		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
Anchor Standard 3 <u>4</u> : Select, analyze, and interpret <u>Perform and/or present</u> artistic work. for presentation.	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
Anchor Standard 2 <u>5</u> : Develop and refine artistic techniques. and work for presentation.	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
Anchor Standard 6: Convey meaning through the presentation of artistic work.		Remove	Redundant with Anchor Standard 4

Current standard	Proposed standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 4 ⁷ : Perceive and analyze Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
Anchor Standard 8: Interpret intent and meaning in artistic work.		Remove	Combined with Anchor Standard 7
Anchor Standard 9: Apply criteria to evaluate artistic work.		Remove	Combined with Anchor Standard 7
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		Remove	Redundant with Anchor Standard 11
Anchor Standard 5 ¹¹ : Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension understanding.	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5

For Questions Contact

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Idaho Arts Anchor Standards Explanation

ANCHORS (new 2023) [old 2015]

1. Develop and Create artistic ideas and work (Create) [Create]
2. Develop and Refine artistic techniques (Develop) [Create]
3. Perform and/or present artistic works (Present) [Present]
4. Respond to artistic works (Respond) [Respond]
5. Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension (Relate) [Connect]



STANDARDS REVISIONS AND RATIONALE – AMERICAN SIGN LANGUAGE

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
ASL Level 1			
<p><u>(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice.</u></p> <p>The student <u>can</u></p> <p><u>(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information;</u></p> <p>(B) demonstrate an understanding of basic ASL such as simple stories, everyday commands, <u>exchange of information via basic questions and answers</u>, and brief instructions when dealing with familiar topics;</p> <p>(C) <u>demonstrate and</u> convey information in ASL <u>by single signs</u>, concepts, classifiers, phrases, and sentences to others without voice;</p>	<p>(1) Communication.</p> <p>Goal: The student communicates in ASL using expressive and receptive communication skills without voice.</p> <p>The student can:</p> <p>L1.ASL.1.1 engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information;</p> <p>L1.ASL.1.2 demonstrate an understanding of basic ASL such as simple stories, everyday commands, exchange of information via basic questions and answers, and brief instructions when dealing with familiar topics;</p> <p>L1.ASL.1.3 demonstrate comprehension and convey information in ASL by single signs, concepts, classifiers, phrases,</p>	<p>Keep</p> <p>Revised after public feedback</p>	<p>Suggestions came from the ASL community and ASL teachers for clarification</p>

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>L1.ASL.1.4 demonstrate comprehension and convey information in ASL by number signs, alphabet, and single fingerspelled words to others without voice;</p> <p>L1.ASL.1.5 demonstrate and use present tense verbs, directional verbs, and personal and possessive pronouns.</p> <p>(D) demonstrate appropriate usage of ASL and changes in parameters of sign in phonology, morphology, syntax, semantics, and pragmatics;</p> <p>(E) be exposed to the various forms of ASL literature. Understand the variant classifiers in primary language:</p> <p>DCL- Descriptive CL (describe an object or person)</p> <p>LCL- Locative CL (representing an object in a specific place)</p>	<p>and sentences to others without voice;</p> <p>L1.ASL.1.4 demonstrate comprehension and convey information in ASL by number signs, alphabet, and single fingerspelled words to others without voice;</p> <p>L1.ASL.1.5 demonstrate and use present tense verbs, directional verbs, and personal and possessive pronouns.</p> <p>L1.ASL.1.6 demonstrate appropriate usage of ASL and changes in parameters of sign in phonology, morphology, syntax, semantics, and pragmatics;</p> <p>L1.ASL.1.7 be exposed to the various forms of ASL literature. Understand the variant classifiers in primary language:</p> <p>DCL- Descriptive CL (describe an object or person)</p> <p>LCL- Locative CL (representing an object in a specific place)</p>		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>SCL- Semantic CL (representing a category of nouns such as vehicle or a person)</u></p> <p><u>BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required)</u></p> <p><u>ICL- Instrument CL (hands usually manipulate an object)</u></p> <p><u>BPCL- Bodypart CL (representing specific parts of the body doing the action)</u></p> <p><u>PCL- Plural CL (many people, many cards, many houses, etc)</u></p>	<p>SCL- Semantic CL (representing a category of nouns such as vehicle or a person)</p> <p>BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required)</p> <p>ICL- Instrument CL (hands usually manipulate an object)</p> <p>BPCL- Bodypart CL (representing specific parts of the body doing the action)</p> <p>PCL- Plural CL (many people, many cards, many houses, etc)</p>		
<p><u>(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:</u></p> <p>(A) recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;</p> <p>(B) show evidence of <u>understanding appreciation of that ASL literature impacts created by the Deaf and how it applies to</u></p>	<p>(2) Cultures.</p> <p>Goal: The student gains knowledge and understanding of American Deaf culture. The student is expected to:</p> <p>L1.ASL.2.1 recognize Deaf cultural norms to demonstrate an understanding of the</p>	<p>Keep</p> <p>Revised after public comment</p>	<p>Clarification</p>

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>the perspectives of American Deaf culture;</p> <p>(C) show evidence of <u>understanding</u> appreciation of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues; and</p> <p><u>(D) demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u></p>	<p>perspectives of American Deaf culture;</p> <p>L1.ASL.2.2 show evidence of understanding that ASL literature impacts American Deaf culture.</p> <p>L1.ASL.2.3 show evidence of understanding of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues;</p> <p>L1.ASL.2.4 demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</p>		
<p><u>(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information.</u></p>	<p>(3) Connections.</p> <p>Goal: The student uses ASL to make connections with other</p>	<p>Keep</p>	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>The student is expected to:</p> <p><u>(A) use resources and digital technology to gain access to information about ASL and Deaf culture; and</u></p> <p><u>(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas.</u></p>	<p>subject areas and to acquire information.</p> <p>The student can:</p> <p>L1.ASL.3.1 use resources and digital technology to gain access to information about ASL and Deaf culture;</p> <p>L1.ASL.3.2 use ASL to obtain, reinforce, or expand knowledge of other subject areas.</p>		
<p><u>(4) Comparisons.</u> The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture.</p> <p>The student is expected to:</p> <p><u>(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</u></p>	<p><u>(4) Comparisons.</u></p> <p>Goal: The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture.</p> <p>The student can:</p>	<p>Keep</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>(B) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and</u></p> <p><u>(C) demonstrate an understanding of how one language and culture can influence another.</u></p>	<p>L1.ASL.4.1 demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</p> <p>L1.ASL.4.2 demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;</p> <p>L1.ASL.4.3 demonstrate an understanding of how one language and culture can influence another.</p>		
<p>(5) Communities. The student participates in the Deaf/ASL community by using ASL.</p> <p>The student is expected to:</p> <p>(A) apply ASL at the novice proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events;</p>	<p>(5) Communities.</p> <p>Goal: The student participates in the Deaf/ASL community by using ASL.</p> <p>The student is expected to:</p> <p>L1.ASL.5.1 apply ASL in or out of the school setting through</p>	<p>Revise</p>	<p>Remove guidance language</p>

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(B) be aware of methods of technology to communicate with the Deaf/ASL community; and</p> <p>(C) show evidence of becoming a lifelong learner by using ASL at the novice proficiency level for personal enrichment and/or career development.</p>	<p>involvement in cultural activities such as attending Deaf events;</p> <p>L1.ASL.5.2 be aware of methods of technology to communicate with the Deaf/ASL community;</p> <p>L1.ASL.5.3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and/or career development.</p>		
ASL Level 2			
<p>The student can is expected to:-</p> <p>(A) engage in various a variety of ASL exchanges of learned material to socialize and to provide and obtain information <u>either structured or spontaneous</u>;</p> <p>(B) demonstrate an understanding of ASL such as stories, everyday commands, <u>exchange of information via questions and answers</u>, and</p>	<p>The student can:</p> <p>L2.ASL.1.1 Engage in various ASL exchanges of learned material to socialize and provide and obtain information either structured or spontaneous.</p> <p>L2.ASL.1.2 demonstrate an understanding of ASL such as stories, everyday commands,</p>	<p>Keep</p> <p>(1) Communication</p> <p>Revised after public comment</p>	<p>Clarification</p>

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>instructions when dealing with familiar topics;</p> <p>(C) <u>Understand and</u> convey information in ASL <u>by demonstrating comprehension of single signs, using</u> concepts, classifiers, phrases, and sentences to others without voice;</p> <p><u>L2.ASL.1.4 demonstrate appropriate usage of ASL number signs and fingerspelling in context.</u></p> <p>(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; and <u>pragmatics while discriminating between the parameters of ASL</u></p> <p><u>L1.ASL.1.6 demonstrate and use verbs and pronouns in context.</u></p> <p>(E) create and express <u>the various forms of</u> ASL literature, <u>understanding the variant classifiers in primary language: including handshape stories, that</u></p>	<p>exchange of information via questions and answers, and instructions when dealing with familiar topics;</p> <p>L2.ASL.1.3 Understand and convey information in ASL by demonstrating comprehension of single signs, concepts, classifiers, phrases, and sentences to others without voice;</p> <p>L2.ASL.1.4 demonstrate appropriate usage of ASL number signs and fingerspelling in context.</p> <p>L2.ASL.1.5 demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics while discriminating between the parameters of ASL.</p>		

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>follows traditional cultural features.</p> <p><u>DCL- Descriptive CL (describe an object or person)</u></p> <p><u>LCL- Locative CL (representing an object in a specific place)</u></p> <p><u>SCL- Semantic CL (representing a category of nouns such as vehicle or a person)</u></p> <p><u>BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required)</u></p> <p><u>ICL- Instrument CL (hands usually manipulate an object)</u></p> <p><u>BPCL- Bodypart CL (representing specific parts of the body doing the action)</u></p> <p><u>PCL- Plural CL (many people, many cards, many houses, etc)</u></p>	<p>L1.ASL.1.6 demonstrate and use verbs and pronouns in context.</p> <p>L2.ASL.1.7 create and express the various forms of ASL literature understanding the variant classifiers in primary language:</p> <p>DCL- Descriptive CL (describe an object or person)</p> <p>LCL- Locative CL (representing an object in a specific place)</p> <p>SCL- Semantic CL (representing a category of nouns such as vehicle or a person)</p> <p>BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required)</p> <p>ICL- Instrument CL (hands usually manipulate an object)</p> <p>BPCL- Bodypart CL (representing specific parts of the body doing the action)</p> <p>PCL- Plural CL (many people, many cards, many houses, etc)</p>		

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>The student canis expected to:</p> <p><u>(A) recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture;</u></p> <p>(B) show <u>evidence of understanding</u> evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;</p> <p><u>(C) show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and</u></p> <p><u>(D) demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u></p>	<p>The student can:</p> <p>L2.ASL.2.1 recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture;</p> <p>L2.ASL.2.2 show evidence of understanding of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;</p> <p>L2.ASL.2.3 show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;</p> <p>L2.ASL.2.4 demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</p>	<p>Keep</p> <p>(2) Cultures</p> <p>Revised after stakeholder feedback</p>	<p>Clarification</p>
<p><u>The student can:</u></p>	<p>The student can:</p>	<p>Keep</p> <p>(3) Connections</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>(A) use resources and digital technology to gain access to information about ASL and Deaf culture; and</u></p> <p><u>(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas.</u></p>	<p>L2.ASL.3.1 use resources and digital technology to gain access to information about ASL and Deaf culture;</p> <p>L2.ASL.3.2 use ASL to obtain, reinforce, or expand knowledge of other subject areas.</p>		
<p>The student can is expected to:</p> <p><u>(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</u></p> <p><u>(B) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and</u></p> <p><u>(C) demonstrate an understanding of how one language and culture can influence another.</u></p>	<p>The student can:</p> <p>L2.ASL.4.1 demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</p> <p>L2.ASL.4.2 demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;</p> <p>L2.ASL.4.3 demonstrate an understanding of how one language and culture can influence another.</p>	<p>Keep</p> <p>(4) Comparisons</p>	
<p>The student can is expected to:</p>	<p>The student can:</p>	<p>Revise</p> <p>(5) Communities</p>	<p>Remove “guidance” language</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(A) apply ASL at the novice to intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events;</p> <p>(B) use technology to communicate with the Deaf/ASL community; and</p> <p>(C) show evidence of becoming a lifelong learner by using ASL at the novice to intermediate proficiency level for personal enrichment and career development.</p>	<p>L2.ASL.5.1 apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;</p> <p>L2.ASL.5.2 use technology to communicate with the Deaf/ASL community;</p> <p>L2.ASL.5.3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.</p>		
ASL Level 3			
<p>The student can: is expected to:</p> <p>(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate proficiency level;</p> <p><u>(B) demonstrate an understanding of ASL such as stories, commands, and</u></p>	<p>The student can:</p> <p>L3.ASL.1.1 engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information;</p> <p>L3.ASL.1.2 demonstrate an understanding of ASL such as stories, commands, and</p>	<p>Revise</p> <p>(1) Communication</p>	<p>Remove guidance language</p>

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>instructions when dealing with familiar and less familiar topics;</u></p> <p>(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level;</p> <p>(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level; and-</p> <p><u>(E) create and express ASL literature, including handshape stories, that follows traditional cultural features.</u></p>	<p>instructions when dealing with familiar and less familiar topics;</p> <p>L3.ASL.1.3 convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;</p> <p>L3.ASL.1.4 demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; and</p> <p>L3.ASL.1.5 create and express ASL literature, including handshape stories, that follows traditional cultural features.</p>		
<p>The student can; is expected to-</p> <p><u>(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;</u></p> <p><u>(B) apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it</u></p>	<p>The student can:</p> <p>L3.ASL.2.1 apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;</p> <p>L3.ASL.2.2 apply ASL to show evidence of appreciation of ASL literature created by the Deaf</p>	<p>Keep</p> <p>(2) Cultures</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>applies to the perspectives of American Deaf culture;</u></p> <p><u>(C) apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and</u></p> <p><u>(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u></p>	<p>and how it applies to the perspectives of American Deaf culture;</p> <p>L3.ASL.2.3 apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;</p> <p>L3.ASL.2.4 demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</p>		
<p>The student can is expected to-</p> <p><u>(A) use resources and digital technology to gain access to in-depth information about ASL and Deaf culture; and</u></p> <p><u>(B) apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.</u></p>	<p>The student can</p> <p>L3.ASL.3.1 use resources and digital technology to gain access to in-depth information about ASL and Deaf culture;</p> <p>L3.ASL.3.2 apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.</p>	<p>Keep</p> <p>(3) Connections</p>	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>The student can; is expected to:</p> <p>(A) apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</p> <p>(B) apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and</p> <p>(C) apply ASL at the intermediate proficiency level to demonstrate an understanding of how one language and culture can influence another.</p>	<p>The student can:</p> <p>L3.ASL.4.1 apply ASL to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</p> <p>L3.ASL.4.2 apply ASL to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;</p> <p>L3.ASL.4.3 apply ASL to demonstrate an understanding of how one language and culture can influence another.</p>	<p>Revise</p> <p>(4) Comparisons</p>	<p>Removal of guidance language</p>
<p>The student can; is expected to:</p> <p>(A) apply ASL at the intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events;</p>	<p>The student can:</p> <p>L3.ASL.5.1 apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;</p>	<p>Revise</p> <p>(5) Communities</p>	<p>Removal of guidance language</p>

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(B) use technology to communicate with the Deaf/ASL community; and</p> <p>(C) show evidence of becoming a lifelong learner by using ASL at the intermediate proficiency level for personal enrichment and career development.</p>	<p>L3.ASL.5.2 use technology to communicate with the Deaf/ASL community;</p> <p>L3.ASL.5.3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.</p>		
ASL Level 4			
<p>The student can; is expected to-</p> <p>(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate to advanced proficiency level;</p> <p><u>(B) demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics;</u></p> <p>(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the</p>	<p>The student can:</p> <p>L4.WL.1.1 engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain;</p> <p>L4.WL.1.2 demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics;</p> <p>L4.WL.1.3 convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;</p>	<p>Revise</p> <p>(1) Communication</p>	<p>Removal of guidance language</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>intermediate to advanced proficiency level;</p> <p>(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate to advanced proficiency level;</p> <p><u>(E) create and express ASL literature, including handshape stories, that follows traditional cultural features.</u></p>	<p>L4.WL.1.4 demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics</p> <p>L4.WL.1.5 create and express ASL literature, including handshape stories, that follows traditional cultural features.</p>		
<p><u>The student can:</u></p> <p><u>(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;</u></p> <p><u>(B) apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;</u></p> <p><u>(C) apply ASL to show evidence of appreciation of the contributions to arts and sciences</u></p>	<p>The student can:</p> <p>L4.ASL.2.1 apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;</p> <p>L4.ASL.2.2 apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;</p>	<p>Keep</p> <p>(2) Cultures.</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>by the Deaf and how they are applied to the perspectives of American Deaf culture; and</u></p> <p><u>(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</u></p>	<p>L4.ASL.2.3 apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and</p> <p>L4.ASL.2.4 demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.</p>		
<p>The student can; is expected to:</p> <p><u>(A) use resources and digital technology to gain access to extensive information on ASL and Deaf culture;</u></p> <p>(B) apply ASL at the intermediate to advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.</p>	<p>The student can:</p> <p>L4.ASL.3.1 use resources and digital technology to gain access to extensive information on ASL and Deaf culture; and</p> <p>L4.ASL.3.2 apply ASL to obtain, reinforce, or expand knowledge of other subject areas.</p>	<p>Revise</p> <p>(3) Connections.</p>	<p>Removal of guidance language</p>
<p>The student can; is expected to:</p> <p>(A) apply ASL at the intermediate to advanced</p>	<p>The student can:</p>	<p>Revise</p> <p>(4) Comparisons</p>	<p>Removal of guidance language</p>

JUNE 12-13, 2024

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</p> <p>(B) apply ASL at the intermediate to advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and</p> <p>(C) apply ASL at the intermediate to advanced proficiency level to demonstrate an understanding of how one language and culture can influence another.</p>	<p>L4.ASL.4.1 apply ASL to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;</p> <p>L4.ASL.4.2 apply ASL to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and</p> <p>L4.ASL.4.3 apply ASL to demonstrate an understanding of how one language and culture can influence another.</p>		
<p>The student can; is expected to;</p> <p>(A) apply ASL at the intermediate to advanced proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events;</p>	<p>L4.ASL.5.1 apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;</p> <p>L4.ASL.5.2 use technology to communicate with the Deaf/ASL community; and</p>	<p>Revise</p> <p>(5) Communities</p>	<p>Removal of guidance language</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>(B) use technology to communicate with the Deaf/ASL community; and</u></p> <p>(C) show evidence of becoming a lifelong learner by using ASL at the intermediate to advanced proficiency level for personal enrichment and career development.</p>	<p>L4.ASL.5.3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.</p>		

For Questions Contact

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Idaho Content Standards American Sign Language



IDAHO DEPARTMENT OF EDUCATION
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CREATED 04/29/2024

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in World Languages Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

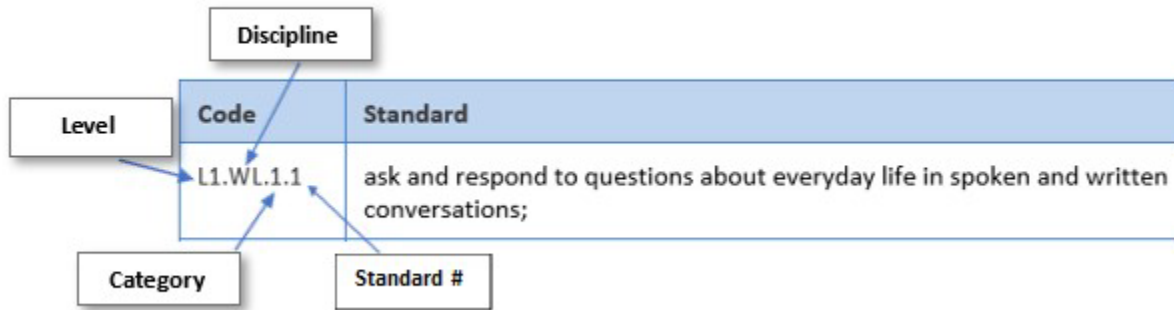
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent World Language education in Idaho because LEA's start the study of languages at all different grade levels. The American Sign Language standards are organized into five categories:

- **Communication:** The student communicates in ASL using expressive and receptive communication skills without voice.
- **Cultures:** The student gains knowledge and understanding of American Deaf culture
- **Connections:** The student uses ASL to make connections with other subject areas and to acquire information.
- **Comparisons:** The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture.
- **Communities:** The student participates in the Deaf/ASL community by using ASL.



ASL LEVEL 1

Communication

The student can:

Code	Standard
L1.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information;
L1.ASL.1.2	demonstrate an understanding of basic ASL such as simple stories, everyday commands, exchange of information via basic questions and answers, and brief instructions when dealing with familiar topics;
L1.ASL.1.3	demonstrate comprehension and convey information in ASL by single signs, concepts, classifiers, phrases, and sentences to others without voice;
L1.ASL.1.4	demonstrate comprehension and convey information in ASL by number signs, alphabet, and single fingerspelled words to others without voice;
L1.ASL.1.5	demonstrate and use present tense verbs, directional verbs, and personal and possessive pronouns;
L1.ASL.1.6	demonstrate appropriate usage of ASL and changes in parameters of sign in phonology, morphology, syntax, semantics, and pragmatics;

Code	Standard
L1.ASL.1.7	demonstrate an understanding of the variant classifiers in primary language: DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place) SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc).

Cultures

The student can:

Code	Standard
L1.ASL.2.1	recognize Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L1.ASL.2.2	show evidence of understanding that ASL literature impacts American Deaf culture;
L1.ASL.2.3	show evidence of understanding of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues;
L1.ASL.2.4	demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L1.ASL.3.1	use resources and digital technology to gain access to information about ASL and Deaf culture;

Code	Standard
L1.ASL.3.2	use ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L1.ASL.4.1	demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L1.ASL.4.2	demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L1.ASL.4.3	demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L1.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L1.ASL.5.2	be aware of methods of technology to communicate with the Deaf/ASL community;
L1.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and/or career development.

ASL LEVEL 2

Communication

The student can:

Code	Standard
L2.ASL.1.1	engage in various ASL exchanges of learned material to socialize and provide and obtain information either structured or spontaneous;
L2.ASL.1.2	demonstrate an understanding of ASL such as stories, everyday commands, exchange of information via questions and answers, and instructions when dealing with familiar topics;
L2.ASL.1.3	understand and convey information in ASL by demonstrating comprehension of single signs, concepts, classifiers, phrases, and sentences to others without voice;
L2.ASL.1.4	demonstrate appropriate usage of ASL number signs and fingerspelling in context;
L2.ASL.1.5	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics while discriminating between the parameters of ASL;
L2.ASL.1.6	demonstrate and use verbs and pronouns in context;
L2.ASL.1.7	create and express the various forms of ASL literature understanding the variant classifiers in primary language: DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place) SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc)

Cultures

The student can:

Code	Standard
L2.ASL.2.1	recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture;
L2.ASL.2.2	show evidence of understanding of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L2.ASL.2.3	show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L2.ASL.2.4	demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L2.ASL.3.1	use resources and digital technology to gain access to information about ASL and Deaf culture;
L2.ASL.3.2	use ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L2.ASL.4.1	demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L2.ASL.4.2	demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L2.ASL.4.3	demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L2.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L2.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L2.ASL.5.3	show evidence of becoming a lifelong learner by using ASL personal enrichment and career development.

ASL LEVEL 3

Communication

The student can:

Code	Standard
L3.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information
L3.ASL.1.2	demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics;
L3.ASL.1.3	convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;
L3.ASL.1.4	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics;
L3.ASL.1.5	create and express ASL literature, including handshape stories, that follows traditional cultural features.

Cultures

The student can:

Code	Standard
L3.ASL.2.1	apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L3.ASL.2.2	apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L3.ASL.2.3	apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L3.ASL.2.4	demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L3.ASL.3.1	use resources and digital technology to gain access to in-depth information about ASL and Deaf culture;
L3.ASL.3.2	apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Standard
L3.ASL.3.1	use resources and digital technology to gain access to in-depth information about ASL and Deaf culture;
L3.ASL.3.2	apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

Communities

The student can:

Code	Objective
L3.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L3.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L3.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.

ASL LEVEL 4

Communication

The student can:

Code	Standard
L4.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information.
L4.ASL.1.2	demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics;
L4.ASL.1.3	convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;
L4.ASL.1.4	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics;
L4.ASL.1.5	create and express ASL literature, including handshape stories, that follows traditional cultural features.

Cultures

The student can:

Code	Standard
L4.ASL.2.1	apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L4.ASL.2.2	apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L4.ASL.2.3	apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L4.ASL.2.4	demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L4.ASL.3.1	use resources and digital technology to gain access to extensive information on ASL and Deaf culture;
L4.ASL.3.2	apply ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L4.ASL.4.1	apply to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L4.ASL.4.2	apply ASL to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L4.ASL.4.3	apply ASL to demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L4.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L4.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L4.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.



~~IDAHO CONTENT STANDARDS~~

~~ARTS AND HUMANITIES~~

~~WORLD LANGUAGE~~

Hallo!

Ciao!

Hi!

Hola!

Salut!



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COMMUNICATION

Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.

Enduring Understanding: Communication and collaboration in more than one language is vital for success in an interconnected world.

Essential Question(s)?

What is the purpose of language?

What do humans do with language and to what end?

How does an increasingly interconnected world impact language learning?

~~Interpersonal communication-
 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-
 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-
 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

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?

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

Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Enduring Understanding: Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content knowledge of those disciplines and develops critical thinking/problem-solving skills.

Essential Question(s):

What role does language learning play in the educational experience of students?

How does connecting to other disciplines make students well-informed global citizens?

How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

Making connections- Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.	Objective: CONN 1.1 Compare and contrast information acquired from other content areas.
	Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.
Acquiring information and diverse perspectives- Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.	Objective: CONN 2.1 Access authentic materials prepared in the target language by or for native speakers.
	Objective: CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
	Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

COMPARISONS

Develop insight and understanding of target culture and language in order to interact with cultural competence.

~~Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.~~

~~Essential Question(s):~~

~~How does the target language differ from the learner's first language?~~

~~How do the target culture's perspectives compare to the learner's perspective?~~

Language Comparisons Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Objective: COMP 1.1 Observe formal and informal forms of language.
	Objective: COMP 1.2 Identify patterns and explain discrepancies the sounds and the writing system in the target language.
	Objective: COMP 1.3 Compare and analyze idiomatic expressions in the target language.
Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.	Objective: COMP 2.1 Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.
	Objective: COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.
	Objective: COMP 2.3 Compare and contrast authentic materials from the target culture with the learner's culture.

COMMUNITIES

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?

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.



STANDARDS REVISIONS AND RATIONALE – WORLD LANGUAGES

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Discovering Languages			
<p>(c) Knowledge and skills.</p> <p>—(1) The student demonstrates an understanding of the elements of language(s). The student is expected to:</p> <p>—(A) engage in different types of language learning activities;</p> <p>—(B) compare and contrast aspects of other languages to English and the student's native language; and</p> <p>—(C) apply basic communication skills in the target language(s), including listening, speaking, reading, and writing.</p>		<p>Revise</p> <p>Removed after stakeholder feedback</p>	<p>Remove guidance language</p>
<p>(2) The student demonstrates an understanding of cultures. The student is expected to:</p> <p>—(A) identify and describe cultural practices in selected regions or countries;</p>		<p>Keep</p> <p>Removed after stakeholder feedback</p>	



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>—(B) recognize the cultural products such as art, music, food, clothing, or other culturally related examples in selected regions or countries; and</p> <p>—(C) compare and contrast aspects of other cultures to the student's own culture.</p>			
<p>—(3) The student develops effective language study skills. The student is expected to:</p> <p>—(A) engage in a variety of language learning strategies such as identifying cognates and recognizing word origins; and</p> <p>—(B) demonstrate an awareness of language patterns such as word/character order, grammatical structures, and symbols.</p>		<p>Keep</p> <p>Removed after stakeholder feedback</p>	
<p>World Languages Level 1</p>			
<p>Knowledge and Skills</p> <p><u>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of</u></p>	<p>Interpersonal Communication: Speaking and Writing</p> <p>The student can:</p>	<p>Revise</p>	<p>Complex verbiage, prioritize clarity</p> <p>Remove “guidance” language</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes, at the specified proficiency levels.</p> <p><u>The student can is expected to:</u></p> <p><u>(A) ask and respond to questions about everyday life in spoken and written conversation;</u></p> <p><u>(B) express and exchange personal opinions or preferences in spoken and written conversation;</u></p> <p><u>(C) ask and tell others what they need to, should, or must do in spoken and written conversation;</u></p> <p><u>(D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;</u></p>	<p>L1.WL.1.1 ask and respond to questions about everyday life in spoken and written conversations;</p> <p>L1.WL.1.2 express and exchange personal opinions or preferences in spoken and written conversation;</p> <p>L1.WL.1.3 ask and tell others what they need to, should, or must do in spoken and written conversation;</p> <p>L1.WL.1.4 articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;</p> <p>L1.WL.1.5 participate in formal and informal spoken conversation using culturally appropriate expressions and gestures;</p> <p>L1.WL.1.6 participate in formal and informal written conversation using culturally appropriate expressions and style.</p>		<p>To clarify “register” as it pertains to formal and informal address</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(E) <u>participate in formal and informal spoken conversation using culturally appropriate expressions, register, and gestures</u>; and</p> <p>(F) <u>participate in formal and informal written conversation using culturally appropriate expressions, register, and style.</u></p>			
<p><u>(2) Interpretive communication: reading and listening.</u> The student comprehends sentence length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures, and processes at the specified proficiency levels. The student is expected to:</p> <p><u>(A) demonstrate an understanding of culturally</u></p>	<p>Interpretive communication: reading and listening.</p> <p>The student can:</p> <p>L1.WL.2.1 demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</p> <p>L1.WL.2.2 identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;</p> <p>L1.WL.2.3 infer meaning of unfamiliar words or phrases in highly contextualized texts,</p>	<p>Revise</p> <p>Move under anchor standard 2</p>	<p>Remove “guidance” language</p> <p>*All levels under Anchor Standards</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>authentic print, digital, audio, and audiovisual materials in everyday contexts;</u></p> <p><u>(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;</u></p> <p><u>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;</u> and</p> <p><u>(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.</u></p>	<p>audio, and audiovisual materials;</p> <p>L1.WL.2.4 identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p>		
<p><u>(3) Presentational communication: speaking and writing.</u> The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures, and processes at the specified proficiency levels.</p> <p><u>The student can</u> is expected to:</p>	<p>Presentational communication: speaking and writing.</p> <p>The student can:</p> <p>L1.WL.3.1 state and support an opinion or preference orally and in writing;</p> <p>L1.WL.3.2 describe people, objects, and simple situations orally and in writing using a</p>	<p>Revise</p>	<p>Remove “guidance” language</p> <p>Clarity</p> <p>*All levels under anchor standards</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(A) state and support an opinion or preference orally and in writing; and</p> <p>(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</p>	<p>mixture of words, phrases, and simple sentences.</p>		
World Languages Level 2			
<p>Knowledge and Skills</p> <p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes the specified proficiency levels.</p> <p><u>The student can</u> is expected to:</p> <p>(A) ask and respond to questions about everyday life</p>	<p>The student can:</p> <p>L2.WL.1.1 ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;</p> <p>L2.WL.1.2 express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;</p> <p>L2.WL.1.3 ask and tell others what they need to do, should do, or must do with simple</p>	<p>Revise</p>	<p>Prioritize clarity</p> <p>Remove guidance</p> <p>Clarify “register” to formal and informal</p> <p>*All levels moved to Anchor Standards</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>with simple elaboration in spoken and written conversation;</p> <p><u>(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;</u></p> <p><u>(C) ask and tell others what they need to do, should do, or must do with simple supporting reasons in spoken and written conversation;</u></p> <p><u>(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;</u></p> <p><u>(E) interact and react in formal and informal spoken conversation using culturally appropriate expressions, register and gestures; and</u></p> <p><u>(F) interact and react in formal and informal writing using culturally appropriate expressions, register and style.</u></p>	<p>supporting reasons in spoken and written conversation;</p> <p>L2.WL.1.4 articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;</p> <p>L2.WL.1.5 interact and react in formal and informal spoken conversation using culturally appropriate expressions, and gestures; and</p> <p>L2.WL.1.6 interact and react in formal and informal writing using culturally appropriate expressions, and style.</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>The student <u>can</u>: is expected to:</p> <p><u>(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</u></p> <p><u>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</u></p>	<p>The student can:</p> <p>L2.WL.2.1 demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</p> <p>L2.WL.2.2 identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</p> <p>L2.WL.2.3 infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and</p> <p>L2.WL.2.4 identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p>	<p>Revise</p> <p>Under Interpretive communication</p>	<p>Remove guidance</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and</u></p> <p><u>(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.</u></p>			
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>The student is expected to:</p> <p>(A) express and support an opinion or preference orally and in writing with supporting statements; and</p> <p>(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with</p>	<p>The student can:</p> <p>L2.WL.3.1 express and support an opinion or preference orally and in writing with supporting statements; and</p> <p>L2.WL.3.2 describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</p>	<p>Revise</p> <p>Under Presentational Communication</p>	<p>Remove guidance</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
essential details and simple elaboration.			
World Languages Level 3			
<p>(c) Knowledge and skills:</p> <p>Interpersonal communication: speaking and negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>The student can is expected to:</p> <p><u>(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation;</u></p> <p><u>(B) express and exchange personal opinions, preferences,</u></p>	<p>The student can:</p> <p>L3.WL.1.1 ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;</p> <p>L3.WL.1.2 express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;</p> <p>L3.WL.1.3 ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;</p> <p>L3.WL.1.4 articulate requests, offer alternatives, and develop plans with supporting statements in</p>	<p>Revise</p> <p>Under Interpersonal communication</p> <p>L3.WL.1.1 revised based on stakeholder feedback</p>	<p>Prioritize clarity</p> <p>Remove guidance</p> <p>Provide clarity “register” to “informal and formal”</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>and recommendations with supporting statements in spoken and written conversation;</u></p> <p><u>(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;</u></p> <p><u>(D) articulate requests, offer alternatives suggestions, and develop plans with supporting statements in spoken and written conversation;</u></p> <p><u>(E) interact and react in formal and informal spoken conversation using culturally appropriate expressions, register, and gestures; and</u></p> <p><u>(F) interact and react in formal and informal writing using culturally appropriate expressions, register and style.</u></p>	<p>spoken and written conversation;</p> <p>L3.WL.1.5 interact and react in formal and informal spoken conversation using culturally appropriate expressions, and gestures;</p> <p>L3.WL.1.6 interact and react in formal and informal writing using culturally appropriate expressions, and style.</p>		
<p>The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within</p>	<p>The student can:</p> <p>L3.WL.2.1 demonstrate an understanding of culturally authentic print, digital, audio,</p>	<p>Revise</p> <p>Interpretive communication: reading and listening.</p>	<p>Remove guidance</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;</u></p> <p><u>(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</u></p> <p><u>(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and</u></p> <p><u>(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</u></p>	<p>and audiovisual materials in a variety of contexts;</p> <p>L3.WL.2.2 paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</p> <p>L3.WL.2.3 infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials;</p> <p>and</p> <p>L3.WL.2.4 compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>The student can is expected to:</p> <p><u>(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;</u></p> <p><u>(B) narrate situations and events orally and in writing using connected sentences with details and elaboration; and</u></p> <p><u>(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.</u></p>	<p>L3.WL.3.1 express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;</p> <p>L3.WL.3.2 narrate situations and events orally and in writing using connected sentences with details and elaboration;</p> <p>L3.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.</p>	<p>Revise</p> <p>Presentational communication: speaking and writing.</p>	<p>Remove guidance</p>
<p>World Languages Level 4</p>			



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(c) Knowledge and skills:</p> <p>The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p><u>The student can:</u></p> <p><u>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation;</u></p> <p><u>(B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;</u></p> <p><u>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative</u></p>	<p>The student can:</p> <p>L4.WL.1.1 ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation;</p> <p>L4.WL.1.2 ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;</p> <p>L4.WL.1.3 express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;</p> <p>L4.WL.1.4 ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation;</p> <p>L4.WL.1.5 articulate requests, offer suggestions, and develop plans with</p>	<p>Revise</p> <p>Interpersonal Communicatin</p>	<p>Prioritize clarity</p> <p>Remove guidance</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>statements in spoken and written conversation;</u></p> <p><u> (D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation;</u></p> <p><u> (E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;</u></p> <p><u> (F) interact and react in in formal and informal spoken conversation using culturally appropriate expressions, register and gestures; and</u></p> <p><u> (G) interact and react in formal and informal writing using culturally appropriate expressions, register and style.</u></p>	<p>supporting elaborative statements in spoken and written conversation;</p> <p>L4.WL.1.6 interact and react in in formal and informal spoken conversation using culturally appropriate expressions, and gestures;</p> <p>L4.WL.1.7 interact and react in formal and informal writing using culturally appropriate expressions, and style.</p>		
<p>The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and</p>	<p>L4.WL.2.1 analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;</p>	<p>Revise</p> <p>(2) Interpretive communication: reading and listening.</p>	<p>Remove guidance</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;</u></p> <p><u>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</u></p> <p><u>(C) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and</u></p> <p><u>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.</u></p>	<p>L4.WL.2.2 paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</p> <p>L4.WL.2.3 infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and</p> <p>L4.WL.2.4 compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations;</u></p> <p><u>(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and</u></p> <p><u>C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.</u></p>	<p>The student can:</p> <p>L4.WL.3.1 express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations;</p> <p>L4.WL.3.2 narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and</p> <p>L4.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.</p>	<p>Revise</p> <p>(3) Presentational communication: speaking and writing.</p>	<p>Remove guidance</p>
<p>World Languages Level 5</p>			



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>(c) Knowledge and skills.</p> <p>The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) engage in formal and informal conversations both formally and informally with generally consistent consistency use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p> <p><u>(C) write with generally consistency consistency use of register and in all time frames, formal and informal items such as correspondence, narratives,</u></p>	<p>The student can:</p> <p>L5.WL.1.1 engage in conversations both formally and informally with general consistency on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p> <p>L5.WL.1.2 write with general consistency and in all time frames, formal and informal items such as correspondence, narratives, descriptions, and summaries of a factual nature;</p> <p>L5.WL.1.3 produce with general consistency, formal and informal written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</p>	<p>Revise</p> <p>(1) Interpersonal communication: speaking and writing.</p> <p>Revised again after stakeholder feedback</p>	<p>Remove guidance</p> <p>Clarify “register” to formal and informal</p> <p>Prioritize clarity</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>descriptions, and summaries of a factual nature; and</u></p> <p><u>(D) produce with generally consistent consistency -use of register, formal and informal written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u></p>			
<p>The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language. at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.</p> <p>The student is expected to:</p> <p><u>(A) read and analyze information from a variety of authentic print and electronic resources such as artwork,</u></p>	<p>The student can:</p> <p>L5.WL.2.1 read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p>	<p>Revise</p> <p>(2) Interpretive communication: reading and listening.</p>	<p>Prioritize clarity</p> <p>Remove guidance</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p> <p><u>(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources;</u></p> <p><u>(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and</u></p> <p><u>(D) compare, contrast, and analyze cultural practices and</u></p>	<p>L5.WL.2.2 compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources;</p> <p>L5.WL.2.3 listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p> <p>L5.WL.2.4 compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources.</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>perspectives from authentic audio and audiovisual resources.</u></p>			
<p>The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners.</p> <p>The student <u>can</u> is expected to:</p> <p><u>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a</u></p>	<p>The student can:</p> <p>L5.WL.3.1 plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and</p> <p>L5.WL.3.2 plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited</p>	<p>Revise</p> <p>(3) Presentational communication: speaking and writing.</p>	<p>Remove guidance</p> <p>Prioritize clarity</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and</u></p> <p><u>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u></p>	<p>examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</p>		
World Languages Level 6			
<p>The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the</p>	<p>L6.WL.1.1 engage in conversations with predominantly consistent use of formal and informal register in all time frames;</p> <p>L6.WL.1.2 verbally exchange information with</p>	<p>Revise</p> <p>(1) Interpersonal Communication: speaking and writing.</p> <p>Revised again due to stakeholder feedback</p>	<p>Remove guidance</p> <p>Clarify “register” to informal and formal</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>ability to understand and exchange information in the target language.</p> <p>The student can is expected to:</p> <p><u>(A) engage in formal and informal conversations with predominantly mostly consistent use of formal and informal register in all time frames;</u></p> <p><u>(B) verbally exchange information with predominantly mostly consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p> <p><u>(C) write with predominantly mostly consistent use of formal and informal register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and</u></p> <p><u>(D) produce, with predominantly mostly consistent</u></p>	<p>predominantly consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p> <p>L6.WL.1.3 write with predominantly consistent use of formal and informal register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature;</p> <p>L6.WL.1.4 produce, with predominantly consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u></p>			
<p>The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.</p> <p>The student can is expected to:</p> <p><u>(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on</u></p>	<p>The student can:</p> <p>L6.WL.2.1 read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p> <p>L6.WL.2.2 compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources;</p>	<p>Revise</p> <p>(2) Interpretive communication: reading and listening.</p>	<p>Remove guidance</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p> <p><u>(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources;</u></p> <p><u>(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and</u></p> <p><u>(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources.</u></p>	<p>L6.WL.2.3 listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and</p> <p>L6.WL.2.4 compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources.</p>		
<p>The student communicates using appropriate and applicable grammatical structures and processes in the target language</p>	<p>The student can:</p> <p>L6.WL.3.1 plan, produce, and present, with predominantly consistent ease and clarity of</p>	<p>Revise</p> <p>(3) Presentational communication: speaking and writing.</p>	<p>Remove guidance</p> <p>Clarify “register” as it pertains to formal and informal</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners.</p> <p>The student <u>can</u> is expected to:</p> <p><u>(A) plan, produce, and present, with predominantly mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and</u></p> <p><u>(B) plan and produce, with predominantly mostly consistent ease and clarity of expression,</u></p>	<p>expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and</p> <p>L6.WL.3.2 plan and produce, with predominantly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific,</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u></p>	<p>historical, artistic, social, or political features of target culture communities.</p>		
<p>World Languages Level 7</p>			
<p>(c) Knowledge and skills.— The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language.</p>	<p>L7.WL.1.1 engage in conversations with consistent use of formal and informal register in all time frames; L7.WL.1.2 verbally exchange information with consistent use of formal and informal register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p>	<p>Revise (1) Interpersonal communication: speaking and writing. Revised again due to stakeholder feedback</p>	<p>Complex verbiage, prioritize clarity Remove “guidance” language Complex verbiage, prioritize clarity</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>The student can is expected to:</p> <p><u>(A) engage in formal and informal conversations with consistent use of formal and informal register in all time frames;</u></p> <p><u>(B) verbally exchange information with consistent use of formal and informal register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p> <p><u>(C) write with consistent use of formal and informal register in all time frames and with elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and</u></p> <p><u>(D) produce, with consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or</u></p>	<p>L7.WL.1.3 write with consistent use of formal and informal register in all time frames and with elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and</p> <p>L7.WL.1.4 produce, with consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>political features of target culture communities.</u></p>			
<p>The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p>	<p>L7.WL.2.1 read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p> <p>L7.WL.2.2 compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources;</p> <p>L7.WL.2.3 listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in</p>	<p>Revise</p> <p>(2) Interpretive communication: reading and listening.</p>	<p>Remove “guidance” language</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources;</u></p> <p><u>(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p> <p><u>(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources.</u></p>	<p>the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p> <p>L7.WL.2.4 compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources.</p>		
<p>The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers</p>	<p>L7.WL.3.1 plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited</p>	<p>Revise</p> <p>(3) Presentational communication: speaking and writing.</p>	<p>Remove “guidance” language</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p> <p><u>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph</u></p>	<p>examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p> <p>L7.WL.3.2 plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u></p>			
<p>Advanced Seminar in World Languages</p>			
<p>ADVANCED SEMINAR in LANGUAGES OTHER THAN ENGLISH <u>World Languages</u></p> <p>(e) Knowledge and skills:</p> <p><u>Goal (1) The student inquires through assigned topics and research in the target language.</u></p> <p>The student can <u>is expected to:</u></p> <p><u>(A) generate relevant and researchable questions with instructor guidance and approval;</u></p> <p><u>(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of</u></p>	<p>Goal 1: The student inquires through assigned topics and research in the target language.</p> <p>L8.WL.1.1 generate relevant and researchable questions with instructor guidance and approval;</p> <p>L8.WL.1.2 communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal</p>	<p>Revise</p>	<p>Remove guidance language</p>



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>variety of topics in formal and informal settings from multiple perspectives;</u></p> <p><u>(C) comprehend language from within the cultural framework, including the use of nuance and subtlety;</u></p> <p><u>(D) produce formal and informal correspondence on a variety of social, academic, or professional topics;</u></p> <p><u>(E) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics;</u></p> <p><u>(F) pose relevant questions from the research findings or conclusions for further study.</u></p> <p><u>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</u></p> <p><u>(A) collect a variety of visual images such as photographs,</u></p>	<p>settings from multiple perspectives;</p> <p>L8.WL.1.3 comprehend language from within the cultural framework, including the use of nuance and subtlety;</p> <p>L8.WL.1.4 produce formal and informal correspondence on a variety of social, academic, or professional topics;</p> <p>L8.WL.1.5 produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics;</p> <p>L8.WL.1.6 pose relevant questions from the research findings or conclusions for further study.</p> <p>Goal 2: The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.</p>		



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>paintings, political cartoons, and other media;</u></p> <p><u>(B) compile written ideas and representations;</u></p> <p><u>(C) interpret information and draw conclusions from a wide range of sources;</u></p> <p><u>(D) identify bias in written, oral, and visual material;</u></p> <p><u>(E) use writing and speaking skills for reflection and exploration;</u></p> <p><u>(F) cite sources appropriately;</u></p> <p><u>(G) present a portfolio.</u></p>	<p>The student can:</p> <p>L8.WL.2.1 collect a variety of visual images such as photographs, paintings, political cartoons, and other media;</p> <p>L8.WL.2.2 compile written ideas and representations;</p> <p>L8.WL.2.3 interpret information and draw conclusions from a wide range of sources;</p> <p>L8.WL.2.4 identify bias in written, oral, and visual material;</p> <p>L8.WL.2.5 use writing and speaking skills for reflection and exploration;</p> <p>L8.WL.2.6 cite sources appropriately;</p> <p>L8.WL.2.7 present a portfolio.</p>		

Idaho Content Standards World Languages



IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | WORLD LANGUAGES

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CREATED 04/29/2024

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

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Danyelle Quincy Davis
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PREAMBLE

What the Idaho Content Standards in World Languages Do

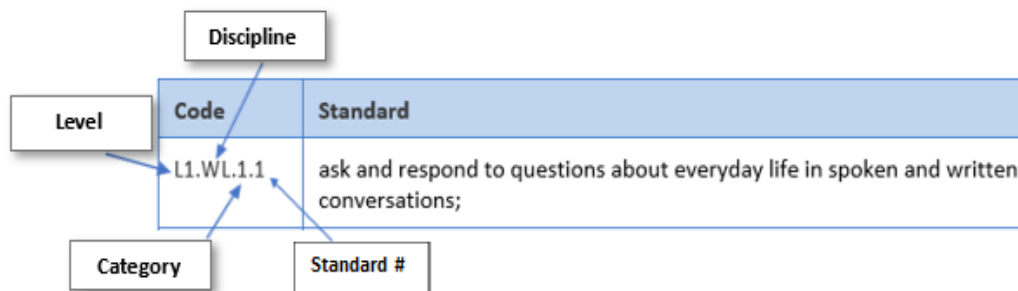
The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The World Languages standards are organized into three categories: interpersonal communication, interpretive communication, and presentational communication. Levels were chosen to better represent World Language education in Idaho because LEA's start the study of languages at all different grade levels.



WORLD LANGUAGES LEVEL 1

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L1.WL.1.1	ask and respond to questions about everyday life in spoken and written conversations;
L1.WL.1.2	express and exchange personal opinions or preferences in spoken and written conversation;
L1.WL.1.3	ask and tell others what they need to, should, or must do in spoken and written conversation;
L1.WL.1.4	articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;
L1.WL.1.5	participate in formal and informal spoken conversation using culturally appropriate expressions and gestures;
L1.WL.1.6	participate in formal and informal written conversation using culturally appropriate expressions and style.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L1.WL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
L1.WL.2.2	identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;
L1.CL.2.3	infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;
L1.WL.2.4	identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L1.WL.3.1	state and support an opinion or preference orally and in writing;
L1.WL.3.2	describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

WORLD LANGUAGES LEVEL 2

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L2.WL.1.1	ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;
L2.WL.1.2	express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;
L2.WL.1.3	ask and tell others what they need to do, should do, or must do with simple supporting reasons in spoken and written conversation;
L2.WL.1.4	articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;
L2.WL.1.5	interact and react in formal and informal spoken conversation using culturally appropriate expressions and gestures;
L2.WL.1.6	interact and react in formal and informal writing using culturally appropriate expressions, formally and informally, and style.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L2.WL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
L2.WL.2.2	identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L2.WL.2.3	infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;
L2.WL.2.4	identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L2.WL.3.1	express and support an opinion or preference orally and in writing with supporting statements;
L2.WL.3.2	describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

WORLD LANGUAGES LEVEL 3

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L3.WL.1.1	ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;
L3.WL.1.2	express and exchange personal opinions or preferences with simple supporting statements or strings of sentences in spoken and written conversation;

Code	Standard
L3.WL.1.3	ask and tell others what they need to do, should do, or must do with simple supporting reasons in spoken and written conversation;
L3.WL.1.4	articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;
L3.WL.1.5	interact and react in formal and informal spoken conversation using culturally appropriate expressions and gestures;
L3.WL.1.6	interact and react in formal and informal writing using culturally appropriate expressions and style.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L3.WL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;
L3.WL.2.2	paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L3.WL.2.3	infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials;
L3.WL.2.4	compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L3.WL.3.1	express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;
L3.WL.3.2	narrate situations and events orally and in writing using connected sentences with details and elaboration;

Code	Standard
L3.WL.3.3	inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

WORLD LANGUAGES LEVEL 4

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L4.WL.1.1	ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation;
L4.WL.1.2	ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;
L4.WL.1.3	express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;
L4.WL.1.4	ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation;
L4.WL.1.5	articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;
L4.WL.1.6	interact and react in formal and informal spoken conversation using culturally appropriate expressions and gestures;
L4.WL.1.7	interact and react in formal and informal writing using culturally appropriate expressions and style.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L4.WL.2.1	analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;

Code	Standard
L4.WL.2.2	paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L4.WL.2.3	infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials;
L4.WL.2.4	compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L4.WL.3.1	express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations;
L4.WL.3.2	narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration;
L4.WL.3.3	inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.

WORLD LANGUAGES LEVEL 5

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L5.WL.1.1	engage in conversations both formally and informally with general consistency on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.WL.1.2	write with general consistency and in all time frames, formal and informal items such as correspondence, narratives, descriptions, and summaries of a factual nature;

Code	Standard
L5.WL.1.3	produce with general consistency, formal and informal written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L5.WL.2.1	read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.WL.2.2	compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources;
L5.WL.2.3	listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.WL.2.4	compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L5.WL.3.1	plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;

Code	Standard
L5.WL.3.2	plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

WORLD LANGUAGES LEVEL 6

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L6.WL.1.1	engage in conversations with predominantly consistent use of formal and informal register in all time frames;
L6.WL.1.2	verbally exchange information with predominantly consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L6.WL.1.3	write with predominantly consistent use of formal and informal register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature;
L6.WL.1.4	produce, with predominantly consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L6.WL.2.1	read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L6.WL.2.2	compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources;
L6.WL.2.3	listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L6.WL.2.4	compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L6.WL.3.1	plan, produce, and present, with predominantly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L6.WL.3.2	plan and produce, with predominantly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

WORLD LANGUAGES LEVEL 7

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L7.WL.1.1	engage in conversations with consistent use of formal and informal register in all time frames;
L7.WL.1.2	verbally exchange information with consistent use of formal and informal register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L7.WL.1.3	write with consistent use of formal and informal register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and
L7.WL.1.4	produce, with consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L7.WL.2.1	read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L7.WL.2.2	compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources;
L7.WL.2.3	listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;

Code	Standard
L7.WL.2.4	compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L7.WL.3.1	plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L7.WL.3.2	plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

ADVANCED SEMINAR IN WORLD LANGUAGES

Goal 1: The student inquires through assigned topics and research in the target language.

The student can:

Code	Standard
L8.WL.1.1	generate relevant and researchable questions with instructor guidance and approval;
L8.WL.1.2	communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives;
L8.WL.1.3	comprehend language from within the cultural framework, including the use of nuance and subtlety;

Code	Standard
L8.WL.1.4	produce formal and informal correspondence on a variety of social, academic, or professional topics;
L8.WL.1.5	produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics;
L8.WL.1.6	pose relevant questions from the research findings or conclusions for further study.

Goal 2: The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.

The student can:

Code	Standard
L8.WL.2.1	collect a variety of visual images such as photographs, paintings, political cartoons, and other media;
L8.WL.2.2	compile written ideas and representations;
L8.WL.2.3	interpret information and draw conclusions from a wide range of sources;
L8.WL.2.4	identify bias in written, oral, and visual material;
L8.WL.2.5	use writing and speaking skills for reflection and exploration;
L8.WL.2.6	cite sources appropriately;
L8.WL.2.7	present a portfolio.

STANDARDS REVISIONS AND RATIONALE – CLASSICAL LANGUAGES



Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Classical Languages Level I			
<p>(c) Knowledge and skills.</p> <p>The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>The student can is expected to:</p> <p><u>(A) ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts; and</u></p> <p><u>(B) articulate memorized requests, greetings, and introductions in spoken or written conversation.</u></p>	<p>The student can:</p> <p>L1.CL.1.1 ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts; and</p> <p>L1.CL.1.2 articulate memorized requests, greetings, and introductions in spoken or written conversation.</p>	<p>Revise</p> <p>Interpersonal communication: speaking and writing.</p>	<p>Age/grade level appropriateness</p> <p>Remove “guidance” language</p>
<p>The student comprehends sentence-length information from culturally relevant print, digital,</p>	<p>The student can:</p> <p>L1.CL.2.1 demonstrate an understanding of culturally</p>	<p>Revise</p>	<p>Age/grade level appropriateness</p> <p>Remove “guidance” language</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts;</u></p> <p><u>(B) identify key words and details from fiction or nonfiction texts or audio or audiovisual materials;</u></p> <p><u>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and</u></p> <p><u>(D) identify cultural practices from authentic print, digital, audio, or audiovisual materials.</u></p>	<p>relevant print, digital, audio, or audiovisual materials in classroom contexts;</p> <p>L1.CL.2.2 identify key words and details from fiction or nonfiction texts or audio or audiovisual materials;</p> <p>L1.CL.2.3 infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and</p> <p>L1.CL.2.4 identify cultural practices from authentic print, digital, audio, or audiovisual materials.</p>	<p>Interpretive communication: reading and listening</p>	
<p>The student presents information orally or in writing using a</p>	<p>The student can:</p>	<p>Revise</p>	<p>Age/grade level appropriateness</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student canis expected to:</p> <p><u>(A) express a simple opinion or preference orally or in writing; and</u></p> <p><u>(B) describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.</u></p>	<p>L1.CL.3.1 express a simple opinion or preference orally or in writing; and</p> <p>L1.CL.3.2 describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.</p>	<p>Presentational communication: speaking and writing.</p>	<p>Remove “guidance” language</p> <p>Clarification on what students need to know and be able to do</p>
Classical Languages Level II			
<p>The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student canis expected to:-</p> <p><u>(A) ask and respond to questions with simple elaboration in spoken or written conversation;</u></p> <p><u>(B) express and exchange personal opinions or preferences</u></p>	<p>The student can:</p> <p>L2.CL.1.1 ask and respond to questions with simple elaboration in spoken or written conversation;</p> <p>L2.CL.1.2 express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and</p> <p>L2.CL.1.3 ask and tell others what they need to, should, or</p>	<p>Revise</p> <p>Interpersonal communication: speaking and writing.</p>	<p>Age/grade level appropriateness</p> <p>Remove “guidance” language</p>

JUNE 12, 2024

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>in spoken or written conversation using simple constructions such as impersonal verbs; and</u> <u>(C) ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood or; impersonal verbs</u>or the subjunctive mood.</p>	<p>must do in spoken or written conversation using appropriate constructions such as the imperative mood impersonal verbs</p>		
<p>The student comprehends simple connected statements from culturally relevant print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>The student can <u>is expected to:</u> <u>(A) demonstrate an understanding of culturally authentic</u> culturally relevant print, digital, audio, or audiovisual materials in classroom contexts;</p>	<p>The student can:</p> <p>L2.CL.2.1 demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in classroom contexts; L2.CL.2.2 identify the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; L2.CL.2.3 infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and L2.CL.2.4 identify cultural practices from relevant print,</p>	<p>Revise</p> <p>Interpretive communication: reading and listening.</p>	<p>Age/grade level appropriateness Remove “guidance” language”</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>(B) identify the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials;</u> <u>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and</u> <u>(D) identify cultural practices from relevant print, digital, audio, or audiovisual materials.</u></p>	<p>digital, audio, or audiovisual materials.</p>		
<p>The student presents information orally or in writing using a mixture of phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) express and support an opinion or preference orally or in writing; and</u> <u>(B) describe people, objects, or situations orally or in writing with essential details.</u></p>	<p>The student can:</p> <p>L2.CL.3.1 express and support an opinion or preference orally or in writing; and</p> <p>L2.CL.3.2 describe people, objects, or situations orally or in writing with essential details.</p>	<p>Revise</p> <p>Presentational communication: speaking and writing.</p>	<p>Age/grade level appropriateness Remove “guidance” language</p>
<p>Classical Languages Level III</p>			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student <u>can</u> is expected to:</p> <p><u>(A) ask and respond to questions with simple elaboration in spoken or written conversation;</u></p> <p><u>(B) express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and</u></p> <p><u>(C) ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.</u></p>	<p>The student can:</p> <p>L3.CL.1.1 ask and respond to questions with simple elaboration in spoken or written conversation;</p> <p>L3.CL.1.2 express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and</p> <p>L3.CL.1.3 ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.</p>	<p>Revise</p> <p>Interpersonal communication: speaking and writing</p>	<p>Age/grade appropriate Removed guidance</p> <p>Subjunctive mood was redlined from Level 2, kept in level 3 for age appropriateness</p>
<p>The student comprehends connected statements from culturally authentic print, digital,</p>	<p>The student can:</p> <p>L3.CL.2.1 demonstrate an understanding of culturally</p>	<p>Revise</p>	<p>Age/grade level appropriateness Remove guidance language</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</p> <p>The student can is expected to:</p> <p><u>(A) demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts;</u></p> <p><u>(B) paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials;</u></p> <p><u>(C) analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics;</u></p> <p><u>(D) infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials; and</u></p> <p><u>(E) compare and contrast cultural practices from authentic</u></p>	<p>authentic print, digital, audio, or audiovisual materials in a variety of contexts;</p> <p>L3.CL.2.2 paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials;</p> <p>L3.CL.2.3 analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics;</p> <p>L3.CL.2.4 infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials; and</p> <p>L3.CL.2.5 compare and contrast cultural practices from authentic print, digital, audio, or audiovisual materials.</p>	<p>Interpretive communication: reading and listening.</p>	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>print, digital, audio, or audiovisual materials.</u></p>			
<p>The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) cite the justification for an opinion or preference orally or in writing using textual evidence; and</u></p> <p><u>(B) read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.</u></p>	<p>The student can:</p> <p>L3.CL.3.1 cite the justification for an opinion or preference orally or in writing using textual evidence; and</p> <p>L3.CL.3.2 read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.</p>	<p>Revise</p> <p>Presentational communication: speaking and writing.</p>	<p>Age/grade level appropriateness</p> <p>Remove Guidance Language</p>
Classical Languages Level IV			
<p>The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable</p>	<p>The student can:</p> <p>L4.CL.1.1 ask and respond to questions with simple elaboration in spoken or written conversation;</p>	<p>Revise</p> <p>Interpersonal communication: speaking and writing</p>	<p>Remove guidance</p> <p>Prioritize Clarity</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>grammar structures and processes at the specified proficiency levels. The student can<u>is expected to:</u></p> <p><u>(A) ask and respond to questions with simple elaboration in spoken or written conversation;</u></p> <p><u>(B) express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs; and</u></p> <p><u>(C) ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.</u></p>	<p>L4.CL.1.2 express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs; and</p> <p>L4.CL.1.3 ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.</p>		
<p>The student comprehends connected statements from culturally authentic print, digital, audio, or audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified</p>	<p>The student can:</p> <p>L4.CL.2.1 analyze culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts;</p> <p>L4.CL.2.2 paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or</p>	<p>Revise</p> <p>Interpretive communication: reading and listening.</p>	<p>Remove guidance</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>proficiency levels. The student can is expected to:</p> <p><u>(A) analyze culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts;</u></p> <p><u>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or from audio or audiovisual materials;</u></p> <p><u>(C) analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics;</u></p> <p><u>(D) infer meaning of unfamiliar words or phrases in texts, audio, or audiovisual materials; and</u></p> <p><u>(E) compare and contrast cultural practices and perspectives from authentic print, digital, audio, or audiovisual materials.</u></p>	<p>from audio or audiovisual materials;</p> <p>L4.CL.2.3 analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics;</p> <p>L4.CL.2.4 infer meaning of unfamiliar words or phrases in texts, audio, or audiovisual materials; and</p> <p>L4.CL.2.5 compare and contrast cultural practices and perspectives from authentic print, digital, audio, or audiovisual materials.</p>		
<p>The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable</p>	<p>The student can:</p> <p>L4.CL.3.1 cite the justification for an opinion or an argument</p>	<p>Keep</p> <p>Presentational communication: speaking and writing.</p>	<p>Changed standard number</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p>grammar structures. The student can <u>is expected to:</u></p> <p><u>(A) cite the justification for an opinion or an argument orally or in writing utilizing textual evidence; and</u></p> <p><u>(B) read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.</u></p>	<p>orally or in writing utilizing textual evidence; and</p> <p>L4.CL.3.2 read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.</p>		
Classical Languages Level V			
<p>(c) Knowledge and skills.</p> <p>The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) engage in simple exchanges with generally consistent use of</u></p>	<p>The student can:</p> <p>L5.CL.1.1 engage in simple exchanges with generally consistent use of syntax in any time frame and respond appropriately to questions, statements, commands, or other stimuli such as pictures, gestures, or the surrounding environment; and</p> <p>L5.CL.1.2 produce written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or</p>	<p>Revise</p> <p>Interpersonal communication: speaking and writing.</p>	<p>Remove guidance language</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>syntax in any time frame and respond appropriately to questions, statements, commands, or other stimuli such as pictures, gestures, or the surrounding environment; and</u></p> <p><u>(B) produce written exchanges at the appropriate proficiency level that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u></p>	<p>political features of target culture communities.</p>		
<p>The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.</p> <p>The student can <u>is expected to:</u></p> <p><u>(A) analyze information from a variety of prepared or unprepared authentic texts in various literary genres and relevant print,</u></p>	<p>The student can:</p> <p>L5.CL.2.1 analyze information from a variety of prepared or unprepared authentic texts in various literary genres and relevant print, electronic, audio, or audiovisual resources that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</p> <p>L5.CL.2.2 compare, contrast, and analyze cultural practices</p>	<p>Revise</p> <p>Interpretive communication: reading and listening.</p>	<p>Remove guidance language</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>electronic, audio, or audiovisual resources that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;</u></p> <p><u>(B) compare, contrast, and analyze cultural practices and perspectives from authentic texts or relevant print, electronic, audio, or audiovisual resources; and</u></p> <p><u>(C) analyze authentic literature in depth with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics.</u></p>	<p>and perspectives from authentic texts or relevant print, electronic, audio, or audiovisual resources; and</p> <p>L5.CL.2.3 analyze authentic literature in depth with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics.</p>		
<p>The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student <u>can</u> is expected to:</p> <p><u>(A) cite the justification for an opinion or an argument orally or</u></p>	<p>The student can:</p> <p>L5.CL.3.1 cite the justification for an opinion or an argument orally or in writing using textual evidence to explain, express opinions, describe, or narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of</p>	<p>Revise</p> <p>Presentational communication: speaking and writing.</p>	<p>Remove guidance language</p>

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
<p><u>in writing using textual evidence to explain, express opinions, describe, or narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and</u></p> <p><u>(B) read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection and gestures.</u></p>	<p>target culture communities; and</p> <p>L5.CL.3.2 read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection and gestures.</p>		

For Questions Contact

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Idaho Content Standards Classical Languages



IDAHO DEPARTMENT OF EDUCATION
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CREATED 04/29/2024

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

Alyssa Chapman
Danyelle Quincy Davis
Andrew Horning
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Nancy Luna
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Jenny Mundy-Castle
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Coralei Rodriguez

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PREAMBLE

What the Idaho Content Standards in World Languages Do

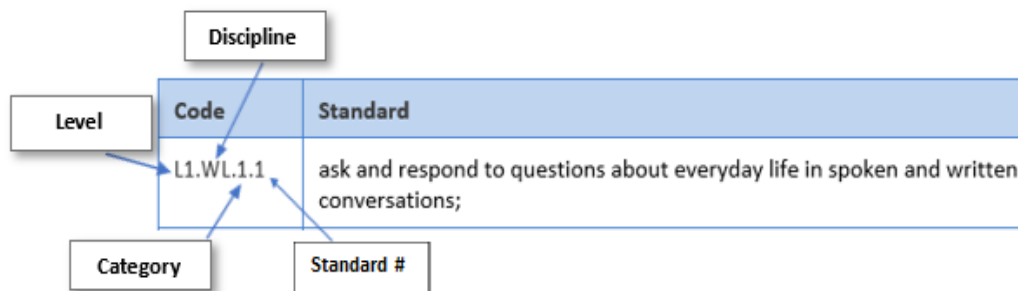
The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The Classical Languages standards are organized into three categories: interpersonal communication, interpretive communication, and presentational communication. Levels were chosen to better represent World Language education in Idaho because LEA's start the study of languages at all different grade levels.



CLASSICAL LANGUAGES LEVEL 1

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L1.CL.1.1	ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts;
L1.CL.1.2	articulate memorized requests, greetings, and introductions in spoken or written conversation.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L1.CL.2.1	demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts;
L1.CL.2.2	identify key words and details from fiction or nonfiction texts or audio or audiovisual materials;
L1.CL.2.3	infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials;
L1.CL.2.4	identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L1.CL.3.1	express a simple opinion or preference orally or in writing;
L1.CL.3.2	describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.

CLASSICAL LANGUAGES LEVEL 2

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L2.CL.1.1	ask and respond to questions with simple elaboration in spoken or written conversation;
L2.CL.1.2	express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs;
L2.CL.1.3	ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood impersonal verbs.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L2.CL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
L2.CL.2.2	identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L2.CL.2.3	infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;
L2.CL.2.4	identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L2.CL.3.1	express and support an opinion or preference orally or in writing

Code	Standard
L2.CL.3.2	describe people, objects, or situations orally or in writing with essential details.

CLASSICAL LANGUAGES LEVEL 3

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L3.CL.1.1	ask and respond to questions with simple elaboration in spoken or written conversation;
L3.CL.1.2	express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs;
L3.CL.1.3	ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L3.CL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;
L3.CL.2.2	paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L3.CL.2.3	analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics;
L3.CL.2.4	infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials
L3.CL.2.5	compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L3.CL.3.1	cite the justification for an opinion or preference orally or in writing using textual evidence;
L3.CL.3.2	read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.

CLASSICAL LANGUAGES LEVEL 4

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L4.CL.1.1	ask and respond to questions with simple elaboration in spoken or written conversation;
L4.CL.1.2	express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs;
L4.CL.1.3	ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L4.CL.2.1	analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;
L4.CL.2.2	paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or from audio or audiovisual materials;

Code	Standard
L4.CL.2.3	analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics;
L4.CL.2.4	infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials;
L4.CL.2.5	compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L4.CL.3.1	cite the justification for an opinion or an argument orally or in writing utilizing textual evidence
L4.CL.3.2	read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.

CLASSICAL LANGUAGES LEVEL 5

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L5.CL.1.1	engage in simple exchanges with generally consistent use of syntax in any time frame and respond appropriately to questions, statements, commands, or other stimuli such as pictures, gestures, or the surrounding environment;
L5.CL.1.2	produce written exchanges provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L5.CL.2.1	analyze information from a variety of prepared or unprepared authentic texts in various literary genres and relevant print, electronic, audio, or audiovisual resources that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.CL.2.2	compare, contrast, and analyze cultural practices and perspectives from authentic texts or relevant print, electronic, audio, or audiovisual resources;
L5.CL.2.3	analyze authentic literature in depth with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L5.CL.3.1	cite the justification for an opinion or an argument orally or in writing using textual evidence to explain, express opinions, describe, or narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.CL.3.2	read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection and gestures.

Idaho Content Standards Advanced Language for Career Applications



IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | ADVANCED LANGUAGE FOR CAREER APPLICATIONS

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CREATED 04/29/2024

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

Alyssa Chapman
Danyelle Quincy Davis
Andrew Horning
Erica Kirst
Nancy Luna
Jason Moss
Jenny Mundy-Castle
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PREAMBLE

What the Idaho Content Standards in World Languages Do

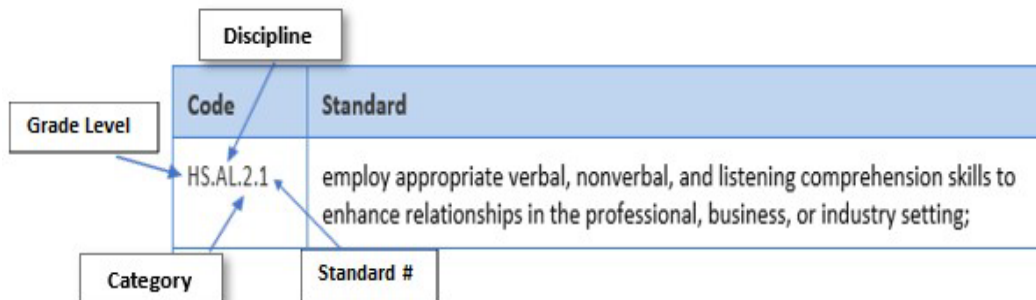
The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The Advanced Language for Career Applications standards are organized into five categories: interpersonal communication, interpretive communication, presentational communication, professional terminology, and career applications.



INTERPERSONAL COMMUNICATION: SPEAKING AND WRITING

The student negotiates meaning through the spoken and written exchange of information in the target language in rehearsed and unrehearsed situations in a variety of contexts appropriate to the professional, business, or industry setting.

The student can:

Code	Standard
HS.AL.1.1	use professional etiquette and protocol such as making introductions, speaking on the telephone, and offering and receiving feedback appropriate to the professional, business, or industry setting;
HS.AL.1.2	participate appropriately in conversations and in informal written exchanges related to the professional, business, or industry setting;
HS.AL.1.3	identify and use appropriate strategies for communicating with diverse individuals;
HS.AL.1.4	evaluate the effectiveness of one's own and others' communication;
HS.AL.1.5	give and receive complex oral instructions to perform tasks specific to the professional, business, or industry setting;
HS.AL.1.6	interact and react in spoken conversation using culturally appropriate expressions, formally and informally, and gestures; and
HS.AL.1.7	interact and react in writing using culturally appropriate expressions, formally and informally, and style.

INTERPRETIVE COMMUNICATION: READING AND LISTENING

The student comprehends connected statements appropriate to the target language and the professional, business, or industry setting from culturally authentic print, digital, audio, and audiovisual materials.

The student can:

Code	Standard
HS.AL.2.1	employ appropriate verbal, nonverbal, and listening comprehension skills to enhance relationships in the professional, business, or industry setting;

Code	Standard
HS.AL.2.2	paraphrase the main idea and supporting details from professional, business, or industry-related texts, audio, and audiovisual materials;
HS.AL.2.3	compare and contrast practices and perspectives related to the professional, business, or industry setting from authentic print, digital, audio, and audiovisual materials;
HS.AL.2.4	use prior knowledge and experiences to understand and interpret meanings in oral and written print, digital, audio, and audiovisual materials appropriate to the professional, business, or industry setting;
HS.AL.2.5	apply data to evaluate performance or provide solutions to problems specific to the professional, business, or industry setting;
HS.AL.2.6	understand and follow directives and procedures within the context of the professional, business, or industry setting.

PRESENTATIONAL COMMUNICATION: SPEAKING AND WRITING

The student presents business or industry-related information in the target language both orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes with an awareness of situational uses of language in cultural contexts.

The student can:

Code	Standard
HS.AL.3.1	apply spoken and written conventions and mechanics;
HS.AL.3.2	present analyzed data and communicate findings in a variety of formats specific to the professional, business, or industry setting;
HS.AL.3.3	design and present an effective professional, business, or industry-related product using appropriate register for the audience, occasion, and purpose;
HS.AL.3.4	create written, oral, and visual presentations of professional, business, or industry-related information to inform, persuade, or motivate an audience.

PROFESSIONAL, BUSINESS, OR INDUSTRY-SPECIFIC TERMINOLOGY

The student effectively communicates using the target language and cultural understanding in rehearsed and unrehearsed situations using professional, business, or industry-specific terminology.

The student can:

Code	Standard
HS.AL.4.1	use various strategies to infer the meaning of unfamiliar words or phrases in business or industry-specific texts, audio, and audiovisual materials such as trade publications, case studies, business journals, or conference presentations;
HS.AL.4.2	apply newly acquired basic and academic language related to the professional, business, or industry setting in meaningful ways that build concepts and language implementation;
HS.AL.4.3	demonstrate an understanding of different dialects used in communities served by the profession, business, or industry;
HS.AL.4.4	communicate using advanced technical vocabulary, jargon, and abbreviations business, or industry setting in meaningful ways that build concepts and language implementation;
HS.AL.4.5	communicate using advanced technical vocabulary, jargon, and abbreviations necessary for communicating with employers, clients, and other professionals in the target language.

CAREER APPLICATIONS

The student demonstrates professional standards/employability skills as required in the professional, business, or industry setting.

The student can:

Code	Standard
HS.AL.5.1	demonstrate appropriate communication for employers, clients, and coworkers in the target language through verbal, nonverbal, and digital means;
HS.AL.5.2	demonstrate professional etiquette appropriate to the professional, business, or industry setting;

Code	Standard
HS.AL.5.3	demonstrate an understanding of relevant ethical and legal issues such as confidentiality and fiduciary responsibility;
HS.AL.5.4	communicate effectively in the target language in career development activities such as mock interviews;
HS.AL.5.5	set goals and reflect on progress in using the target language for career development and advancement;
HS.AL.5.6	adhere to ethical codes of conduct by following copyright laws and restrictions and using technology responsibly.

Driver Education

Standards Revision and Rationale

1. Course Overview and Parent Orientation

Understanding Course Requirements

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.1.1- The student and parent/guardian will be presented the Idaho public driver education and training program goals.			
9-12.DE.1.2- The student and parent/guardian will be presented the course structure, policies, and rules			
9-12.DE.1.3- The student and parent/guardian will be presented the Graduated Driver Licensing Law and procedures for compliance.			
9-12.DE.1.4- The student and parent/guardian will be presented the responsibilities of the instructor, parent, and student during the course.			

<p>9-12.DE.1.5- The student and parent/guardian will be presented with the process of obtaining, maintaining, and renewing, an Idaho driver's license.</p> <p>9-12.DE.1.6- The student and parent/guardian will be presented the types of driver's licenses and instruction permits.</p>			
<p>9-12.DE.1.7- The student and parent/guardian will be presented special information that may be placed on a driver license or instruction permit.</p>			
<p>9-12.DE.1.8- The student and parent/guardian will be presented licensing restrictions, suspensions, and revocations placed on driving privileges.</p>			
<p>9-12.DE.1.9- The student and parent/guardian will be presented the purpose of the Supervised Driving Guide or a comparable document.</p>			

Understand the Nature of Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.1.10- The student will examine the behaviors resulting in driver errors and crashes in Idaho.			
9-12.DE.1.11- The student will examine crash statistics in Idaho and nationally.			
9-12.DE.1.12- The student will review the risks associated with poor driving habits and how risk can be minimized.			

2. Vehicle Awareness

Identifying Gauges and Warning Symbols Inside of a Vehicle

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.1- The student will locate and describe the function of alert and warning symbols and gauges found in a vehicle.			

9-12.DE.2.2- The student will locate and describe the section of the owner’s manual indicating the importance of safely and responsibly maintaining the vehicle.	Addition to the standards.		Updated to require the students to be aware of required maintenance of vehicles for their own safety.
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Operating Vehicle Control Devices

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.3- The student will describe and demonstrate the use of vehicle control devices found in a driver education vehicle.			
9-12.DE.2.4- The student will describe and demonstrate the use of safety, communication, and convenience devices found in a driver education vehicle.			

Understanding Advanced Driver-Assistance Systems (ADAS) Safety Features

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.5- The student will identify vehicle safety technology.	No change but is an addition to the standards		Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.

<p>9-12.DE.2.6- The student will identify safety features within the categories of advanced driver-assistance system safety features.</p>	<p>No change but is an addition to the standards</p>		<p>Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.</p>
<p>9-12.DE.2.7- The student will describe advanced driver-assistance systems (ADAS), including the benefits and concerns that enhance the safety of the driver and other users of the highway transportation system</p>	<p>No change but is an addition to the standards</p>		<p>Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.</p>
<p>9-12.DE.2.8- The student will identify the performance abilities and limitations of current safety features.</p>	<p>No change but is an addition to the standards</p>		<p>Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.</p>
<p>9-12.DE.2.9- The student will understand how to use safety features safely and effectively.</p>	<p>No change but is an addition to the standards</p>		<p>Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.</p>

Preparing to Drive

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.10- The student will describe and demonstrate pre-entry tasks.			
9-12.DE.2.11- The student will describe and demonstrate entry tasks made prior to starting and moving a motor vehicle to accommodate air bags and maximize safety.			
9-12.DE.2.12- The student will describe and demonstrate check all passengers for safety restraint use.			
9-12.DE.2.13- The student will describe and demonstrate traditional and enhanced mirror adjustments to reduce blind spots and glare.			
9-12.DE.2.14- The student will describe and demonstrate the steps involved in securing a vehicle after it is stopped, and a drive is completed.			

Protecting Occupants

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.15- The student will describe the three collisions of a crash and the effect on the restrained and unrestrained human body.			
9-12.DE.2.16- The student will identify and/or describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection.			

3. Traffic Control

Traffic Control Devices and Laws

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.3.1- The student will describe the purposes for traffic control devices.			

9-12.DE.3.2- The student will list the colors and shapes and describe the functions of traffic signs, traffic signals, and traffic signal/sign combinations.			
9-12.DE.3.3- The student will list and explain the meanings of colors and meaning of roadway markings.			
9-12.DE.3.4- The student will describe and/or demonstrate appropriate driver responses to roadway signs, traffic signals, and roadway markings.			
9-12.DE.3.5- The student will apply traffic laws for operating a motor vehicle on public streets and highways.			

Right of Way Rules

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.3.6- The student will define “right of way”.			

<p>9-12.DE.3.7- The student will discuss the consequences for failure to yield the right of way.</p>			
<p>9-12.DE.3.8- The student will apply the rules of yielding the right of way at intersections.</p>			
<p>9-12.DE.3.9- The student will apply the rules of yielding the right of way when merging.</p> <p>9-12.DE.3.10- The student will discuss reasons for and/or apply rules of yielding right of way to emergencies, vehicles, funerals, school buses, and pedestrians.</p>			
<p>9-12.DE.3.11- The student will discuss and/or apply rules of yielding in school zones and construction zones.</p>			
<p>9-12.DE.3.12- The student will discuss and/or apply rules of yielding right of way at intersections with highway-rail grade crossings.</p>			
<p>9-12.DE.3.13- The student will discuss and/or demonstrate procedures to safely</p>			

navigate a center shared turn lane, turn lanes and roundabouts.			
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4. Vehicle Control

Vehicle Positioning

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.1- The student will identify, describe, and/or demonstrate the blind areas to the front, sides, and rear of a vehicle.			
9-12.DE.4.2- The student will identify, describe, and/or demonstrate a visual reference point that will place the front bumper at a line or curb when stopping.			
9-12.DE.4.3- The student will identify, describe, and/or demonstrate a visual reference point that will place the right-side tires 6-12 inches, 3 feet, and 6 feet from a line or curb.			
9-12.DE.4.4- The student will identify, describe, and/or demonstrate a visual			

reference point that will place the left side tires 6-12 inches from a line or curb.			
9-12.DE.4.5- The student will identify, describe, and/or demonstrate a visual reference point for placement of a vehicle in the center of a lane.			
9-12.DE.4.6- The student will identify, describe, and/or demonstrate visual reference points for placement of the rear bumper at a line or curb.			
9-12.DE.4.7- The student will identify, describe, and/or demonstrate lane placement and visual reference points for setup, entry to, and exiting from a turn.			

Performing Basic Control

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.8- The student will describe and demonstrate proper starting procedures.			
9-12.DE.4.9- The student will describe and demonstrate steering wheel control techniques and when each is used.			

9-12.DE.4.10- The student will describe and demonstrate procedures for entering and leaving the roadway.			
9-12.DE.4.11- The student will describe and demonstrate acceleration control.			
9-12.DE.4.12- The student will describe and demonstrate controlled, threshold, and trail braking control.			
9-12.DE.4.13- The student will describe and demonstrate proper entry into and exit out of a 90-degree corner.			
9-12.DE.4.14- The student will describe and demonstrate procedures for left and right precision turns from a stopped and moving position.			
9-12.DE.4.15- The student will describe and demonstrate procedures for backing straight and while turning.			

Lane Changes and Passing

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.16- The student will describe and demonstrate compliance with the legal requirements for a lane change.			
9-12.DE.4.17- The student will describe and demonstrate safe gap selection for a lane change. 9-12.DE.4.18- The student will describe and demonstrate appropriate lane positions prior to a lane change.			
9-12.DE.4.19- The student will describe and demonstrate effective speed adjustments for a lane change.			
9-12.DE.4.20- The student will describe and demonstrate effective blind area checks, and mirror use prior to making a lane change.			
9-12.DE.4.21- The student will describe the legal requirements for passing.			
9-12.DE.4.22- The student will describe safe gap selection and lane return for passing another vehicle.			

9-12.DE.4.23- The student will describe effective speed adjustments for passing another vehicle and lane return.			
9-12.DE.4.24- The student will describe appropriate lane positions prior to passing another vehicle.			

Performing Turnabouts

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.25- The student will describe and demonstrate U-Turns.			
9-12.DE.4.26- The student will describe and demonstrate 2-Point Turns.			
9-12.DE.4.27- The student will describe and demonstrate 3-Point Turns.			

Parking Maneuvers

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.28- The student will demonstrate angled parking			
9-12.DE.4.29- The student will demonstrate parallel parking			
9-12.DE.4.30- The student will demonstrate street/curb parking 9-12.DE.4.31- The student will demonstrate perpendicular forward parking			
9-12.DE.4.32- The student will demonstrate perpendicular backing-into parking			
9-12.DE.4.33- The student will demonstrate parking on a hill- uphill with a curb			
9-12.DE.4.34- The student will demonstrate parking on a hill- uphill without a curb			
9-12.DE.4.35- The student will demonstrate parking on a hill- downhill with a curb			

9-12.DE.4.36- The student will demonstrate parking on a hill- downhill without a curb			
9-12.DE.4.37- The student will demonstrate recognition of restricted parking areas			

5. Controlling the Area Around Your Vehicle

Using Vision for Vehicle Control

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.5.1- The student will identify fields of vision and their use while operating a motor vehicle			
9-12.DE.5.2- The student will analyze the effect speed has on vision			
9-12.DE.5.3- The student will identify techniques to improve vision while driving			
9-12.DE.5.4- The student will Describe the vehicle control sequence of vision, motion, and steering control			
9-12.DE.5.5- The student will discuss how optical illusions can affect the driving task			

Time and Space Management Systems and Strategies

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.5.6- The student will describe and/or demonstrate the components of a space management system.			
9-12.DE.5.7- The student will describe and/or demonstrate responses to changes in line-of-sight restrictions			
9-12.DE.5.8- The student will describe and/or demonstrate responses to changes in path of travel restrictions.			
9-12.DE.5.9- The student will describe and/or demonstrate the six zone locations around a vehicle.			
9-12.DE.5.10- The student will describe and/or demonstrate adjusting lane positions and speed to control space around a vehicle.			
9-12.DE.5.11- The student will describe and/or demonstrate how to select a safe gap for vehicle maneuvers.			
9-12.DE.5.12- The student will describe and/or demonstrate responses to traffic to the front, sides, and rear of the vehicle.			

9-12.DE.5.13- The student will describe and/or demonstrate safe following intervals.			
9-12.DE.5.14- The student will describe and/or demonstrate appropriate communication techniques to inform other roadways users of driver actions prior to a speed or lane position adjustment.			

Intersections

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.5.15- The student will identify and/or describe appropriate responses to/for recognition of and responses to different intersection types.			
9-12.DE.5.16- The student will identify and/or describe appropriate responses to/for searching for and responding to traffic signs, signals, and markings at intersections.			
9-12.DE.5.17- The student will identify and/or describe appropriate responses to/for identification of and response to			

controlled and uncontrolled railroad crossings			
9-12.DE.5.18- The student will identify and/or describe appropriate responses to/for visual searching skills to the left, front, right, and rear of the vehicle at intersections.			
9-12.DE.5.19- The student will identify and/or describe appropriate responses to/for visual searching skills to identify and select the best lane position, best speed, and communication at intersections.			
9-12.DE.5.20- The student will identify and/or describe appropriate responses to/for recognition of and response to legal, staggered, and safety stop positions at intersections.			

6. The Physics of Driving

The Effects of Gravity and Energy of Motion on a Vehicle

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.6.1- The student will describe and/or demonstrate definitions of gravity and energy of motion.			
9-12.DE.6.2- The student will describe and/or demonstrate the effects gravity and energy of motion have on friction and traction.			
9-12.DE.6.3- The student will describe and/or demonstrate the effect of speed on energy of motion.			
9-12.DE.6.4- The student will describe and/or demonstrate the forces of an impact.			
9-12.DE.6.5- The student will describe and/or demonstrate the impact of tire condition and air pressure on traction.			
9-12.DE.6.6- The student will describe and/or demonstrate the forces involved while in a curve.			

<p>9-12.DE.6.7- The student will describe and/or demonstrate the factors that affect braking distance.</p>			
<p>9-12.DE.6.8- The student will describe and/or demonstrate the consequences of vehicle modifications on vehicle balance and traction.</p>			
<p>9-12.DE.6.9- The student will describe and/or demonstrate the forces of energy on vehicles of different weights and size.</p>			
<p>9-12.DE.6.10- The student will describe and/or demonstrate the effect of vehicle load on vehicle balance.</p>			
<p>9-12.DE.6.11- The student will describe and/or demonstrate the cause and effect of vehicle load changes from side to side, front to rear, and rear to front.</p>			
<p>9-12.DE.6.12- The student will describe and/or demonstrate how aggressive steering, braking, and acceleration affects vehicle balance and control.</p>			
<p>9-12.DE.6.13- The student will describe and/or demonstrate traction loss to both the front and rear wheels.</p>			
<p>9-12.DE.6.14- The student will describe and/or demonstrate how to manage</p>			

traction loss on a front-wheel drive, rear-wheel drive, and all-wheel drive vehicle.			
9-12.DE.6.15- The student will describe and/or demonstrate conditions that can create traction loss and vehicle imbalance.			
9-12.DE.6.16- The student will describe and/or demonstrate how traction and vehicle balance are affected by steering, acceleration, deceleration, and roadway surfaces.			
9-12.DE.6.17- The student will describe and/or demonstrate the function, advantages, and proper braking techniques of two and four-wheel anti- lock braking systems.			
9-12.DE.6.18- The student will describe and/or demonstrate various steering, stability control, and traction control systems.			

Negotiating Hills and Curves

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.6.19- The student will describe and/or demonstrate line of sight and path of travel restrictions on hills and curves			
9-12.DE.6.20- The student will describe and/or demonstrate proper approach to hills and curves			
9-12.DE.6.21- The student will describe and/or demonstrate proper speed for ascending and descending a hill			
9-12.DE.6.22- The student will describe and/or demonstrate proper stopping and starting on a hill			
9-12.DE.6.23- The student will describe and/or demonstrate proper speed and lane positions for approach, apex and exit on hills and curves			
9-12.DE.6.24- The student will describe and/or demonstrate conditions that can affect traction and procedures to maintain traction on hills and curves			

7. Driving Environments

Rural Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.1- The student will describe and/or demonstrate characteristics and hazards of rural driving environments			
9-12.DE.7.2- The student will describe and/or demonstrate recognition and response to signs, signals, and markings in rural environments			
9-12.DE.7.3- The student will describe and/or demonstrate responses to animals in rural areas and abide by Idaho’s Open Range Law			
9-12.DE.7.4- The student will describe and/or demonstrate responses to road conditions and surfaces with proper lane selection, lane position, and speed in rural environments			
9-12.DE.7.5- The student will describe and/or demonstrate recognition of and responses to slow moving vehicles			

Urban Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.6- The student will describe and/or demonstrate characteristics and hazards of urban driving environments			
9-12.DE.7.7- The student will describe and/or demonstrate recognition and response to signs, signals, and markings in urban environments			
9-12.DE.7.8- The student will describe and/or demonstrate recognition of and response to problems due to congestion and plan alternate appropriate routes			
9-12.DE.7.9- The student will describe and/or demonstrate responses to road conditions and surfaces with proper lane selection, lane position, and speed in urban environments			
9-12.DE.7.10- The student will describe and/or demonstrate appropriate lane choice, lane changes and passing			

Driving with Limited Access Highways (Freeways)

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.11- The student will describe and/or demonstrate the characteristics, advantages, and disadvantages of limited access highways (freeways)			
9-12.DE.7.12- The student will describe and/or demonstrate recognition of and responses to signs, signals, and markings on limited access highways (freeways)			
9-12.DE.7.13- The student will describe and/or demonstrate recognition of and responses to the types of expressway interchanges			
9-12.DE.7.14- The student will describe and/or demonstrate appropriate lane choice, lane changes and passing			
9-12.DE.7.15- The student will describe and/or demonstrate recognition of and responses to problems due to congestion and plan alternate appropriate routes			
9-12.DE.7.16- The student will describe and/or demonstrate appropriate entering and exiting limited access highways (freeways)			

9-12.DE.7.17- The student will describe and/or demonstrate recognition of how higher speeds affect vehicle control			
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Driving at Night and in Other Reduced Visibility Conditions

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.18- The student will describe and/or demonstrate sources of glare and procedures to protect from glare			
9-12.DE.7.19- The student will describe and/or demonstrate driving strategies during low light or darkness conditions			
9-12.DE.7.20- The student will describe and/or demonstrate the laws and the proper use of headlights			
9-12.DE.7.21- The student will describe and/or demonstrate limited visibility conditions and procedures to reduce risk			

Driving During Adverse Weather Conditions

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.22- The student will describe and/or demonstrate adverse weather driving			
9-12.DE.7.23- The student will describe and/or demonstrate risks associated with and strategies to compensate for driving during adverse weather driving conditions			

8. Cooperating With Other Roadway Users

Driving Within the Highway Transportation System

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.8.1- The student will describe the components of the Highway Transportation System.			
9-12.DE.8.2- The student will describe the impact and consequences of personal			

driving attitudes, choices, and behaviors on themselves and others.			
9-12.DE.8.3- The student will describe driver responsibilities for sharing the road with a variety of motorized and non-motorized roadway users and animals.			
9-12.DE.8.4- The student will describe procedures for traffic stops by a police officer.			
9-12.DE.8.5- The student will describe how to predict and anticipate the behaviors of other road-users.	No change but is an addition to the standards		Update to show students safe habits when sharing the road with other drivers.

Responding to Emergencies

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.8.6- The student will identify and/or describe appropriate responses to/for sudden tire deflation, problems with the accelerator, engine, cooling system, steering, electrical system, lighting, brake failures, vehicle fire, etc.			

<p>9-12.DE.8.7- The student will identify and/or describe appropriate responses to/for conditions resulting in skids.</p> <p>9-12.DE.8.8- The student will identify and/or describe appropriate responses to/for conditions requiring emergency evasive steering.</p>			
<p>9-12.DE.8.9- The student will identify and/or describe appropriate responses to/for returning a vehicle to the roadway from an off-road condition.</p>			

Responsibilities after a Crash

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
<p>9-12.DE.8.10- The student will describe Idaho’s Good Samaritan Law.</p>			
<p>9-12.DE.8.11- The student will describe what to do at the scene of a crash.</p>			
<p>9-12.DE.8.12- The student will describe the criteria for when law enforcement must be called after a crash.</p>			

9-12.DE.8.13- The student will describe the importance of following emergency personnel’s directions.			
9-12.DE.8.14- The student will describe Idaho’s vehicle insurance requirements.			

9. Being a Responsible Driver

Effects of Emotions on Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.1- The student will describe and/or discuss emotions and their effect on driver attitudes, choices, and behaviors.			
9-12.DE.9.2- The student will describe and/or discuss ways to manage emotions while driving.			

Disabilities and Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.3- The student will describe and/or discuss temporary and permanent disabilities that may affect the driving task.			
9-12.DE.9.4- The student will describe and/or discuss actions drivers can take to compensate for disabilities while driving.			

Alcohol and Drugs

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.5- The student will describe and/or discuss how legal and illegal alcohol and drugs affect people differently.			
9-12.DE.9.6- The student will describe and/or discuss the amount of alcohol in various drinks.			
9-12.DE.9.7- The student will describe and/or discuss the multiplying effects of alcohol and/or drugs.			
9-12.DE.9.8- The student will describe and/or discuss the effects of alcohol and			

drugs on driver perception, vision, reaction time, and risk-taking.			
9-12.DE.9.9- The student will describe and/or discuss the increased probability of being involved in a fatal traffic crash after drinking and/or using drugs.			

Alcohol/Drug Involved Crashes and Idaho Law

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.10- The student will describe and/or discuss facts about teenage, impaired driving in Idaho and the United States.			
9-12.DE.9.11- The student will describe and/or discuss reasons and excuses for why people drive impaired.			
9-12.DE.9.12- The student will describe and/or discuss the effect impaired crashes have on families and communities.			
9-12.DE.9.13- The student will describe and/or discuss Idaho rules, regulations, and penalties for alcohol and drug use.			

9-12.DE.9.14- The student will describe and/or discuss ways to intervene when someone is impaired and intends to drive.			
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Drowsy Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.15- The student will describe and/or discuss the physical and mental symptoms and effects of fatigue on driver behavior.			
9-12.DE.9.16- The student will describe and/or discuss strategies to prevent and/or reduce driving while fatigued and drowsy.			

Aggressive Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.17- The student will discuss aggressive driving behaviors.			
9-12.DE.9.18- The student will discuss strategies to reduce conflicts while driving.			

9-12.DE.9.19- The student will discuss how emotions and situations can lead to dangerous driving behaviors.			
9-12.DE.9.20- The student will discuss how aggressive driving behaviors can lead to road rage.			

Distracted Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.21- The student will identify and describe how mental, physical, and visual distractions affect driving.			
9-12.DE.9.22- The student will identify and describe how mobile devices and other technologies can create distractions while driving.			
9-12.DE.9.23- The student will identify and describe how passengers can create distractions while driving.			
9-12.DE.9.24- The student will identify and describe personal habits that can create distractions while driving.			
9-12.DE.9.25- The student will identify and describe conditions inside and outside the			

vehicle that can create distractions while driving.			
9-12.DE.9.26- The student will identify and describe strategies for reducing distractions while driving.			
9-12.DE.9.27- The student will identify and describe the relationship between distracted driving and vehicle crashes and fatalities in Idaho and nationally.			

For Questions Contact

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GRADES 9-12

Driver Education



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Driver Education Grades 9-12

FINAL DRAFT

1. COURSE OVERVIEW AND PARENT ORIENTATION

Understanding Course Requirements

Code	Standard
9-12.DE.1.1	The student and parent/guardian will be presented the Idaho public driver education and training program goals.
9-12.DE.1.2	The student and parent/guardian will be presented the course structure, policies, and rules.
9-12.DE.1.3	The student and parent/guardian will be presented the Graduated Driver Licensing Law and procedures for compliance.
9-12.DE.1.4	The student and parent/guardian will be presented the responsibilities of the instructor, parent, and student during the course.
9-12.DE.1.5	The student and parent/guardian will be presented the process of obtaining, maintaining, and renewing, an Idaho driver's license.
9-12.DE.1.6	The student and parent/guardian will be presented the types of driver's licenses and instruction permits.
9-12.DE.1.7	The student and parent/guardian will be presented special information that may be placed on a driver license or instruction permit.
9-12.DE.1.8	The student and parent/guardian will be presented licensing restrictions, suspensions, and revocations placed on driving privileges.
9-12.DE.1.9	The student and parent/guardian will be presented the purpose of the Supervised Driving Guide or a comparable document.

Understand the Nature of Driving

Code	Standard
9-12.DE.1.10	The student will examine the behaviors resulting in driver errors and crashes in Idaho.
9-12.DE.1.11	The student will examine crash statistics in Idaho and nationally.
9-12.DE.1.12	The student will review the risks associated with poor driving habits and how risk can be minimized.

2. VEHICLE AWARENESS

Identifying Gauges and Warning Symbols Inside of a Vehicle

Code	Standard
9-12.DE.2.1	The student will locate and describe the function of alert and warning symbols and gauges found in a vehicle.
9-12.DE.2.2	The student will locate and describe the section of the owner's manual indicating the importance of safely and responsibly maintaining the vehicle.

Operating Vehicle Control Devices

Code	Standard
9-12.DE.2.3	The student will describe and demonstrate the use of vehicle control devices found in a driver education vehicle.
9-12.DE.2.4	The student will describe and demonstrate the use of safety, communication, and convenience devices found in a driver education vehicle.

Understanding Advanced Driver-Assistance Systems (ADAS) Safety Features

Code	Standard
9-12.DE.2.5	The student will identify vehicle safety technology.
9-12.DE.2.6	The student will describe advanced driver-assistance systems (ADAS), including the benefits and concerns that enhance the safety of the driver and other users of the highway transportation system.
9-12.DE.2.7	The student will identify safety features within the categories of advanced driver-assistance system safety features.
9-12.DE.2.8	The student will identify the performance abilities and limitations of current safety features.
9-12.DE.2.9	The student will understand how to use safety features safely and effectively.

Preparing to Drive

Code	Standard
9-12.DE.2.10	The student will describe and demonstrate pre-entry tasks.
9-12.DE.2.11	The student will describe and demonstrate entry tasks made prior to starting and moving a motor vehicle to accommodate air bags and maximize safety.
9-12.DE.2.12	The student will describe and demonstrate check all passengers for safety restraint use.
9-12.DE.2.13	The student will describe and demonstrate traditional and enhanced mirror adjustments to reduce blind spots and glare.
9-12.DE.2.14	The student will describe and demonstrate the steps involved in securing a vehicle after it is stopped, and a drive is completed.

Protecting Occupants

Code	Standard
9-12.DE.2.15	The student will describe the three collisions of a crash and the effect on the restrained and unrestrained human body.
9-12.DE.2.16	The student will identify and/or describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection.

3. TRAFFIC CONTROL

Traffic Control Devices and Laws

Code	Standard
9-12.DE.3.1	The student will describe the purposes for traffic control devices.
9-12.DE.3.2	The student will list the colors and shapes and describe the functions of traffic signs, traffic signals, and traffic signal/sign combinations.
9-12.DE.3.3	The student will list and explain meanings of colors and meaning of roadway markings.
9-12.DE.3.4	The student will describe and/or demonstrate appropriate driver responses to roadway signs, traffic signals, and roadway markings.
9-12.DE.3.5	The student will apply traffic laws for operating a motor vehicle on public streets and highways.

Right of Way Rules

Code	Standard
9-12.DE.3.6	The student will define “right of way”.
9-12.DE.3.7	The student will discuss the consequences for failure to yield the right of way.
9-12.DE.3.8	The student will apply the rules of yielding the right of way at intersections.
9-12.DE.3.9	The student will apply the rules of yielding the right of way when merging.
9-12.DE.3.10	The student will discuss reasons for and/or apply rules of yielding right of way to emergencies, vehicles, funerals, school buses, and pedestrians.
9-12.DE.3.11	The student will discuss and/or apply rules of yielding in school zones and construction zones.
9-12.DE.3.12	The student will discuss and/or apply rules of yielding right of way at intersections with highway-rail grade crossings.
9-12.DE.3.13	The student will discuss and/or demonstrate procedures to safely navigate a center shared turn lane, turn lanes and roundabouts.

4. VEHICLE CONTROL

Vehicle Positioning

Code	Standard
9-12.DE.4.1	The student will identify, describe, and/or demonstrate the blind areas to the front, sides, and rear of a vehicle.
9-12.DE.4.2	The student will identify, describe, and/or demonstrate a visual reference point that will place the front bumper at a line or curb when stopping.

Code	Standard
9-12.DE.4.3	The student will identify, describe, and/or demonstrate a visual reference point that will place the right-side tires 6-12 inches, 3 feet, and 6 feet from a line or curb.
9-12.DE.4.4	The student will identify, describe, and/or demonstrate a visual reference point that will place the left side tires 6-12 inches from a line or curb.
9-12.DE.4.5	The student will identify, describe, and/or demonstrate a visual reference point for placement of a vehicle in the center of a lane.
9-12.DE.4.6	The student will identify, describe, and/or demonstrate visual reference points for placement of the rear bumper at a line or curb.
9-12.DE.4.7	The student will identify, describe, and/or demonstrate lane placement and visual reference points for setup, entry to, and exiting from a turn.

Performing Basic Control

Code	Standard
9-12.DE.4.8	The student will describe and demonstrate proper starting procedures.
9-12.DE.4.9	The student will describe and demonstrate steering wheel control techniques and when each is used.
9-12.DE.4.10	The student will describe and demonstrate procedures for entering and leaving the roadway.
9-12.DE.4.11	The student will describe and demonstrate acceleration control.
9-12.DE.4.12	The student will describe and demonstrate controlled, threshold, and trail braking control.
9-12.DE.4.13	The student will describe and demonstrate proper entry into and exit out of a 90-degree corner.
9-12.DE.4.14	The student will describe and demonstrate procedures for left and right precision turns from a stopped and moving position.

Code	Standard
9-12.DE.4.15	The student will describe and demonstrate procedures for backing straight and while turning.

Lane Changes and Passing

Code	Standard
9-12.DE.4.16	The student will describe and demonstrate compliance with the legal requirements for a lane change.
9-12.DE.4.17	The student will describe and demonstrate safe gap selection for a lane change.
9-12.DE.4.18	The student will describe and demonstrate appropriate lane positions prior to a lane change.
9-12.DE.4.19	The student will describe and demonstrate effective speed adjustments for a lane change.
9-12.DE.4.20	The student will describe and demonstrate effective blind area checks, and mirror use prior to making a lane change.
9-12.DE.4.21	The student will describe the legal requirements for passing.
9-12.DE.4.22	The student will describe safe gap selection and lane return for passing another vehicle.
9-12.DE.4.23	The student will describe effective speed adjustments for passing another vehicle and lane return.
9-12.DE.4.24	The student will describe appropriate lane positions prior to passing another vehicle.

Performing Turnabouts

Code	Standard
9-12.DE.4.25	The student will describe and demonstrate U-Turns.
9-12.DE.4.26	The student will describe and demonstrate 2-Point Turns.
9-12.DE.4.27	The student will describe and demonstrate 3-Point Turns.

Parking Maneuvers

Code	Standard
9-12.DE.4.28	The student will demonstrate angled parking.
9-12.DE.4.29	The student will demonstrate parallel parking.
9-12.DE.4.30	The student will demonstrate street/curb parking.
9-12.DE.4.31	The student will demonstrate perpendicular forward parking.
9-12.DE.4.32	The student will demonstrate perpendicular backing-into parking.
9-12.DE.4.33	The student will demonstrate parking on a hill- uphill with a curb.
9-12.DE.4.34	The student will demonstrate parking on a hill- uphill without a curb.
9-12.DE.4.35	The student will demonstrate parking on a hill- downhill with a curb.
9-12.DE.4.36	The student will demonstrate parking on a hill- downhill without a curb.
9-12.DE.4.37	The student will demonstrate recognition of restricted parking areas.

5. CONTROLLING THE AREA AROUND YOUR VEHICLE

Using Vision for Vehicle Control

Code	Standard
9-12.DE.5.1	The student will identify fields of vision and their use while operating a motor vehicle.
9-12.DE.5.2	The student will analyze the effect speed has on vision.
9-12.DE.5.3	The student will identify techniques to improve vision while driving.
9-12.DE.5.4	The student will Describe the vehicle control sequence of vision, motion, and steering control.
9-12.DE.5.5	The student will discuss how optical illusions can affect the driving task.

Time and Space Management Systems and Strategies

Code	Standard
9-12.DE.5.6	The student will describe and/or demonstrate the components of a space management system.
9-12.DE.5.7	The student will describe and/or demonstrate responses to changes in line-of-sight restrictions.
9-12.DE.5.8	The student will describe and/or demonstrate responses to changes in path of travel restrictions.
9-12.DE.5.9	The student will describe and/or demonstrate the six zone locations around a vehicle.
9-12.DE.5.10	The student will describe and/or demonstrate adjusting lane positions and speed to control space around a vehicle.
9-12.DE.5.11	The student will describe and/or demonstrate how to select a safe gap for vehicle maneuvers.
9-12.DE.5.12	The student will describe and/or demonstrate responses to traffic to the front, sides, and rear of the vehicle.

Code	Standard
9-12.DE.5.13	The student will describe and/or demonstrate safe following intervals.
9-12.DE.5.14	The student will describe and/or demonstrate appropriate communication techniques to inform other roadways users of driver actions prior to a speed or lane position adjustment.

Intersections

Code	Standard
9-12.DE.5.15	The student will identify and/or describe appropriate responses to/for recognition of and responses to different intersection types.
9-12.DE.5.16	The student will identify and/or describe appropriate responses to/for searching for and responding to traffic signs, signals, and markings at intersections.
9-12.DE.5.17	The student will identify and/or describe appropriate responses to/for identification of and response to controlled and uncontrolled railroad crossings.
9-12.DE.5.18	The student will identify and/or describe appropriate responses to/for visual searching skills to the left, front, right, and rear of the vehicle at intersections.
9-12.DE.5.19	The student will identify and/or describe appropriate responses to/for visual searching skills to identify and select the best lane position, best speed, and communication at intersections.
9-12.DE.5.20	The student will identify and/or describe appropriate responses to/for recognition of and response to legal, staggered, and safety stop positions at intersections.

6. THE PHYSICS OF DRIVING

The Effects of Gravity and Energy of Motion on a Vehicle

Code	Standard
9-12.DE.6.1	The student will describe and/or demonstrate definitions of gravity and energy of motion.
9-12.DE.6.2	The student will describe and/or demonstrate the effects gravity and energy of motion have on friction and traction.
9-12.DE.6.3	The student will describe and/or demonstrate the effect of speed on energy of motion.
9-12.DE.6.4	The student will describe and/or demonstrate the forces of an impact.
9-12.DE.6.5	The student will describe and/or demonstrate the impact of tire condition and air pressure on traction.
9-12.DE.6.6	The student will describe and/or demonstrate the forces involved while in a curve.
9-12.DE.6.7	The student will describe and/or demonstrate the factors that affect braking distance.
9-12.DE.6.8	The student will describe and/or demonstrate the consequences of vehicle modifications on vehicle balance and traction.
9-12.DE.6.9	The student will describe and/or demonstrate the forces of energy on vehicles of different weights and size.
9-12.DE.6.10	The student will describe and/or demonstrate the effect of vehicle load on vehicle balance.
9-12.DE.6.11	The student will describe and/or demonstrate the cause and effect of vehicle load changes from side to side, front to rear, and rear to front.
9-12.DE.6.12	The student will describe and/or demonstrate how aggressive steering, braking, and acceleration affects vehicle balance and control.
9-12.DE.6.13	The student will describe and/or demonstrate traction loss to both the front and rear wheels.

Code	Standard
9-12.DE.6.14	The student will describe and/or demonstrate how to manage traction loss on a front-wheel drive, rear-wheel drive, and all-wheel drive vehicle.
9-12.DE.6.15	The student will describe and/or demonstrate conditions that can create traction loss and vehicle imbalance.
9-12.DE.6.16	The student will describe and/or demonstrate how traction and vehicle balance are affected by steering, acceleration, deceleration, and roadway surfaces.
9-12.DE.6.17	The student will describe and/or demonstrate the function, advantages, and proper braking techniques of two and four-wheel anti- lock braking systems.
9-12.DE.6.18	The student will describe and/or demonstrate various steering, stability control, and traction control systems.

Negotiating Hills and Curves

Code	Standard
9-12.DE.6.19	The student will describe and/or demonstrate line of sight and path of travel restrictions on hills and curves.
9-12.DE.6.20	The student will describe and/or demonstrate proper approach to hills and curves.
9-12.DE.6.21	The student will describe and/or demonstrate proper speed for ascending and descending a hill.
9-12.DE.6.22	The student will describe and/or demonstrate proper stopping and starting on a hill.
9-12.DE.6.23	The student will describe and/or demonstrate proper speed and lane positions for approach, apex and exit on hills and curves.
9-12.DE.6.24	The student will describe and/or demonstrate conditions that can affect traction and procedures to maintain traction on hills and curves.

7. DRIVING ENVIRONMENTS

Rural Driving

Code	Standard
9-12.DE.7.1	The student will describe and/or demonstrate characteristics and hazards of rural driving environments.
9-12.DE.7.2	The student will describe and/or demonstrate recognition and response to signs, signals, and markings in rural environments.
9-12.DE.7.3	The student will describe and/or demonstrate responses to animals in rural areas and abide by Idaho's Open Range Law.
9-12.DE.7.4	The student will describe and/or demonstrate responses to road conditions and surfaces with proper lane selection, lane position, and speed in rural environments.
9-12.DE.7.5	The student will describe and/or demonstrate recognition of and responses to slow moving vehicles.

Urban Driving

Code	Standard
9-12.DE.7.6	The student will describe and/or demonstrate characteristics and hazards of urban driving environments.
9-12.DE.7.7	The student will describe and/or demonstrate recognition and response to signs, signals, and markings in urban environments.
9-12.DE.7.8	The student will describe and/or demonstrate recognition of and response to problems due to congestion and plan alternate appropriate routes.
9-12.DE.7.9	The student will describe and/or demonstrate responses to road conditions and surfaces with proper lane selection, lane position, and speed in urban environments.
9-12.DE.7.10	The student will describe and/or demonstrate appropriate lane choice, lane changes and passing.

Driving with Limited Access Highways (Freeways)

Code	Standard
9-12.DE.7.11	The student will describe and/or demonstrate the characteristics, advantages, and disadvantages of limited access highways (freeways).
9-12.DE.7.12	The student will describe and/or demonstrate recognition of and responses to signs, signals, and markings on limited access highways (freeways).
9-12.DE.7.13	The student will describe and/or demonstrate recognition of and responses to the types of expressway interchanges.
9-12.DE.7.14	The student will describe and/or demonstrate appropriate lane choice, lane changes and passing.
9-12.DE.7.15	The student will describe and/or demonstrate recognition of and responses to problems due to congestion and plan alternate appropriate routes.
9-12.DE.7.16	The student will describe and/or demonstrate appropriate entering and exiting limited access highways (freeways).
9-12.DE.7.17	The student will describe and/or demonstrate recognition of how higher speeds affect vehicle control.

Driving at Night and in Other Reduced Visibility Conditions

Code	Standard
9-12.DE.7.18	The student will describe and/or demonstrate sources of glare and procedures to protect from glare.
9-12.DE.7.19	The student will describe and/or demonstrate driving strategies during low light or darkness conditions.
9-12.DE.7.20	The student will describe and/or demonstrate the laws and the proper use of headlights.
9-12.DE.7.21	The student will describe and/or demonstrate limited visibility conditions and procedures to reduce risk.

Driving During Adverse Weather Conditions

Code	Standard
9-12.DE.7.22	The student will describe and/or demonstrate adverse weather driving.
9-12.DE.7.23	The student will describe and/or demonstrate risks associated with and strategies to compensate for driving during adverse weather driving conditions.

8. COOPERATING WITH OTHER ROADWAY USERS

Driving Within the Highway Transportation System

Code	Standard
9-12.DE.8.1	The student will describe the components of the Highway Transportation System.
9-12.DE.8.2	The student will describe the impact and consequences of personal driving attitudes, choices, and behaviors on themselves and others.
9-12.DE.8.3	The student will describe driver responsibilities for sharing the road with a variety of motorized and non- motorized roadway users and animals.
9-12.DE.8.4	The student will describe procedures for traffic stops by a police officer.
9-12.DE.8.5	The student will describe how to predict and anticipate the behaviors of other road-users.

Responding to Emergencies

Code	Standard
9-12.DE.8.6	The student will identify and/or describe appropriate responses to/for sudden tire deflation, problems with the accelerator, engine, cooling system, steering, electrical system, lighting, brake failures, vehicle fire, etc.
9-12.DE.8.7	The student will identify and/or describe appropriate responses to/for conditions resulting in skids.
9-12.DE.8.8	The student will identify and/or describe appropriate responses to/for conditions requiring emergency evasive steering.
9-12.DE.8.9	The student will identify and/or describe appropriate responses to/for returning a vehicle to the roadway from an off-road condition.

Responsibilities after a Crash

Code	Standard
9-12.DE.8.10	The student will describe Idaho's Good Samaritan Law.
9-12.DE.8.11	The student will describe what to do at the scene of a crash.
9-12.DE.8.12	The student will describe the criteria for when law enforcement must be called after a crash.
9-12.DE.8.13	The student will describe the importance of following emergency personnel's directions.
9-12.DE.8.14	The student will describe Idaho's vehicle insurance requirements.

9. BEING A RESPONSIBLE DRIVER

Effects of Emotions on Driving

Code	Standard
9-12.DE.9.1	The student will describe and/or discuss emotions and their effect on driver attitudes, choices, and behaviors.
9-12.DE.9.2	The student will describe and/or discuss ways to manage emotions while driving.

Disabilities and Driving

Code	Standard
9-12.DE.9.3	The student will describe and/or discuss temporary and permanent disabilities that may affect the driving task.
9-12.DE.9.4	The student will describe and/or discuss actions drivers can take to compensate for disabilities while driving.

Alcohol and Drugs

Code	Standard
9-12.DE.9.5	The student will describe and/or discuss how legal and illegal alcohol and drugs affect people differently.
9-12.DE.9.6	The student will describe and/or discuss the amount of alcohol in various drinks.
9-12.DE.9.7	The student will describe and/or discuss the multiplying effects of alcohol and/or drugs.
9-12.DE.9.8	The student will describe and/or discuss the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking.

Code	Standard
9-12.DE.9.9	The student will describe and/or discuss the increased probability of being involved in a fatal traffic crash after drinking and/or using drugs.

Alcohol/Drug Involved Crashes and Idaho Law

Code	Standard
9-12.DE.9.10	The student will describe and/or discuss facts about teenage, impaired driving in Idaho and the United States.
9-12.DE.9.11	The student will describe and/or discuss reasons and excuses for why people drive impaired.
9-12.DE.9.12	The student will describe and/or discuss the effect impaired crashes have on families and communities.
9-12.DE.9.13	The student will describe and/or discuss Idaho rules, regulations, and penalties for alcohol and drug use.
9-12.DE.9.14	The student will describe and/or discuss ways to intervene when someone is impaired and intends to drive.

Drowsy Driving

Code	Standard
9-12.DE.9.15	The student will describe and/or discuss the physical and mental symptoms and effects of fatigue on driver behavior.
9-12.DE.9.16	The student will describe and/or discuss strategies to prevent and/or reduce driving while fatigued and drowsy.

Aggressive Driving

Code	Standard
9-12.DE.9.17	The student will discuss aggressive driving behaviors.
9-12.DE.9.18	The student will discuss strategies to reduce conflicts while driving.
9-12.DE.9.19	The student will discuss how emotions and situations can lead to dangerous driving behaviors.
9-12.DE.9.20	The student will discuss how aggressive driving behaviors can lead to road rage.

Distracted Driving

Code	Standard
9-12.DE.9.21	The student will identify and describe how mental, physical, and visual distractions affect driving.
9-12.DE.9.22	The student will identify and describe how mobile devices and other technologies can create distractions while driving.
9-12.DE.9.23	The student will identify and describe how passengers can create distractions while driving.
9-12.DE.9.24	The student will identify and describe personal habits that can create distractions while driving.
9-12.DE.9.25	The student will identify and describe conditions inside and outside the vehicle that can create distractions while driving.
9-12.DE.9.26	The student will identify and describe strategies for reducing distractions while driving.
9-12.DE.9.27	The student will identify and describe the relationship between distracted driving and vehicle crashes and fatalities in Idaho and nationally.



For Questions Contact

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K-5 Social Studies

Kindergarten Social Studies

History - Students in Kindergarten will build an understanding of the cultural and social development of the United States.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>K.SS.1.1.1 Share stories, pictures, and music of one’s own personal life, family and culture.</p> <p>K.SS.1.1 Describe how individuals have similarities and differences by sharing stories, pictures, and music of one’s own personal life, family and culture.</p>	K.SS.1.1 Describe how individuals have similarities and differences by sharing stories, pictures, and music of one’s own personal life, family, and culture.	Revise	Consolidate due to redundancy
<p>K.SS.1.1.2 Describe how families celebrate in many different ways.</p>			Consolidate due to redundancy
<p>K.SS.1.1.3 Describe how individuals have similarities and differences.</p>		Remove	Consolidate due to redundancy
<ul style="list-style-type: none"> The student will K.SS.1.1 Sequence events in the past and 	K.SS.1.1 Sequence events in the past and present and	Remove	Provide clarity and increase rigor



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present and begin to recognize that things change over time.	begin to recognize that things change over time.		
K.SS.1.1.4 Describe how each person is special and unique within the classroom			

Geography - Students in Kindergarten will analyze the spatial organizations of people, places, and environment on the earth’s surface.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<ul style="list-style-type: none"> K.SS.2.1.1 Identify the globe as a model of the earth. The student will apply history and social science skills to K.SS.2.1 	K.SS.2.1 Demonstrate an understanding of maps and globes by: <ol style="list-style-type: none"> identifying the similarities and differences between a map and a globe; identifying basic map symbols; identifying land and bodies of water in the local community; and identifying the geographic location of the United States and Idaho on a map and globe. 	Revise	Consolidate for clarity



<p><u>Demonstrate an understanding of maps and globes by</u></p> <ol style="list-style-type: none"> <u>1. a. identifying the similarities and differences between a map and a globe;</u> <u>2. b. identifying basic map symbols;</u> <u>3. c. identifying land and bodies of water in the local community; and</u> <u>4. d. identifying the geographic location of the United States and Idaho on a map and globe.</u> 			
<p>K.SS.2.1.2 Distinguish between land masses and water on a globe or map.</p>		<p>Revise</p>	<p>Consolidate for clarity</p>
<p>K.SS.2.1.3 Identify the north and south poles on a map or globe.</p>		<p>Revise</p>	<p>Consolidate for clarity</p>
<p>K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live.</p>		<p>Revise</p>	<p>Consolidate for clarity</p>
<p>K.SS.2.1.5 Make and use a map of a familiar area.</p>		<p>Revise</p>	<p>Consolidate for clarity</p>

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<p>K.SS.2.1.6 Recognize a map of Idaho and know it is the state in which we live.</p>		<p>Revise</p>	<p>Consolidate for clarity</p>
<p>The student will describe <u>K.SS.2.2 Describe the relative location of people, places, and objects by using positional words, including but not limited to, near/far, and over/under above/below, left/right, behind/in front, next to, in between., over/under.</u></p>	<p>K.SS.2.2 Describe the relative location of people, places, and objects by using positional words, including but not limited to near/far, over/under, above/below, left/right, behind/in front, next to, and in between.</p>	<p>Addition</p>	<p>Increase clarity and rigor; remove repeated words</p>

Economics - Students in Kindergarten will explain basic economic concepts.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>K.SS.3.1.1 Observe that all people have needs and wants <u>K.SS.3.1 Distinguish between wants and needs</u></p>	<p>K.SS.3.1 Distinguish between wants and needs.</p>	<p>Revise</p>	<p>Clarity: measurability</p>
<p>K.SS.3.1.2 Recognize that people have limited resources. <u>K.SS.3.2 Explain the benefits of saving money and give examples of</u></p>	<p>K.SS.3.2 Explain the benefits of saving money and give examples of how people use money to make purchases.</p>	<p>Revise</p>	<p>Aligns with financial literacy initiative</p>



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<p>how people use money to make purchases.</p>			
<p>K.SS.3.1.3 Describe some jobs that people do to earn money/rewards.</p> <p>K.SS.3.3. Recognize and describe different types of jobs, including work done in the home, school, and community.</p>	<p>K.SS.3.3 Recognize and describe different types of jobs, including work done in the home, school, and community.</p>	<p>Revise</p>	<p>Clarity and measurability</p>

Civics/Government - Students in Kindergarten will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>K.SS.4.1.1 Name some rules and the reasons for them</p> <p>The student will practice K.SS.4.1 Practice citizenship in the classroom by</p> <p>a) taking responsibility for one’s actions;</p> <p>b) practicing honesty and showing kindness to oneself and others;</p>	<p>K.SS.4.1 Practice citizenship in the classroom by:</p> <p>a) taking responsibility for one’s actions;</p> <p>b) practicing honesty and showing kindness to oneself and others;</p> <p>c) recognizing the purpose of rules and practicing self-control;</p>	<p>Revise</p>	<p>Consolidation and combination of standards K.S.S.4.1.2-3 and K.S.S.4.3.1-2 for Clarity</p>

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<p>c) recognizing the purpose of rules and practicing self-control; — caring for one’s personal property and respecting other students’ property; and d) taking turns, sharing, and working well with others for the good of everyone else</p>	<p>d) caring for one’s personal property and respecting other students’ property; and e) taking turns, sharing, and working well with others for the good of everyone else.</p>		
<p>K.SS.4.1.2 Discuss how individuals and groups make decisions and solve problems.</p>		Remove	Consolidation and clarity
<p>K.SS.4.1.3 Identify personal traits, such as courage, honesty, and responsibility.</p>		Remove	Consolidation and clarity
<p>K.SS.4.2.1 Identify symbols of the United States including but not limited to such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty; and the president.</p>	<p>K.SS.4.2 Identify symbols of the United States including but not limited to the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty.</p>	Revise	For clarity and choice; removed president as it is not a symbol
<p>K.SS.4.32 Recite Understand the meaning of the Pledge of Allegiance.</p>	<p>K.SS.4.3 Understand the meaning and purpose of the Pledge of Allegiance.</p>	Revise	For clarity
<p>K.SS.4.234 Describe holidays, and tell why they are commemorated in the United States, such as including but not limited to Indigenous Peoples’ Day, Thanksgiving, Martin Luther King,</p>	<p>K.SS.4.4 Describe holidays and tell why they are commemorated in the United States, including, Indigenous Peoples’ Day, Thanksgiving, Martin Luther King, Jr. Day,</p>	Revise	Revise: IIEC feedback, add Indigenous Peoples’ Day

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Jr. Day, Independence Day, and Presidents' Day	Independence Day, and Presidents' Day.		
K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.		Remove	Consolidation and clarity
K.SS.4.3.2 Identify ways to be helpful to family and school.		Remove	Consolidation and clarity

Global Perspectives - Students in Kindergarten will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
K.SS.5.1. 1 Name family traditions that came to America <u>the United States</u> from other parts of the world.	K.SS.5.1 Name traditions that came to the United States from other parts of the world.	Revise	Broadened to meet all students' needs; for clarity



Grade 1 Social Studies

History - Students in Grade 1 will build an understanding of the cultural and social development of the United States.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends, and neighborhood.	K.SS.5.1 Name traditions that came to the United States from other parts of the world.	Moved to Global Perspectives	Better alignment
1.SS.1.1. 2 Compare <u>differences in the way families in the United States</u> differences in the ways American families live today to how they lived in the past.	1.SS.1.1 Compare differences in the ways families in the United States live today to how they lived in the past.	Revise	Clarity; Revise: IIEC feedback ethno-centric statement that all families are American
1.SS.1. 1.3 <u>2</u> Use timelines to show personal and <u>or</u> family history.	1.SS.1.2 Use timelines to show personal or family history.	Revise	Broadened to meet all students' needs
1.SS.1. 1.4 <u>3</u> Compare personal histories, pictures, and music of other selected times and places in America's past.	1.SS.1.3 Compare personal histories, pictures, and music of other selected times and places in America's past.	Keep	

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Geography - Students ~~in Grade 1~~ will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>1.SS.2.1.1 Explain what maps and globes represent and how they are used</p> <p>The student will develop <u>1.SS.2.1</u></p> <p><u>Develop geographic skills by:</u></p> <ul style="list-style-type: none"> <u>a. using basic map symbols, including references to land, water, cities, and roads;</u> <u>b. using cardinal directions on maps;</u> <u>c. locating Idaho, the United States, continents, and oceans on maps and globes; and</u> <u>d. constructing simple maps and including a title, map legend or key, and compass rose.</u> 	<p>1.SS.2.1 Develop geographic skills by:</p> <ul style="list-style-type: none"> a) using basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) locating Idaho, the United States, continents, and oceans on maps and globes; and constructing simple maps and including a title, map legend or key, and compass rose. 	<p>Revise</p>	<p>Combined standards 1.SS.2.1.2-5 for clarity</p>
<p>1.SS.2.1.2 Use directions on a map: East, West, South, and North.</p>		<p>Revise</p>	<p>Combined standards 1.SS.2.1.2-5 for clarity</p>

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1.SS.2.1.3 Identify legends and keys on maps.		Revise	Combined standards 1.SS.2.1.2-5 for clarity
1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map		Revise	Consolidate for clarity
1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives.		Revise	Consolidate for clarity
1.SS.2.2. 1 Describe <u>Identify</u> ways people adjust to their environment <u>as well as modify their environment.</u>	1.SS.2.2 Identify ways people adjust to their environment as well as modify their environment.	Revise	Revise: Combine with 1.SS.2.3
1.SS.2.2.2 Identify the ways people modify their environment.		Revise	Revise: Combine with 1.SS.2.2

Economics - Students ~~in Grade 1~~ will explain basic economic concepts and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
1.SS.3.1.1 Identify the basic needs of people, such as food, clothing, and shelter.		Remove	Redundant, combined with 3.1.3

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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 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.	Keep	
1.SS.3.1. 3 Name things that people may want but do not need and explain the difference. <u>Distinguish between wants and needs and provide examples of each.</u>	1.SS.3.2 Distinguish between wants and needs and provide examples of each.	Revise	Clarity
1.SS.3.4. 1 3 Identify ways to save money for future needs and wants.	1.SS.3.3 Identify ways to save money for future needs and wants.	Keep	

Civics/Government - Students will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
1.SS.4.1.1 Explain why rules are necessary at home and school. <u>1.SS.4.1 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.</u>	1.SS.4.1 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.	Revise	Combined 1.SS.4.1.1 -1.SS.4.1.4

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<p>1.SS.4.1.2 Create rules and explain why rules must be applied fairly.</p>		<p>Revise</p>	<p>Combined 1.SS.4.1.1 -1.SS.4.1.4</p>
<p>1.SS.4.1.3 Discuss how individuals and groups make decisions and solve problems, such as voting and consensus.</p>		<p>Revise</p>	<p>Combined 1.SS.4.1.1 -1.SS.4.1.4</p>
<p>1.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.</p>		<p>Revise</p>	<p>Combined 1.SS.4.1.1 -1.SS.4.1.4</p>
<p>1.SS.4.2.1 Identify the significance of symbols in the United States. <u>1.SS.4.2 Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.</u></p>	<p>1.SS.4.2 Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.</p>	<p>Revise</p>	<p>Clarity</p>
<p>1.SS.4.2.23 <u>Provide all students the opportunity to be able to r</u>ecite the Pledge of Allegiance.</p>	<p>1.SS.4.3 Provide all students the opportunity to be able to recite the Pledge of Allegiance.</p>	<p>Revise</p>	<p>Stakeholder feedback</p>
<p>1.SS.4.2.34 Describe holidays and events, and tell why they are commemorated in the United States.</p>	<p>1.SS.4.4 Describe holidays and events and tell why they are commemorated in the United States.</p>	<p>Keep</p>	

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1.SS.4. 3.1 <u>5</u> Identify individuals who are helpful to people in their everyday lives.	1.SS.4.5 Identify individuals who are helpful to people in their everyday lives.	Keep	
1.SS.4. 3.2 <u>6</u> Name some responsibilities that students have at home and school.	1.SS.4.6 Name some responsibilities that students have at home and school.	Keep	

Global Perspectives - Students ~~in Grade 1~~ will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
1.SS.5.1.1 Compare family life in other parts of the world.		Remove	Consolidated with standard 2 for clarity and broadened to meet all students' needs
1.SS.5.1. 2 Discuss <u>Compare</u> family <u>life, structures</u> and daily routines of various cultures around the world.	1.SS.5.1 Compare family life, structures, and daily routines of various cultures around the world.	Revise	Clarity
<u>1.SS.1.1</u> 15.2 <u>Recognize that each person belongs to many groups such as family, school, friends, and neighborhood.</u> community.	1.SS.5.2 Recognize that each person belongs to many groups such as family, school, friends, and community.	Moved	Broadened to meet all students' needs

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Grade 2 Social Studies

History - Students ~~in Grade 2~~ will build an understanding of the cultural and social development of the United States.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
2.SS.1. 1.1 Discuss different groups that a person belongs to, such as family and neighborhood , <u>community</u> , and how those roles and/or groups have changed or stayed the same.	2.SS.1.1 Identify different groups that a person belongs to, such as family and community, and how those roles and/or groups have changed or stayed the same.	Revise	Stakeholder feedback, more inclusive language
The student will compare <u>2.SS.1.2 Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Shoshone-Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.</u>	2.SS.1.2 Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.	Add and revise	Grade level appropriate content which increases rigor and is in vertical alignment; Correct references for the tribes.
<u>2.SS.1.3 Analyze and interpret events placed chronologically on a timeline.</u>	2.SS.1.3 Analyze and interpret events placed chronologically on a timeline.	Add	Grade level appropriate content which increases rigor and is in vertical alignment



Geography - Students ~~in Grade 2~~ will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>2.SS.2.12.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. The student will develop <u>Develop geographic mapping skills using maps and globes by:</u> a. showing that map elements such as key, legend, and scale show how the map represents real objects or places; b.a) <u>applying knowledge of cardinal directions to use a compass rose;</u> <u>b) locating the countries of North America and the bordering oceans;</u></p>	<p>2.SS.2.1 Develop geographic mapping skills using maps and globes by</p> <p>a) showing that map elements such as key, legend, and scale show how the map represents natural objects or places;</p> <p>b) applying knowledge of cardinal directions to use a compass rose;</p> <p>c) locating the countries of North America and the bordering oceans;</p> <p>d) Identifying and locating the seven continents and the five oceans;</p>	<p>Revise and combine</p>	<p>Clarity: combined with standards: 2.SS.2.1.-4 and increased rigor</p>

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<p><u>c) Identifying and locating the seven continents and the five oceans;</u> <u>d) identifying major rivers, mountain ranges, lakes, and other physical features;</u> <u>e) identifying boundary lines to separate states; and</u> <u>f) locating man made features.</u></p>	<p>e) identifying major rivers, mountain ranges, lakes, and other physical features; f) identifying boundary lines to separate states; and g) locating man-made features.</p>		
<p>2.SS.2.1.2 State the cardinal directions and how to use a compass rose.</p>		<p>Revise</p>	<p>Clarify using correct terminology and combined with standards: 2.SS.2.1.-4</p>
<p>2.SS2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place.</p> <p>Show that map elements such as key, legend, and scale show how the map represents real objects or places</p>		<p>Revise and combine</p>	<p>Clarify using correct terminology and combined with standards: 2.SS.2.1.-4</p>
<p>2.SS.2.1.4 Illustrate that boundary lines separate states</p>		<p>Revise and combine</p>	<p>Clarify using correct terminology and combined with standards: 2.SS.2.1.-4</p>
<p>2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country.</p>	<p>2.SS.2.2 Compare how environmental conditions affect living styles and</p>	<p>Keep</p>	

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	clothing in different parts of the country.		
2.SS.2. 2.2 3 Describe how humans depend on the environment to meet their basic needs.	2.SS.2.3 Describe how humans depend on the environment to meet their basic needs.	Keep	
2.SS.2.4 Define city/suburb/town and urban/rural.	2.SS.2.4 Define city/suburb/town and urban/rural.	Add	Vertical alignment

Economics - Students ~~in Grade 2~~ will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
2.SS.3.1.1 Identify wants and needs of families. 2.SS.3.1 Differentiate between the wants and needs of families and understand the purpose of a budget	2.SS.3.1 Differentiate between the wants and needs of families and understand the purpose of a budget.	Revise	Consolidate and combine with 2.SS.3.4.1
2.SS.3.1.2 Define income and identify different ways to earn and save.	2.SS.3.2 Explain what employment means and define income, wages, and salary.	Revise	Increased rigor and aligns with financial literacy

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<p>2.SS.3.2 Explain what it means to be employed and define income, wages and salary.</p>			
<p>2.SS.3.1.3 Identify the difference between goods and services.</p>		<p>Remove</p>	<p>Redundant</p>
<p>2.SS.3.1.4 Identify differences between producers and consumers. 2.SS.3.3 Examine different types of producers and consumers as well as goods and services.</p>	<p>2.SS.3.3 Examine different types of producers and consumers as well as goods and services.</p>	<p>Revise</p>	<p>Rigor and public feedback</p>
<p>2.SS.3.2.1<u>4</u> Explain how natural resources affect economic activities in the local community.</p>	<p>2.SS.3.4 Explain how natural resources affect economic activities in the local community.</p>	<p>Keep</p>	
<p>2.SS.3.4.1 Identify reasons people save money.</p>		<p>Revise and move</p>	<p>Increased rigor and aligns with financial literacy; combined with standard 2.SS.3.1.1</p>

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Civics/Government - Students ~~in Grade 2~~ will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>2.SS.4.1.1 Explain why rules are necessary at home, school, and in the neighborhood.</p> <p>Students will explore <u>2.SS.4.1 Explore the concept of democracy by understanding of the role of citizens and the U.S. nited States: government and connecting it to their role as citizens within their community where people can explore issues, create soluutions, and make decisions together. :</u></p>	<p>2.SS.4.1 Explore the concept of democracy by understanding the role of citizens and the United States government and connecting it to their role as citizens within their community where people can explore issues, create solutions, and make decisions together.</p>	<p>Revise</p>	<p>Increase rigor and vertical alignment; public comment suggested revision</p>
<p>2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home, school, and in the neighborhood.</p> <p><u>2.SS.4.2 Recognize that Idaho has a constitution, which is the basis for our state’s laws and that there are</u></p>	<p>2.SS.4.2 Recognize that Idaho has a constitution, which is the basis for our state’s laws, and that there are consequences for breaking those laws.</p>	<p>Revise</p>	<p>Clarity, rigor and vertical alignment</p>

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<p>consequences for breaking those laws.</p>			
<p>2.SS.4.1.33 Identify the people or groups that make, apply, and enforce rules and laws at home, school, and in the neighborhood. In in our communities, and our state.</p>	<p>2.SS.4.3 Identify the people or groups that make, apply, and enforce rules and laws at home, school, communities, and our state.</p>	<p>Revise</p>	<p>Clarity, rigor and vertical alignment, inclusive</p>
<p>2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.</p> <p>2.SS.4.4 Identify and examine the significance of well-known national symbols and landmarks, including: The White House, the flag, the Statue of Liberty, and the bald eagle.</p>	<p>2.SS.4.4 Identify and examine the significance of well-known national symbols and landmarks, including The White House, the flag, the Statue of Liberty, and the bald eagle.</p>	<p>Revise</p>	<p>Clarity, rigor and vertical alignment</p>
<p>2.SS.4.2.25 Examine the meaning of key words in the Pledge of Allegiance.</p>	<p>2.SS.4.5 Examine the meaning of keywords in the Pledge of Allegiance.</p>	<p>Keep</p>	
<p>2.SS.4.3.16 Identify characteristics of good citizenship, such as courage, honesty, and responsibility and identify the responsibilities of being a United States n American citizen.</p>	<p>2.SS.4.6 Identify characteristics of good citizenship, such as courage, honesty, and responsibility, and identify the responsibilities of being a United States citizen.</p>	<p>Revise</p>	<p>Clarity, rigor and vertical alignment, stakeholder feedback</p>

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2.SS.4. 3.2 <u>7</u> Identify historic and contemporary people who model characteristics of good citizenship.	2.SS.4.7 Identify historical and contemporary people who model characteristics of good citizenship.	Keep	
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Global Perspectives - Students ~~in Grade 2~~ will build an understanding of multiple perspectives and global interdependence. ~~identify the importance of respecting multiple perspectives and global interdependence.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
2.SS.5.1. 1 Compare your neighborhood /community with others in various parts of the world.	2.SS.5.1 Compare your community with others in various parts of the world.	Revise	Consistency
2.SS.5. 1.2 <u>2</u> Compare traditions in your neighborhood /community with those practiced in other parts of the world.	2.SS.5.2 Compare traditions in your community with those practiced in other parts of the world.	Revise	Consistency



Grade 3 Social Studies

History - Students ~~in Grade~~ will ~~3~~ 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 examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States and still do today.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
3.SS.1.1.1 Explain that people in the United States share a national identity through patriotic symbols and holidays.		Move	Vertical alignment- moved to Civics
3.SS.1.1.2 Investigate the history of your community's history and determine the chronological importance of local events. using a variety of primary and secondary sources and use it to build a timeline of local events.	3.SS.1.1 Investigate your community's history and determine the chronological importance of local events.	Revise	Increased rigor and vertical alignment; stakeholder feedback
3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive <u>Analyze contributions such as foods, clothing styles, and traditions of various cultural groups within the</u>	3.SS.1.2 Analyze contributions such as foods, clothing styles, and traditions of various cultural groups within the community including, but not	Revise	Increased rigor; Public comment suggested revision

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<p>community foods, clothing styles, and traditions <u>including but not limited to the five federally recognized tribes of Idaho.</u></p>	<p>limited to the five federally recognized tribes of Idaho.</p>		
<p>3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.</p>		<p>Remove</p>	<p>Redundant with 3.SS.1.1.3</p>
<p>3.SS.1.2.1 Share the origins of classmates' ancestors. <u>3.SS.1.3 Conduct interviews with family members, neighbors, friends, or school staff to discover where families came from and how and why they moved to where they live now.</u> why they call Idaho home.</p>	<p>3.SS.1.3 Conduct interviews with family members, neighbors, friends, or school staff to discover why they call Idaho home.</p>	<p>Revise</p>	<p>Clarity and accessibility for all students; stakeholder feedback about removing assumption that everyone immigrated/moved here</p>
<p>3.SS.1.2.2<u>4</u> Describe how migration and immigration are continuous processes <u>and how they are influenced by voluntary and involuntary movement of people.</u></p>	<p>3.SS.1.4 Describe how migration and immigration are continuous processes and how they are influenced by voluntary and involuntary movement of people.</p>	<p>Revise</p>	<p>Combined with 3.SS.1.2.3</p>
<p>3.SS.1.2.3 Identify reasons for voluntary and involuntary movement of people to and from your community</p>		<p>Revise</p>	<p>Combined with 3.SS.1.2.2</p>

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<p>3.SS.1.3.1 Identify characteristics of different cultural groups in your community including American Indians.</p>		<p>Remove</p>	<p>Redundant</p>
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Geography - Students ~~in Grade 3~~ will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.</p> <p>Students will develop <u>3.SS.2.1</u> <u>Develop an understanding of map reading by analyzing maps and globes using common terms, including: country, North Pole, Equator, Prime Meridian, hemisphere, region, latitude, South Pole, longitude, and time zones</u></p>	<p>3.SS.2.1 Develop an understanding of map reading by analyzing maps and globes using standard terms, including country, North Pole, Equator, Prime Meridian, hemisphere, region, latitude, South Pole, longitude, and time zones.</p>	<p>Revise</p>	<p>Rigor</p>
<p>3.SS.2.1.2 Find the United States, Washington, D.C., Idaho, the state capital Boise, and your own community on a map.</p>	<p>3.SS.2.2 Use cardinal directions, map scales, legends, and grids to locate the United States,</p>	<p>Revise</p>	<p>Clarity and rigor</p>

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<p>Student will use <u>3.SS.2.2 Use cardinal directions, intermediate directions, map scales, legends, and grids to locate the United States, Washington, D.C., Idaho, the state capital Boise, and their own community on a map.</u></p>	<p>Washington D.C., Idaho, the state capital, Boise, and their own community on a map.</p>		
<p>3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries, using standard map symbols.</p>		<p>Revise</p>	<p>Combine with 2.1 and 2.2</p>
<p>3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map</p>		<p>Revise</p>	<p>Combine with 2.1 and 2.2</p>
<p>3.SS.2.1.5 Use a number/letter grid to find specific locations on a map.</p>		<p>Revise</p>	<p>Combine with 2.2</p>
<p>3.SS.2.3.1<u>3</u> Analyze past and present settlement patterns of the community <u>in which you live and how geographic features influenced those patterns.</u></p>	<p>3.SS.2.3 Analyze past and present settlement patterns of the community in which you live and how geographic features influenced those patterns.</p>	<p>Revise</p>	<p>Combined with 3.2.3 based on stakeholder feedback</p>
<p>3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.</p>		<p>Remove</p>	<p>Combine with 3.2.2 (see above)</p>
<p>3.SS.2.3.3<u>4</u> Compare and contrast city/suburb/town and urban/rural</p>	<p>3.SS.2.4 Compare and contrast city/suburb/town and urban/rural farm/factory,</p>	<p>Revise</p>	<p>Vertical alignment with 4th grade</p>

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farm/factory, and agriculture/industry.	as well as agriculture/industry.		
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Economics - Students ~~in Grade 3~~ will explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
3.SS.3.1. 1 Explain the concepts of supply and demand and the role of the consumer and producer.	3.SS.3.1 Explain the concepts of supply and demand and the role of the consumer and producer.	Keep	
3.SS.3. 1.2 2 Explain the difference between public and private property.	3.SS.3.2 Explain the difference between public and private property.	Keep	
3.SS.3. 2.1 3 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.	3.SS.3.3 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.	Keep	
3.SS.3.3.1 Explain the purpose of a bank. 3.SS.3.4 Identify different examples of making an economic choice including consumption of goods and services, using a bank, investing and budgeting.	3.SS.3.4 Identify different examples of making an economic choice, including consumption of goods and services, using a bank, investing, and budgeting.	Revise	Consolidate and add rigor for vertical alignment

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3.SS.3.4.1 Describe the purposes and benefits of savings.		Remove	Combined with 3.3.1
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Civics/Government - Students ~~in Grade 3~~ will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
3.SS.4.1.1 Explain why communities have laws.		Remove	Redundant
3.SS.4.1. 2 Explain that there are benefits for following the laws and consequences for breaking the laws of the <u>our local and national</u> communities y .	3.SS.4.1 Explain the benefits of following the laws and the consequences of breaking the rules and laws of our local and national communities.	Revise	Clarity, vertical alignment and rigor
3.SS.4. 1-3 <u>2</u> Identify the people or groups that make, apply, and enforce laws in <u>our local and national</u> the communities y .	3.SS.4.2 Identify the people or groups that make, apply, and enforce laws in our local and national communities.	Revise	Clarity, vertical alignment and rigor
3.SS.4. 2-1 <u>3</u> Identify and explain the basic functions of local <u>and state</u> governments y .	3.SS.4.3 Identify and explain the basic functions of local and state governments.	Revise	Vertical alignment

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<p>3.SS.4.2.2<u>4</u> Explain how local government officials are chosen, e.g., election, appointment.</p>	<p>3.SS.4.4 Explain how local government officials are chosen, e.g., election, or appointment.</p>	<p>Keep</p>	
<p>3.SS.4.2.3<u>5</u> Describe services commonly and primarily provided by governments for the community.</p>	<p>3.SS.4.5 Describe services commonly and primarily provided by governments for the community.</p>	<p>Keep</p>	
<p>3.SS.4.2.4<u>6</u> Identify local government officials.</p>	<p>3.SS.4.6 Identify local government officials.</p>	<p>Keep</p>	
<p>3.SS.4.3.1<u>7</u> Identify ways children and adults can participate in their community and/or local governments.</p>	<p>3.SS.4.7 Identify ways children and adults can participate in their community and/or local governments.</p>	<p>Keep</p>	
<p><u>3.SS.4.8 Explain that people in the United States share a national identity through patriotic symbols and holidays.</u></p>	<p>3.SS.4.8 Explain that people in the United States share a national identity through patriotic symbols and holidays.</p>	<p>Move</p>	<p>Moved from history for vertical alignment</p>



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Global Perspectives - Students ~~in Grade 3~~ will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
3.SS.5.1. 1 Explore connections that the local community has with other communities throughout the world.	3.SS.5.1 Explore connections that the local community has with other communities throughout the world.	Keep	
3.SS.5. 1.2 <u>2</u> 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.	3.SS.5.2 Examine the contributions of various cultures from other parts of the world to the development of the community and how they make that community unique.	Keep	



Grade 4 Social Studies

History - Students ~~in Grade 4~~ will 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 examine the various roles American Indians assumed in the development of the United States, and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States, and still do today. ~~and identify the sovereign status and role of American Indians in the development of the United States.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
4.SS.1.1.1 Identify characteristics of characteristics of different cultural groups in Idaho <u>and describe ways that they have influenced and impacted each other.</u>	4.SS.1.1 Identify characteristics of different cultural groups in Idaho and describe ways that they have influenced and impacted each other.	Revise	Combined with 4.SS.1.1.2 - redundant
4.SS.1.1.2 Describe ways that cultural groups have influenced and impacted each other.		Remove	Combined with 4.SS.1.2.1 - redundant
4.SS.1.1.3 Explain the role of explorers and missionaries in the development of Idaho		Remove	Combined with 4.SS.1.1.2 - redundant
4.SS.1.1.4 1.2 Discuss <u>Describe the federal policis behind the treaties</u>	4.SS.1.2 Describe the federal policies behind the treaties	Revise	Stakeholder feedback for clarity and accuracy

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<p><u>and executive orders that resulted in the creation of the reservations in Idaho.</u> the treaty period for Idaho's federally recognized tribes including causes, events, and results.</p>	<p>and executive orders that resulted in the creation of the reservations in Idaho.</p>		
<p>4.SS.1.2-1<u>3</u> Identify the major groups, <u>including but not limited to, explorers, and missionaries,</u> and significant individuals, <u>immigrant experiences,</u> and their impact on western expansion and the creation of the State of Idaho.</p>	<p>4.SS.1.3 Identify the major groups, including but not limited to explorers, missionaries, and significant individuals, immigrant experiences, and their impact on western expansion and the creation of the State of Idaho.</p>	<p>Revise</p>	<p>Combined with 4.SS1.1.2 due to redundancy</p>
<p>4.SS.1.2-2<u>4</u> Describe the historic role of fur trading and the discovery of gold and silver in Idaho.</p>	<p>4.SS.1.4 Describe the historic role of fur trading and the discovery of gold and silver in Idaho.</p>	<p>Keep</p>	
<p>4.SS.1.2.3 Analyze and describe the different immigrant experiences across Idaho.</p>		<p>Remove</p>	<p>Consolidate with 4.1.3 for priority focus</p>
<p>4.SS.1.2-4<u>5</u> Analyze and describe <u>Describe the ideology and federal policies that led</u> the effects of <u>to</u> westward expansion and subsequent <u>consequences that impacted</u> federal policies on</p>	<p>4.SS.1.5 Describe the ideology and federal policies that led to westward expansion and subsequent consequences that impacted American Indian tribes in Idaho.</p>	<p>Revise</p>	<p>Stakeholder feedback on appropriate language</p>

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<p>Idaho's American Indian <u>tribes in tribes.</u><u>Idaho.</u></p>			
<p>4.SS.1.6.3.1 <u>Identify Analyze</u> <u>Compare and contrast the historical and current the key characteristics of the</u> five federally recognized American Indian tribes in Idaho: Coeur d'Alene <u>Tribes</u>, Kootenai <u>Tribes of Idaho</u>, Shoshone-Bannock <u>Tribes</u>, Nez Perce <u>Tribes</u>, and Shoshone-Paiute Tribes and <u>ceded and</u> current reservation lands.</p>	<p>4.SS.1.6 Compare and contrast the historical and current key characteristics of the five federally recognized American Indian tribes in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone –Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and ceded and current reservation lands.</p>	<p>Revise</p>	<p>Combined with 4.SS.1.3.3. due to redundancy; stakeholder feedback on tribe names</p>
<p>4.SS.1.3.2.7 Discuss how Idaho's tribes <u>in Idaho</u> interacted with and impacted existing and newly arriving people.</p>	<p>4.SS.1.7 Describe how tribes in Idaho interacted with and impacted existing and newly arriving people.</p>	<p>Revise</p>	<p>Stakeholder feedback on clarity</p>
<p>4.SS.1.3.3 Identify and discuss similar and different key characteristics of American Indian tribes in Idaho.</p>		<p>Remove</p>	<p>Combined with 4.SS.1.3.1. due to redundancy</p>
<p>4.SS.1.3.4 Compare and contrast past and current American Indian life in Idaho.</p>		<p>Remove</p>	<p>Combine with 4.1.3.1</p>
<p>4.SS.1.3.5.8 <u>Identify Summarize Examine</u> the meaning of tribal sovereignty and its relationship at</p>	<p>4.SS.1.8 Examine the meaning of tribal sovereignty and its relationship at the tribal,</p>	<p>Revise</p>	<p>Increase rigor; stakeholder feedback</p>



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the <u>tribal</u> , local, state, and federal levels of government.	local, state, and federal levels of government.		
4.SS.1. 3.6 9 Describe the preservation of American Indian <u>tribes maintain</u> resources, including cultural materials, history, language, and culture.	4.SS.1.9 Describe how American Indian tribes maintain resources, including cultural materials, history, language, and culture.	Revise	Stakeholder feedback for clarity
4.SS.1.3.7 Identify and dispel misconceptions about American Indians today.		Remove	Not assessable or grade appropriate. Negative standard (requires students to be un-taught something). Requires students to be exposed to misconceptions they may not have already learned. The intent of this standard can be addressed more positively elsewhere, such as 4.SS.1.3.4.

Geography - Students ~~in Grade 4~~ will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.		Remove	Combined with 2.1.3

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<p>4.SS.2.1.3 Use a number/letter <u>coordinate</u> grid to <u>collect, analyze, interpret, and communicate data</u> find<u>for</u> specific locations on a map of Idaho.</p>	<p>4.SS.2.1 Use a number/letter coordinate grid to collect, analyze, interpret, and communicate data for finding specific locations on a map of Idaho.</p>	<p>Revise</p>	<p>Domain specific language</p>
<p>4.SS.2.1-4<u>2</u> Describe the physical regions of Idaho, and identify<u>identify</u> major natural resources, <u>and explain their impact on settlement.</u></p>	<p>4.SS.2.2 Describe the physical regions of Idaho, identify major natural resources, and explain their impact on settlement.</p>	<p>Revise</p>	<p>Combine with 2.3.3</p>
<p>4.SS.2.3.1 Analyze past and present settlement patterns in Idaho.</p>		<p>Remove</p>	<p>Combine with 2.1.4</p>
<p>4.SS.2.3.2 Discuss the impact of<u>Describe the encroachment on tribal lands in Idaho and the resulting conflicts such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974.</u> colonization on American Indian tribal lands in Idaho, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.</p>	<p>4.SS.2.3 Describe the encroachment on tribal lands in Idaho and the resulting conflicts, such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974.</p>	<p>Revise</p>	<p>Clarity and using domain specific and appropriate language; stakeholder feedback on key events in Idaho</p>
<p>4.SS.2.3.3 Identify the geographic features of Idaho, and explain their impact on settlement.</p>		<p>Revise</p>	<p>Combine with 2.1.4</p>



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<p>4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry.</p>		<p>Move</p>	<p>Moved to increase rigor at Grade 3</p>
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Economics - Students ~~in Grade 4~~ will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>4.SS.3.1.1 Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.</p>	<p>4.SS.3.1 Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.</p>	<p>Keep</p>	
<p>4.SS.3.1.2 Explain the concepts of supply and demand and scarcity</p>	<p>4.SS.3.2 Explain the concepts of supply and demand and scarcity.</p>	<p>Keep</p>	
<p>4.SS.3.1.3 Explain the concepts of specialization and division of labor</p>	<p>4.SS.3.3 Explain the concepts of specialization and division of labor.</p>	<p>Keep</p>	
<p>4.SS.3.1.4 Identify goods and services in early Idaho settlements.</p>	<p>4.SS.3.4 Identify goods and services in early Idaho settlements.</p>	<p>Keep</p>	

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4. SS.3.1.5 Explain the concept of public and private property in the development of Idaho.		Remove	Not a priority
4.SS.3. 2.1 <u>5</u> Describe examples of historic and current technological innovations in relation to economic growth in Idaho	4.SS.3.5 Describe examples of historic and current technological innovations in relation to economic growth in Idaho.	Keep	
4.SS.3. 2.2 <u>6</u> Describe how geographic features of Idaho have determined the economic base of Idaho’s regions.	4.SS.3.6 Describe how the geographic features of Idaho have determined the economic base of Idaho’s regions.	Keep	
4.SS.3. 4.1 <u>7</u> Define entrepreneurship, and identify reasons for starting a business.	4.SS.3.7 Define entrepreneurship and identify reasons for starting a business.	Keep	

Civics/Government - Students ~~in Grade 4~~ will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
4.SS.4.1. 1 Identify the people and groups who make, apply, and	4.SS.4.1 Identify the people and groups who make, apply,	Revise	Combine with 4.1.2-3

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enforce laws within state, local, and tribal governments how they function, and the relationships between them.	and enforce laws within state, local, and tribal governments how they function, and the relationships between them.		Vertical alignment and redundant
4.SS.4.1-2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.	4.SS.4.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.	Keep	
4.SS.4.2-13 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.	4.SS.4.3 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.	Keep	
4.SS.4.2.2 Identify and explain the basic functions of state, local, and tribal governments.		Remove	Combine with 4.1.1
4.SS.4.2.3 Describe the governmental relationships between state, local, and tribal governments.			Combine with 4.1.2-3 Vertical alignment and redundant
4.SS.4.2-44 Identify the three branches of state government and explain the major responsibilities of each.	4.SS.4.4 Identify the three branches of state government and explain the major responsibilities of each.	Keep	
4.SS.4.2.5 Discuss the governing structure of American Indian tribes in Idaho.		Remove	Combine with 4.1.2-3

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			Vertical alignment and redundant
4.SS.4. 3.1 <u>5</u> Name elected state officials <u>and how they can be contacted</u> -	4.SS.4.5 Name elected state officials and how they can be contacted.	Revise	Clarity and rigor
4.SS.4.3.2 Explain ways to contact elected state officials.		Remove	Combine with 4.3.1 Vertical alignment and redundant
4.SS.4. 3.3 <u>6</u> Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.	4.SS.4.6 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.	Keep	
4.SS.4. 4.1 <u>7</u> Discuss the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.	4.SS.4.7 Describe the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.	Keep	



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Global Perspectives - Students ~~in Grade 4~~ will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
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 impacted the state's history and contributed to Idaho's cultural heritage and impacted the state's history.	4.SS.5.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have impacted the state's history and contributed to Idaho's cultural heritage.	Revise	Stakeholder feedback: rearrangement of words implies significance of acts
4.SS.5.1.2 Discuss Describe the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.	4.SS.5.2 Describe the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.	Revise	Clarity
4.SS.5.1.3 Identify Idaho's role in the global economy	4.SS.5.3 Identify Idaho's role in the global economy.		
4.SS.5.1.4 Identify the diversity within Idaho's American Indian tribes in Idaho and develop an awareness of the shared similar experiences of indigenous populations in the world.	4.SS.5.4 Identify the diversity within American Indian tribes in Idaho and develop an awareness of the similar experiences of indigenous populations in the world.	Revise	Stakeholder feedback: not all experiences are shared yet some are similar.



Grade 5 Social Studies

History - Students ~~in Grade 5~~ will 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 examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States and still do today. ~~and identify the sovereign status and role of American Indians in the development of the United States.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.1.1 1 Describe the interactions between European colonists and established societies in North America	5.SS.1.1 Describe the interactions between European colonists and established societies in North America.	Keep	
5.SS.1. 1.2 <u>Discuss-Identify</u> significant individuals who have been responsible for bringing about cultural and social changes in the United States, <u>including founding fathers and presidents.</u>	5.SS.1.2 Identify significant individuals who have been responsible for bringing about cultural and social changes in the United States including the founding fathers and presidents.	Revise	Clarity
5.SS.1. 1.3 Identify and explain influential political and cultural	5.SS.1.3 Identify and explain influential political and	Keep	

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groups and their impact on American history.	cultural groups and their impact on American history.		
5.SS.1. 1.4 4 Identify different examples of how religion has been an important influence in American history	5.SS.1.4 Identify different examples of how religion has been an important influence in American history.	Keep	
5.SS.1. 1.5 5 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.	5.SS.1.5 Describe how the establishment of the 13 original colonies contributed to the founding of the nation.	Keep	
5.SS.1. 6.1 6 Analyze the causes and effects of various compromises and conflicts in American history, including the various events leading to the American Revolution.	5.SS.1.6 Analyze the causes and effects of various compromises and conflicts in American history, including the various events leading to the American Revolution.	Revise	Clarity
5.SS.1. 2.1 7 Discuss the religious, political, and economic motives of immigrants to the United States.	5.SS.1.7 Explain the religious, political, and economic motives of immigrants to the United States.	Revise	Increase clarity
5.SS.1. 2.2 8 Explain the history of indentured servitude and the slave trade in the United States.	5.SS.1.8 Explain the history of indentured servitude and the slave trade in the United States.	Keep	
5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion.	5.SS.1.9 Analyze or distinguish the geographic, economic, and religious motivations that	Revise	Clarity

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<p><u>5.SS.1.9 Analyze or distinguish the geographic, economic, and religious motivations that influenced the movement of people.</u></p>	<p>influenced the movement of people.</p>		
<p>5.SS.1.2.4 Discuss the American Indian groups encountered in western expansion.</p> <p><u>5.SS.1.10 Review that American Indians were the first inhabitants of the United States and analyze examine the impact of westward expansion on Indigenous peoples.</u></p>	<p>5.SS.1.10 Review that American Indians were the first inhabitants of the United States and examine the impact of westward expansion on Indigenous peoples.</p>	<p>Revise</p>	<p>Combine with 3.1 and provide clarity; public comment suggested revision</p>
<p>5.SS.1.2.5 Discuss significant individuals who took part in western expansion</p>		<p>Remove</p>	<p>Redundant</p>
<p>5.SS.1.2.6<u>11</u> Describe the impact of scientific and technological advances on westward expansion including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive.</p>	<p>5.SS.1.11 Describe the impact of scientific and technological advances on westward expansion including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive.</p>	<p>Revise</p>	<p>Clarity</p>

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<p>5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.</p>		<p>Remove</p>	<p>Redundant</p>
<p>5.SS.1.3.2 Identify examples of American Indian individual and collective contributions and influences in the development of the United States</p>		<p>Remove</p>	<p>Redundant</p>
<p>5.SS.1.3.3 Define the terms treaty, reservation, and sovereignty.</p>		<p>Remove</p>	<p>Redundant</p>
<p>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 to the States</p>		<p>Remove</p>	<p>Redundant</p>

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Geography - Students ~~in Grade 5~~ will analyze the spatial organizations of people, places, and environment on the earth’s surface and trace the migration and settlement of human populations.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.2. 1.1 4 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.	5.SS.2.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.	Keep	
5.SS.2. 1.2 2 Identify the regions of the United States and their resources.	5.SS.2.2 Identify the regions of the United States and their resources.	Keep	
5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map		Remove	Redundant
5.SS.2. 1.4 3 Name and locate the 50 States and their Capitals, and U.S. Territories.	5.SS.2.3 Name and locate the 50 States and their Capitals, and United States Territories.	Keep	
5.SS.2.1.5 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. <u>5.SS.2.4 Read, analyze, and interpret maps, including use of</u>	5.SS.2.4 Read, analyze, and interpret maps, including the use of latitude and longitude aerial photography, satellite images, and other geospatial products.	Revise	Redundant, vertical alignment, rigor; clarity based on stakeholder feedback



latitude and longitude, aerial photography, satellite images and other geo-spatial products.			
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Economics - Students ~~in Grade 5~~ will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.3.1. 1 Describe examples of improved transportation and communication networks and how they encourage economic growth.	5.SS.3.1 Describe examples of improved transportation and communication networks and how they encourage economic growth.	Keep	
5.SS.3. 1.2 Explain the concepts of tariffs, taxation, and embargo.	5.SS.3.2 Explain the concepts of tariffs, taxation, and embargo.	Keep	
5.SS.3. 1.3 Describe the basic characteristics of a market economy .	5.SS.3.3 Describe the basic characteristics of a market economy.	Revise	Clarity
5.SS.3. 2.14 Discuss <u>Explain</u> the economic policies that contributed to rebellion within the North American colonies.	5.SS.3.4 Explain the economic policies that contributed to rebellion within the North American colonies.	Revise	Clarity

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5.SS.3. 4.1 <u>5</u> Identify economic incentives and risks of entrepreneurship.	5.SS.3.5 Identify economic incentives and risks of entrepreneurship.	Keep	
5.SS.3. 4.2 <u>6</u> Explain the impact of taxation on personal finance.	5.SS.3.6 Explain the impact of taxation on personal finance.	Keep	

Civics/Government - Students ~~in Grade 5~~ will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
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 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.	Keep	
5.SS.4. 1.2 <u>2</u> Identify and explain the important concepts in the Declaration of Independence.	5.SS.4.2 Identify and explain the important concepts in the Declaration of Independence.	Keep	
5.SS.4. 1.3 <u>3</u> Discuss <u>Explain</u> the significance of the Articles of Confederation as the transitional form of government.	5.SS.4.3 Explain the significance of the Articles of Confederation as the transitional form of government.	Revise	Clarity

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<p>5.SS.4.1.4<u>4</u> Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.</p>	<p>5.SS.4.4 Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.</p>	<p>Keep</p>	
<p>5.SS.4.2.4<u>5</u> Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.</p>	<p>5.SS.4.5 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.</p>	<p>Keep</p>	
<p>5.SS.4.2.2<u>6</u> Identify the three branches of government and the functions and powers of each</p>	<p>5.SS.4.6 Identify the three branches of government and the functions and powers of each.</p>	<p>Keep</p>	
<p>5.SS.4.2.3<u>7</u> Explain the difference between <u>reservations</u>, State public lands and Federal public lands.</p>	<p>5.SS.4.7 Explain the difference between reservations, State public lands, and Federal public lands.</p>	<p>Revise</p>	<p>Clarity and consistency</p>
<p>5.SS.4.3.4<u>8</u> Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.</p>	<p>5.SS.4.8 Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.</p>	<p>Keep</p>	

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<p>5.SS.4.3.2<u>9</u> Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.</p>	<p>5.SS.4.9 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.</p>	<p>Keep</p>	
<p>5.SS.4.3.3<u>10</u> Describe ways in which citizens participate in public life.</p>	<p>5.SS.4.10 Describe ways in which citizens participate in public life.</p>	<p>Keep</p>	
<p>5.SS.4.4.1<u>11</u> Explain how the United States is a republic.</p>	<p>5.SS.4.11 Explain how the United States is a republic.</p>	<p>Keep</p>	
<p>5.SS.4.4.2<u>12</u> State the difference between direct democracy and the constitutional republic of today's United States.</p>	<p>5.SS.4.12 State the difference between direct democracy and the constitutional republic of today's United States.</p>	<p>Keep</p>	
<p>5.SS.4.4.3<u>13</u> Discuss the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.</p>	<p>5.SS.4.13 Explain the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.</p>	<p>Keep</p>	



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Global Perspectives - Students ~~in Grade 5~~ will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.5.1.1 Explain how the world is divided into many different nations <u>countries</u> and that each has its own government <u>and how they interact with each other</u> .	5.SS.5.1 Explain how the world is divided into many different countries and each has its own government and how they interact with each other.	Revise	Clarity
5.SS.5.1.2 Define a nation.		Remove	Redundant
5.SS.5.1.3 Explain how the United States is one nation and how it interacts with other nations in the world.		Remove	Redundant
5.SS.5.1.4 2 <u>Discuss</u> <u>Explain</u> how nations <u>countries</u> try to resolve problems.	5.SS.5.2 Explain how countries try to resolve problems.	Revise	Clarity
5.SS.5.1.5 3 Identify the role of the United States in a global economy.	5.SS.5.3 Identify the role of the United States in a global economy.	Keep	



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World Geography Grades 6-9

History - Students studying World Geography —~~Eastern Hemisphere~~ will build an understanding of the cultural and social development of human civilizations.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9. GW.1.8.1 <u>WG.1.1</u> Describe major aspects of the civilizations of the Western Hemisphere <u>in regions throughout the world</u> prior to European contact <u>including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.</u>	6-9.WG.1.1 Describe major aspects of the civilizations in regions throughout the world prior to European contact including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.	Revise	Listed the “major aspects” and edited words for clarity
6-9. GW.1.8.2 <u>WG.1.2</u> Examine the impact of Europeans on and indigenous cultures <u>on one another in the Western Hemisphere in regions throughout the world.</u>	6-8.WG.1.2 Examine the impact of Europeans and indigenous cultures on one another in regions throughout the world.	Revise	Less one-sided Combine Eastern and Western
6-9. GW.1.8.3 <u>WG.1.3</u> <u>Describe Compare</u> various <u>approaches motivations, methods, and impacts</u> of European colonization in the Western Hemisphere	6-9.WG.1.3 Describe and compare various motivations of European colonization in regions throughout the world.	Revise	To understand how European colonization impacted the cultural regions of today, and why they are different; revised complex verbiage based on stakeholder feedback

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<p>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.</p>		<p>Move</p>	<p>Move to newly created Geography and History Skills section</p>
<p>6-9.GEH.1.8.5<u>WG.1.4</u> Describe <u>investigate</u> the historical origins, central beliefs, and spread of major religions <u>and belief systems</u>, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism <u>and Indigenous knowledge and belief systems</u>.</p>	<p>6-9.WG.1.4 Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.</p>	<p>Revise</p>	<p>Increase depth of knowledge and added perspectives</p>



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Geography - Students studying World Geography ~~Eastern Hemisphere~~ will analyze the spatial organization 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.		Move	To new Geography skills section
6-9. GWH.2.1.2 <u>WG.2.1</u> 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), <u>and satellite and aerial imaging.</u> <u>6-9.WG.2.2 Describe the uses of technology, such as Global Positioning Systems (GPS) Geographic Information Systems</u>	6-9.WG.2.1 Apply latitude and longitude to locate places on Earth. 6-9.WG.2.2 Describe the uses of technology, such as Global Positioning Systems (GPS) Geographic Information Systems (GIS), and satellite and aerial imaging. 6-9.WG.2.3 Describe the relative location of people, places, and objects by using positional words, including	Revise	Updating technology, making it more real-world relevant; stakeholder feedback asked this to be split as it is addressing 2 different skills and clarify language

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<p>(GIS), and satellite and aerial imaging.</p> <p>6-9.WG.2.3 Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.</p>	<p>but not limited to cardinal directions and distance.</p>		
<p>6-9.GWH.2.1.3 Use mental maps to answer geographic questions.</p>		Remove	Not assessable
<p>6-9.GWH.2.1.4 Analyze visual and mathematical statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event</p>		Move	To Geography Skills section
<p>6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.</p>		Remove	Addressed in science standards
<p>6-9.GWH.2.2.2WG.2.4 Locate, map, map, and describe the climate of regions of the Western Hemisphere throughout the world and analyze their impact on human activity and living conditions.</p>	<p>6-9.WG.2.4 Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.</p>	Revise	<p>Mapping is a geographical skill (to be addressed as its own standard)</p> <p>Combine Eastern and Western</p> <p>Increase depth of knowledge</p>

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<p>6-9.GWH.2.2.3<u>WG.2.5</u> Identify major biomes and explain ways in which the natural environment and climate of places in the Western Hemisphere in regions throughout the world are related <u>affect settlement patterns and everyday life.</u></p>	<p>6-9.WG.2.5 Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.</p>	<p>Revise</p>	<p>Clarity</p>
<p>6-9.GWH.2.2.4<u>WG.2.6</u> Analyze and give examples of the consequences of human impact on the physical environment.</p>	<p>6-9.WG.2.6 Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.</p>	<p>Revise</p>	<p>Combine with 2.2.5</p>
<p>6-9.GWH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.</p>		<p>Remove</p>	<p>Combine with 2.2.4</p>
<p>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).</p>		<p>Remove</p>	<p>Addressed in science standards</p>
<p>6-9.GWH.2.3.1<u>WG.2.7</u> Identify the names and locations of countries</p>	<p>6-9.WG.2.7 Identify the names and locations of</p>	<p>Revise</p>	<p>Clarity</p>

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and major cities in regions around the world.	countries and major cities in regions around the world.		
6-9. GWH.2.3.2 WG.2.8 Describe major physical characteristics of regions in the Western Hemisphere. throughout the world.	6-9.WG.2.8 Describe major physical characteristics of regions throughout the world.	Revise	Clarity
6-9. GWH.2.3.3 WG.2.9 Identify patterns of population distribution and growth in the Western Hemisphere in regions throughout the world and explain changes in these patterns which have occurred over time.	6-9.WG.2.9 Identify patterns of population distribution and growth in regions throughout the world and explain changes in these patterns that have occurred over time.	Revise	Clarity
6-9.GWH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Western Hemisphere.		Remove	Redundant
6-9.GWH.2.4.2 Describe major cultural characteristics of regions in the Western Hemisphere.		Remove	Addressed in Global Perspective section
6-9. GWH.2.4.3 WG.2.10 Compare and contrast cultural patterns in the Western Hemisphere in regions throughout the world , such as language, religion, and ethnicity.	6-9.WG.2.10 Compare and contrast cultural patterns in regions throughout the world, such as language, religion, and ethnicity.	Revise	Clarity
6-9. GWH.2.4.4 WG.2.11 Analyze the locations of the major	6-9.WG.2.11 Analyze the locations of the major	Revise	Clarity



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manufacturing and agricultural regions of the Western Hemisphere <u>throughout the world.</u>	manufacturing and agricultural areas in regions throughout the world.		
6-9. GW.2.5.1 <u>WG.2.12</u> Analyze the distribution <u>availability</u> of natural resources in the Western Hemisphere <u>in regions throughout the world.</u>	6-9.WG.2.12 Analyze the availability of natural resources in regions throughout the world.	Revise	Clarity
6-9. GW.2.5.2 <u>WG.2.13</u> Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere <u>in regions throughout the world.</u>	6-9.WG.2.13 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in regions throughout the world.	Revise	Clarity
6-9. GW.2.5.3 <u>WG.2.14</u> Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere <u>in regions throughout the world.</u>	6-9.WG.2.14 Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world.	Revise	Clarity
6-9. GW.2.5.4 <u>WG.2.15</u> Identify Describe contrasting perspectives multiple various views of that affect environmental issues <u>in regions throughout the world.</u> that affect the Western Hemisphere.	6-9.WG.2.15 Describe various views that affect environmental issues in regions throughout the world.	Revise	Clarity and student-friendly language



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<p>6-9.GW.2.5.5<u>WG.2.17</u> Explain how human-caused induced changes in the physical environment in one place can cause changes in another place such as <u>irrigation</u>, acid rain, air pollution, water pollution, and deforestation.</p>	<p>6-9.WG.2.16 Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.</p>	<p>Revise</p>	<p>Edited for clarity/ student-friendly language and relevance</p>
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Economics - Students studying World Geography – Eastern Hemisphere explain basic economic concepts and identify different influences on economic systems.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-9.GEH.3.1.1<u>WG.3.1</u> Define <u>Describe</u> abundance, and scarcity, <u>and distribution of resources</u>; and explain and their impact on decision-making such as trade, and settlement, <u>stewardship of the natural environment, and development of infrastructure</u>.</p>	<p>6-9.WG.3.1 Describe abundance, scarcity, and distribution of resources; explain their impact on decision-making such as trade, settlement, stewardship of the natural environment, and development of infrastructure.</p>	<p>Revise</p>	<p>Increase depth of knowledge and increase specificity</p>
<p>6-9.GEH.3.2.1<u>WG.3.2</u> Describe how different economic systems in the Eastern Hemisphere answer the</p>	<p>6-9.WG.3.2 Describe how different economic systems guide decisions about what to</p>	<p>Revise</p>	<p>Combine Eastern and Western, edited for clarity</p>

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<p>basic economic questions on guide decisions about what to produce, how to produce, and for whom to produce.</p>	<p>produce, how to produce, and for whom to produce.</p>		
<p>6-9.GEH.3.2.2<u>WG.3.3</u> Compare the standard of living of various <u>regions</u> countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator <u>quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.</u></p>	<p>6-9.WG.3.3 Compare the standard of living of various regions today using quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.</p>	<p>Revise</p>	<p>Combine Eastern and Western, using less specific and more student-friendly language</p>
<p>6-9.GEH.3.2.3<u>WG.3.4</u> Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources <u>representing multiple perspectives.</u></p>	<p>6-9.WG.3.4 Analyze current economic issues using a variety of sources representing multiple perspectives.</p>	<p>Revise</p>	<p>Combine Eastern and Western Include multiple perspectives; improve clarity due to stakeholder feedback</p>
<p>6-9.GEH.3.2.4<u>WG.3.5</u> Identify economic connections between <u>local, national, and global economies in regions throughout the world</u>a local community and the countries of the Eastern Hemisphere.</p>	<p>6-9.WG.3.5 Identify economic connections between local, national, and global economies in regions throughout the world.</p>	<p>Revise</p>	<p>Combine Eastern and Western Increase specificity</p>
<p>6-9.GEH.3.2.5<u>WG.3.6</u>Identify specific areas of the Eastern Hemisphere with important natural</p>	<p>6-9.WG.3.6 Explain how the demand for important natural</p>	<p>Revise</p>	<p>Combine Eastern & Western Increase Depth of Knowledge</p>

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<p>resource deposits. Explain how the demand for important natural resource evolved in regions throughout the world.</p>	<p>resources evolved in regions throughout the world.</p>		
<p>6-9.GEH.3.2.6 WG.3.7 Investigate how physical geography, productive natural resources, specialization, and trade have influenced the way people meet their material needs earn income.</p>	<p>6-9.WG.3.7 Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs.</p>	<p>Revise</p>	<p>Student-friendly language</p>

Civics/Government - Students studying World Geography – Eastern Hemisphere will build an understanding of comparative government.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-9.GEH.4.5.1 WG.4.1 Identify the major forms of government in the Eastern Hemisphere in regions throughout the world and compare them with the government of United States.</p>	<p>6-9.WG.4.1 Identify the major forms of government in regions throughout the world and compare them with the government of the United States.</p>	<p>Revise</p>	<p>Combine Eastern & Western Clarity</p>
<p>6-9.GEH.4.5.2 Give examples of the different routes from colonial rule to independence taken by countries in the Eastern Hemisphere.</p>		<p>Remove</p>	<p>Covered in US and World History</p>

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Global Perspectives - Students studying World Geography — ~~Eastern Hemisphere~~ will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9. GEH.5.1.1 <u>WG.5.1</u> Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in <u>regions throughout the world</u> the Eastern Hemisphere.	6-9.WG.5.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in regions throughout the world.	Revise	Clarity
6-9. GEH.5.1.2 <u>WG.5.2</u> Give examples of how language, literature, and the arts shaped the development and transmission of culture in <u>regions throughout the world</u> the Eastern Hemisphere.	6-9.WG.5.2 Give examples of how language, literature, and the arts shape the development and transmission of culture in regions throughout the world.	Revise	Clarity
6-9. GEH.5.1.3 <u>WG.5.3</u> Define ethnocentrism and give examples of how <u>it</u> this attitude can lead to cultural misunderstandings.	6-9.WG.5.3 Define ethnocentrism and give examples of how it can lead to miscommunication and cultural misunderstandings.	Revise	Change tense for current or patterns over time
6-9. GEH.5.1.4 <u>WG.5.4</u> Discuss present conflicts between cultural groups and nation-states in <u>regions</u>	6-9.WG.5.4 Discuss present conflicts between cultural groups and nation-states in regions throughout the world	Revise	Increase depth of knowledge

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<p>throughout the world the Eastern Hemisphere.</p>			
<p>6-9.GEH.5.1.5<u>WG.5.5</u> Give examples of the <u>Describe</u> benefits of global connections <u>to include</u>, such as developing opportunities for trade <u>trading</u>, cooperating in seeking solutions to mutual problems, learning from <u>for</u> technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts. <u>culture.</u></p>	<p>6-9.WG.5.5 Describe the costs and benefits of global connections including trading, seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in culture.</p>	<p>Revise</p>	<p>Edited for clarity/simplification Increase depth of knowledge; stakeholder feedback to increase clarity and clear verbiage</p>
<p>6-9.GEH.5.1.6<u>WG.5.6</u> Give examples of <u>Explain</u> 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 analyze the motivations for and consequences of possible responses by various individuals, groups, and nations.</p>	<p>6-9.WG.5.6 Explain the causes and consequences of current global issues, including the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species.</p>	<p>Revise</p>	<p>Edited for clarity/simplification Increase depth of knowledge; stakeholder feedback request to increase clarity</p>

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Geography Skills: Students in World Geography will apply the following geography skills.

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6-9. GWH.1.8.4 WG.6.1 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	6-9.WG.6.1 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	Move	Created a Geography and Historical skills section
6-9. GWH.2.1.1 WG.6.2 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.	6-9.WG.6.2 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.	Move	Created a Geography and Historical skills section
6-9.GWH.2.1.3 Use mental maps to answer geographic questions.		Remove	Created a Geography and Historical skills section; not measurable
6-9. GWH.2.1.4 WG.6.3 Analyze visual and mathematical statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	6-9.WG.6.3 Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	Move and revise	Created a Geography and Historical skills section; clarity



World History and Civilizations 6-9

~~Students study the development of prehistoric societies and then focus on area studies of Western Asia, the Middle East, North Africa, Sub-Saharan Africa, Central America, the Caribbean Islands, and South America. Areas of emphasis include ancient civilizations in the Americas, Europe, the Mediterranean, Asia, Africa, and the Middle East. Students should also examine eras such as the Middle Ages, Renaissance/Exploration, Colonization, Reformation, Industrial Revolution, Imperialism, WWI, WWII, post-world war era through the Cold War.~~

History - Students in World History and Civilizations will explain the rise of human civilization, trace how natural resources and technological advances have shaped civilizations, build an understanding of human cultural and social development, and identify the role of religion/belief systems in civilizations over time.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9. WHC.1.6.1 WH.1.1 Describe Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	6-9.WH.1.1 Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	Revise	Increase depth of knowledge
6-9. WHC.1.6.2 WH.1.2 Describe the characteristics of early hunter-gatherer communities.	6-9.WH.1.2 Describe the characteristics of early hunter-gatherer communities.	Keep	
6-9.WH.1.3 Describe how hunter-gatherer communities developed	6-9.WH.1.3 Describe how hunter-gatherer communities	Add	

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<p><u>into agricultural sedentary settlements.</u></p>	<p>developed into agricultural sedentary settlements.</p>		
<p>6-9.WHC.1.6.3<u>WH.1.4</u> Analyze the characteristics of early civilizations <u>throughout the world</u> to include<u>including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.</u></p>	<p>6-9.WH.1.4 Analyze the characteristics of early civilizations throughout the world to including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.</p>	<p>Revise</p>	<p>Provide clarity and specificity about the development of early agriculture, and bridge the gap between Paleolithic and Neolithic peoples; public comment suggested revisions</p>
<p>6-9.WHC.1.7.1<u>WH.1.5</u> Explain how man <u>humans</u> adapted the environment <u>to maintain population growth and develop for the first civilizations</u> to develop.</p>	<p>6-9.WH.1.5 Explain how humans adapted the environment to maintain population growth and develop the first civilizations.</p>	<p>Revise</p>	<p>To clarify the development and growth of civilizations due to changing the environment to maintain population growth</p>
<p>6-9.WHC.1.7.2<u>WH.1.6</u> Identify the technological advances developed by Ancient, Greco Roman, Middle Age, Early-Modern, and Modern societies and civilizations <u>throughout the world.</u></p>	<p>6-9.WH.1.6 Identify the technological advances developed by Ancient, Middle Age, Early-Modern, and Modern societies and civilizations throughout the world.</p>	<p>Revise</p>	<p>Increase depth of knowledge Clarity for the civilizations; public comment suggested revisions</p>
<p>6-9.WHC.1.8.1.1.7 <u>Identify</u> Find examples of how writing, art, architecture, mathematics, and science have evolved in <u>civilizations</u> over time <u>such as in</u></p>	<p>6-9.WH.1.7 Identify examples of how writing, art, architecture, mathematics, and science have evolved over time in Ancient, Middle</p>	<p>Revise</p>	<p>Increase depth of knowledge Clarity for the civilizations; public comment suggested revisions</p>

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<p><u>Ancient, Greco Roman, Middle Age, Early-Modern, or Modern societies and civilizations throughout the world.</u></p>	<p>Age, Early-Modern, or Modern societies and civilizations throughout the world.</p>		
<p>6-9.WH.1.8C.1.8.2 Identify the origins and characteristics of <u>Analyze</u> different social classes and their impact on societies and civilization throughout the world, including such as Greco Roman <u>Ancient, Middle Age, Early-Modern, or Modern.</u></p>	<p>6-9.WH.1.8 Analyze different social classes and their impact on societies and civilization throughout the world, including Ancient,, Middle Age, Early-Modern, or Modern</p>	<p>Revise</p>	<p>Increase depth of knowledge and rigor; origins, characteristics and roles can all be included under “analyze” Public comment suggested revisions</p>
<p>6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.</p>		<p>Remove</p>	<p>Difficult to make relevant to ancient and historical societies</p>
<p>6-9.WHC.1.9.1 <u>WH.1.9</u> Explain the relationship between religion and <u>belief systems</u> and the people’s understanding of the natural world.</p>	<p>6-9.WH.1.9 Explain the relationship between religion and belief systems and people’s understanding of the natural world.</p>	<p>Revise</p>	<p>Multiple perspectives</p>
<p>6-9.WHC.1.9.2 <u>WH.1.10</u> Explain how religion and/or <u>belief systems</u> shaped the development of civilizations.</p>	<p>6-9.WH.1.10 Explain how religion and belief systems shaped the development of civilizations.</p>	<p>Revise</p>	<p>Multiple perspectives</p>
<p>6-9.WHC.1.9.3 <u>WH.1.11</u> Discuss how religion, and/or <u>belief systems, economics, and/or politics</u> influenced social</p>	<p>6-9.WH.1.11 Discuss how religion, belief systems, economics, and politics influenced social behavior</p>	<p>Revise</p>	<p>Clarifying and adding other causes of maintaining social order</p>

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behavior and created <u>were used to maintain</u> social order.	and were used to maintain social order.		
6-9. WHC.1.9.4 <u>WH.1.12</u> Describe <u>Explain</u> Examine why the differing diversity of ent religious beliefs <u>religion and believe systems across cultural, social, poltical, and economic institutions</u> were <u>have sometimes been</u> sources of conflict.	6-9.WH.1.12 Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.	Revise	Clarity and less absolute; Public comment suggested revisions

Geography - Students in World History and Civilization will 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.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9. WHC.2.1.1 <u>WH.2.1</u> Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.	6-9.WH.2.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.	Keep	
6-9. WHC.2.3.1 <u>WH.2.2</u> Identify main reasons for major migrations of people	6-9.WH.2.2 Identify the main reasons for major migrations of people.	Keep	

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6-9.WH.2.3 C.2.3.2 Explain how climate affects human migration and settlement	6-9.WH.2.3 Explain how climate affects human migration and settlement.	Keep	
6-9.WHC.2.3.3 WH.2.4 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.	6-9.WH.2.4 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.	Keep	
6-9.WHC.2.3.4 WH.2.5 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	6-9.WH.2.5 Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.	Keep	
6-9.WHC.2.4.1 WH.2.6 Explain the impact of waterways on civilizations.	6-9.WH.2.6 Explain the impact of waterways on civilizations.	Keep	
6-9.WHC.2.5.1 WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.	6-9.WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.	Revise	Clarity
6-9.WHC.2.5.2 WH.2.8 Illustrate how the population growth rate impacts a nation's resources.	6-9.WH.2.8 Illustrate how the population growth rate impacts a nation's resources.	Keep	
6-9.WHC.2.5.3 WH.2.9 Explain how rapid growth of cities can lead to economic, social, and	6-9.WH.2.9 Explain how the rapid growth of cities can lead to economic, social, political,	Revise	Include new ideas and solutions

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political problems <u>as well as innovations</u> .	and technological problems and innovations.		
6-9. WHC.2.5.4 <u>WH.2.10</u> Describe how <u>why</u> the conservation of resources is necessary to maintain a healthy environment	6-9.WH.2.10 Describe why the conservation of resources is necessary to maintain a healthy environment.	Revise	Increased rigor

Economics - Students in World History and Civilization will explain basic economic concepts and identify different influences on economic systems.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.WHC.3.1.1 Explain how people historically have relied on their natural resources to meet their needs.	6-9.WH.3.1 Explain how people historically relied on their natural resources to meet their needs.	Revise	Clarity
6-9.WHC.3.1.2 List <u>Describe</u> examples that show how economic opportunity and a higher standard of living are important factors in the migration of people <u>human migration</u> .	6-9.WH.3.2 Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.	Revise	Clarity
6-9.WHC.3.1.3 Analyze the role of money as a <u>and alternative</u> means of exchange.	6-9.WH.3.3 Analyze the role of money and alternative means of exchange.	Revise	Combined for clarity and brevity

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6-9.WHC.3.1.4 Describe alternative means of exchange.		Remove	Combine with 3.1.3
6-9.WHC.3.2.1 Analyze the impact of economic growth on society.	6-9.WH.3.4 Analyze the impact of economic growth on society.		
6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial, and technological economic systems.		Remove	Too great a span, not assessable, redundant to other standards
6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.	6-9.WH.3.5 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.		Remove	Not related to content area

Civics/Government - Students in World History and Civilization will build an understanding of the evolution of democracy governmental structures.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9. WHC.4.4.1 <u>WH.4.1</u> Describe the role of government in population movements throughout civilization <u>historic</u>	6-9.WH.4.1 Describe the role of government in historic	Revise	Clarity for what students need to know and be able to do from stakeholder feedback

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human migration, such as push and pull factors.	human migration, such as push and pull factors.		
6-9. WHC.4.4.2 WH.4.2 Analyze the various political systems influences which that shaped civilizations throughout the world including such as the City-State, Monarchy, Republic, Nation-State, or and Democracy.	6-9.WH.4.2 Analyze the various political systems that shaped civilizations throughout the world including the City-State, Monarchy, Republic, Nation-State, or Democracy.	Revise	To be more flexible; Public comment suggested revisions
6-9. WHC.4.4.3 WH.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movement, s in challenging authoritarian or despotic regimes.	6-9.WH.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.	Revise	Student-friendly language/ clarity

Global Perspectives - Students in World History and Civilization will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9. WHC.5.1.1 WH.5.1 Explain common reasons causes the political, economic, religious, or cultural causes and consequences for the of breakdown of order among nation states conflicts in	6-9.WH.5.1 Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.	Revise	Student-friendly, clarity; identify what students need to know and be able to do from stakeholder feedback; Public comment suggested revisions

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<p><u>various civilizations and their consequences.</u> such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law. political, economic, religious, or cultural.</p>			
<p>6-9.WHC.5.1.2 <u>WH.5.2</u> Explain the <u>Identify and compare major modern world conflicts and explain their</u> global consequences <u>and impacts including</u> of major conflicts in the 20th century, such as <u>European colonialism,</u> World War I, World War II and the Holocaust, <u>and/or the</u> Cold War, <u>and de-colonialism movements.</u></p>	<p>6-9.WH.5.2 Identify and compare major modern world conflicts and explain their global consequences and impacts including European colonialism, World War I, World War II, the Cold War, and de-colonialism movements.</p>	<p>Revise</p>	<p>Clarity; remove Holocaust to its own stand-alone standard</p>
<p>6-9. WHC.5.1.3 <u>WH.5.3</u> Evaluate <u>Explain</u> why peoples unite for political, economic, and humanitarian reasons.</p>	<p>6-9.WH.5.3 Explain why people unite for political, economic, and humanitarian reasons.</p>	<p>Revise</p>	<p>Decrease depth of knowledge</p>
<p><u>6-9.WH.5.5</u> Analyze the causes, events, and consequences of the holocaust while exploring the impacts of discrimination and --- prejudice.</p>	<p>6-9.WH.5.4 Analyze the causes, events, and consequences of the Holocaust while exploring the impacts of discrimination and prejudice.</p>	<p>Add</p>	<p>Increase focus on Holocaust education</p>

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Historical Thinking Skills - Students in World History will apply the following historical thinking skills.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.WH.6.1 Synthesize evidence from information sources including, but not limited to: artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.	6-9.WH.6.1 Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.	Add	Need for teaching and assessing historical thinking skills in addition to content standards
6-9.WH.6.2 Determine and explain the cause and effect cause and effect of historical events or developments.	6-9.WH.6.2 Determine and explain the cause and effect of historical events or developments.	Add	Need for teaching and assessing historical thinking skills in addition to content standards
6-9.GWH.1.8.4 WH.6.3 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	6-9.WH.6.3 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	Move from GWH.1.8.4	A skill
6-9.WH.6.4 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of	6-9.WH.6.4 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an	Add	Need for teaching and assessing historical thinking skills in addition to content standards

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the topic or text, using credible sources.	understanding of the topic or text, using credible sources.		
6-9.WH.6.5 Analyze the context of historical events to determine motivations of people in those events.	6-9.WH.6.5 Analyze the context of historical events to determine the motivations of people in those events.	Add	Need for teaching and assessing historical thinking skills in addition to content standards

For Questions Contact

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U.S. History I

~~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.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.HT1.1 Identify a series of historical events and developments as examples of change and/or continuity over time.	6-12.HT1.1 Identify a series of historical events and developments as examples of change and/or continuity over time.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.2 Explain how events and developments in the past stem from multiple causes and have multiple effects.	6-12.HT1.2 Explain how events and developments in the past stem from multiple causes and have multiple effects.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.3 Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time.	6-12.HT1.3 Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.HT1.4 Construct and/or communicate a historical argument using primary and secondary sources.	6-12.HT1.4 Construct and/or communicate a historical argument using primary and secondary sources.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.5 Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretation.	6-12.HT1.5 Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretation.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.6 Analyze connections among events and developments in broader historical contexts.	6-12.HT1.6 Analyze connections among events and developments in broader historical contexts.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.7 Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.	6-12.HT1.7 Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.8 Evaluate sources based on the background of the author, historical context, and purpose of the document.	6-12.HT1.8 Evaluate sources based on the background of the author, historical context, and purpose of the document.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-12.HT1.9 Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations.</p>	<p>6-12.HT1.9 Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations.</p>	<p>Add; Historical Thinking Skills</p>	<p>Increased rigor with skills standards in addition to content standards</p>
<p>6-12.US1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact. 6-12.US1.1 Compare and contrast Indigenous cultures and communities that were established in North America prior to European contact.</p>	<p>6-12.US1.1 Compare and contrast Indigenous cultures and communities that were established in North America prior to European contact.</p>	<p>Revise, move to Indigenous Cultures and Colonization section</p>	<p>Capitalize Indigenous throughout</p>
<p>6-12.US1.1.1.41.17 Analyze Identify the common traits, beliefs, and characteristics that united and those that divided unite the United States as a nation and a society during this time period.</p>	<p>6-12.US1.17 Identify the traits, beliefs, and characteristics that united and divided the United States as a nation and a society during this time period.</p>	<p>Revise</p>	<p>More specific and assessable</p>

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-12.US1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.</p> <p><u>6-12.US1.2 Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas.</u></p> <p><u>6-12.US1.3 Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the reasons established, for establishment, the economic and, political and social development, and the relationships with Indigenous peoples.</u></p>	<p>6-12.US1.2 Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas.</p> <p>6-12.US1.3 Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the reasons for establishment, the economic, political, and social development, and the relationships with Indigenous peoples.</p>	<p>Revise, move to Indigenous Cultures and Colonization section</p>	<p>More specific and assessable; clarity</p>
<p>6-12.US1.1.1.3 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.</p>		<p>Remove</p>	<p>Integrated in other standards</p>
<p>6-12.US1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history,</p>		<p>Revise, move to American Revolution section</p>	<p>Combine 1.1.5 and 4.1.1 Combine 1.1.5 and 4.1.2</p>

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<p>such as the American Revolution, Civil War and Reconstruction.</p> <p>6-12.US1.8 Trace and analyze the colonial social, political, and economic developments, including mercantilism, that provided context for the American Revolution.</p> <p>6-12.US1.9 Analyze how the French and Indian War impacted American-Indian alliances, British colonial</p> <p>6-12.US1.10 Identify the impact of the Enlightenment on the American Revolution particularly the Declaration of Independence.</p> <p>6-12.US1.11 Analyze the impact of major military events and leaders throughout the American Revolution.</p>	<p>6-12.US1.8 Trace and analyze the colonial social, political, and economic developments, including mercantilism, that provided context for the American Revolution.</p> <p>6-12.US1.9 Analyze how the French and Indian War impacted American-Indian alliances, British colonial policies, and American colonists.</p> <p>6-12.US1.10 Identify the impact of the Enlightenment on the American Revolution particularly the Declaration of Independence.</p> <p>6-12.US1.11 Analyze the impact of major military events and leaders throughout the American Revolution.</p> <p>6-12.US1.12 Compare the roles of Indigenous people,</p>		<p>Create clarity and specific standards for various time periods to ensure key topics are being covered; Suggest adding “mercantilism” Input from feedback suggested this is the only study point at which students would gain an understanding of this economic term.</p>

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<p>6-12.US1.12 Compare the roles of Indigenous people, women, African Americans, and immigrants in the Revolution Period.</p> <p>6-12.US1.39 Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.</p> <p>Analyze the arguments and outcomes of the ratification debate between Federalists and Anti-Federalists.</p> <p>6-12.US1.19 Explain the social and economic motivations and developments surrounding the enslavement of peoples in the northern and southern states and territories.</p>	<p>women, African Americans, and immigrants in the Revolution Period.</p> <p>6-12.US1.39 Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.</p> <p>6-12.US1.15 Analyze the arguments and outcomes of the ratification debate between Federalists and Anti-Federalists.</p> <p>6-12.US1.19 Explain the social and economic motivations and developments surrounding the enslavement of peoples in the northern and southern states and territories.</p> <p>6-12.US1.23 Analyze how economic, political, and social events, including the election</p>	<p>Revise, move to Civil War and Reconstruction section</p> <p>Revise, move to Founding a New Government section</p> <p>Revise, move to Early Republic section</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-12.US1.23 Analyze how economic, political, and social events, including the election of Abraham Lincoln, led to the Civil War.</p> <ul style="list-style-type: none"> • Slavery • Nullification Crisis • Missouri Compromise • Compromise of 1850 • Uncle Tom’s Cabin • Fugitive Slave Act • Personal Liberty Laws in the North • Kansas-Nebraska Act • Dred Scott Decision • John Brown’s Raid • Election of 1860 • Secession documents <p>6-12.US1.24 Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19th century expansion of voting rights on</p>	<p>of Abraham Lincoln, led to the Civil War.</p> <ul style="list-style-type: none"> • Slavery • Nullification Crisis • Missouri Compromise • Compromise of 1850 • <i>Uncle Tom’s Cabin</i> • Fugitive Slave Act • Personal Liberty Laws in the North • Kansas-Nebraska Act • Dred Scott Decision • John Brown’s Raid • Election of 1860 • Secession documents <p>6-12.US1.24 Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19th century expansion of voting rights on presidential campaigns and policies.</p>	<p>Revise, move to Geographic Expansion . . . section</p>	<p>Public comment suggested revision</p>

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<p><u>presidential campaigns and policies.</u></p> <p><u>6-12.US1.27 Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements such as the American Colonization Society, the gradualist abolitionist movements, and the radical abolitionist movements.</u></p> <p><u>6-12.US1.37 Trace the evolution of Lincoln’s political thought on slavery, equality and rights for blacks, and the meaning of the war from the 1857 Dred Scott decision through the Lincoln Douglass debates, the First Inaugural Address, the Emancipations Proclamation, and the Gettysburg Address to his Second Inaugural Address.</u></p> <p><u>6-12.US1.38 Analyze the impact of major military events and leaders throughout the American Civil War.</u></p>	<p>6-12.US1.27 Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements such as the American Colonization Society, the gradualist abolitionist movements, and the radical abolitionist movements.</p> <p>6-12.US1.37 Trace the evolution of Lincoln’s political thought on slavery, equality and rights for blacks, and the meaning of the war from the 1857 Dred Scott decision through the Lincoln Douglass debates, the First Inaugural Address, the Emancipations Proclamation, and the Gettysburg Address to his Second Inaugural Address.</p> <p>6-12.US1.38 Analyze the impact of major military events and leaders throughout the American Civil War.</p>	<p>Revise, move to Civil War and Reconstruction section</p> <p>Revise, move to Civil War and Reconstruction section</p>	<p>Public comment suggestion revision</p> <p>Public comment suggestion revision</p>

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-12.US1.40 Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction.</p> <ul style="list-style-type: none"> • Reconstruction Amendments (13th, 14th, and 15th) • State, local, and federal elections • New political representation • Military presence • American Indian Warrior involvement • 1st and 2nd Indian Home Guard • Emancipation • Freedman’s Bureau • Black Codes • Sharecropping • Ku Klux Klan (KKK) <p>6-12.US1.41 Analyze the impact context and consequences of The</p>	<p>6-12.US1.40 Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction.</p> <ul style="list-style-type: none"> • Reconstruction Amendments (13th, 14th, and 15th) • State, local, and federal elections • New political representation • Military presence • American Indian Warrior involvement • 1st and 2nd Indian Home Guard • Emancipation • Freedman’s Bureau • Black Codes • Sharecropping • Ku Klux Klan (KKK) <p>6-12.US1.41 Analyze the context and consequences of The Compromise of 1877 and the end of Federal Reconstruction.</p>	<p>Revise, move to Civil War and Reconstruction section</p> <p>Revise, move to Civil War and Reconstruction section</p> <p>Revise, move to Early Republic section</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>Compromise of 1877 and the end of Federal Reconstruction. efforts.</p> <p>6-12.US1.43 Explain the social and political impacts of the Civil War on Americans during the war and in the immediate aftermath of the war.</p> <p>6-12.US1.18 Compare and contrast the political differences and similarities among early Republic Presidents.</p>	<p>6-12.US1.43 Explain the social and political impacts of the Civil War on Americans during the war and in the immediate aftermath of the war.</p> <p>6-12.US1.18 Compare and contrast the political differences and similarities among early Republic Presidents.</p>		
<p>6-12.US1.1.2.16-12.US1.25 Analyze the religious, political, and economic motives of 19th Century immigrants who came to North America between 1820-1860.</p> <p>6-12.US1.44 Analyze the religious, political, and economic motives of 19th-century immigrants who came to North America.</p>	<p>6-12.US1.25 Analyze the religious, political, and economic motives of immigrants who came to North America between 1820-1860.</p> <p>6-12.US1.44 Analyze the religious, political, and economic motives of 19th-century immigrants who came to North America.</p>	<p>Revise</p>	<p>Language more specific to content</p>

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-12.US1.1.2.2 Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America.</p> <p>6-12.US1.4 Explain the difference between indentured servitude and chattel slavery in colonial North America and the role of the transatlantic slave trade.</p> <p>6-12. US1.5 Explain the social and economic motivations for and against slaver and events surrounding the enslavement of peoples, both Indigenous and African, in the norther and southern colonies. in the North and the South. (Indigenous, African, and Immigrant) y in both the North and South and how those motivations impacted the lives of the enslaved.</p> <p>6-12.US1.26 Compare and contrast the various manifestations of slavery in this time period, for example, ownership patterns, labor</p>	<p>6-12.US1.4 Explain the difference between indentured servitude and slavery in colonial North America and the role of the transatlantic slave trade.</p> <p>6-12.US1.5 Explain the social and economic motivations and events surrounding the enslavement of peoples, both Indigenous and African, in the northern and the southern colonies.</p> <p>6-12.US1.26 Compare and contrast the various manifestations of slavery in this time period, for example,</p>	<p>Revise, move to Indigenous Cultures and Colonization section</p> <p>Revise, move to Geographic Expansion. . . 1820-1860 section</p>	<p>Clarify the standards to be more specific and assessable; capitlizee Indigenous based on stakeholder feedback</p>

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<p>divisions, and geographic differences.</p>	<p>ownership patterns, labor divisions, and geographic differences.</p>		
<p>6-12.US1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians in the development of the United States.</p> <p>6-12.US1.28 Analyze the political and individual motivations and the social, political, economic, and environmental impacts of individuals who moved West.</p> <p>impact of westward expansion on the peoples inhabiting the West.</p>	<p>6-12.US1.28 Analyze the political and individual motivations and the social, political, economic, and environmental impacts of individuals who moved West.</p>	<p>Revise, move to Geographic Expansion. . . 1820-1860 section</p>	<p>Clarify American Expansion and consolidate ideas; Public comment suggested revision</p>
<p>6-12.US1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently.</p> <p>6-12.US1.29 Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through</p>	<p>6-12.US1.29 Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through reservations, removal, and forced assimilation.</p>	<p>Revise, move to Geographic Expansion. . . 1820-1860 section</p>	<p>Connect 1.2.3, 1.3.1, and 1.3.3; clarity and accuracy based on stakeholder feedback</p>

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reservations, removal, boarding schools, and forced assimilation.			
6-12.US1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.		Remove	Created specific skill standards
6-12.US1.1.3.3 Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians.		Remove	Consolidated in 1.1.3.1
6-12.US1.1.4.1 Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States. <u>6-12.US1.20</u> Explain the changes in manufacturing, agriculture, transportation, and communication during the <u>1st-First Industrial Revolution</u> <u>Revolution</u> .	6-12.US1.20 Explain the changes in manufacturing, agriculture, transportation, and communication during the First Industrial Revolution.	Revise Revise, move to Early Republic section	Needed to be made specific to the industrial revolution to fit the expanded timeline; clarification for specific time periods Combine with 1.3.1.2

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<p>6-12.US1.45 Explain the changes in manufacturing, agriculture, transportation, and communication during the 2nd Second Industrial Revolutions.</p> <p>6-12.US1.30 Analyze the impact communication, they industrial, and agricultural changes and their impact had on the social and economic lives of people in the North, South, and West.</p>	<p>6-12.US1.45 Explain the changes in manufacturing, agriculture, transportation, and communication during the Second Industrial Revolution.</p> <p>6-12.US1.30 Analyze the communication, industrial, and agricultural changes and their impact on the social and economic lives of people in the North, South, and West.</p>	<p>Revise, move to Geographic Expansion. . . 1820-1860 section</p>	<p>Public comment suggested revision</p>
<p>6-12.USH1.1.4.21.31 Explain how the development of various modes of transportation increased economic prosperity, and promoted national unity, and contributed to disunity.</p>	<p>6-12.US1.31 Explain how the development of various modes of transportation increased economic prosperity, promoted national unity, and contributed to disunity.</p>	<p>Revise, move to Geographic Expansion. . . 1820-1860 section</p>	<p>Clarify and ensure multiple perspectives</p>
<p>6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States.</p> <p>6-12.US1.32 Investigate the various cultural influences as they form the</p>	<p>6-12.US1.32 Investigate the Second Great Awakening and various reform movements such as prison, education, and women’s rights, as they</p>	<p>Revise, move to Geographic Expansion. . . 1820-1860 section</p>	<p>Need to clarify, Too vague and need to ensure multiple perspectives</p>

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<p>greater story of the United States in the 19th century.<u>Second Great Awakening and the various reform movements such as prison, education, and women’s rights, as they formed the greatestory of the United States in the 19th century.</u></p>	<p>formed the greater story of the United States in the 19th century.</p>		
<p>6-12.US1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.</p>		<p>Remove</p>	<p>Redundant, part of 1.2.1</p>
<p>6-12.US1.1.5.3 Describe and analyze the interactions between native peoples and the European explorers.</p>		<p>Remove</p>	<p>Redundant, part of 1.1.1.2</p>
<p>6-12.US1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. <u>6-12.US1.6 Compare and Contrast the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America.</u></p>	<p>6-12.US1.6 Compare the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America.</p>	<p>Revise, move to Indigenous Cultures and Colonization section</p>	<p>Clarify the language and expand to include multiple perspectives; public commenet suggested revision</p>

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<p>6-12.US1.7 Analyze the Tribal nations’ resistance and adaptations to European colonization and the European attitudes toward the land and the Indigenous peoples of the 17th and 18th centuries. of the 17th and 18th centuries.</p>	<p>6-12.US1.7 Analyze the Tribal nations' resistance and adaptations to European colonization and the European attitudes toward the land and the Indigenous peoples of the 17th and 18th centuries.</p>		
<p>6-12.US1.1.5.5 Identify the United States territorial expansion between 1801 and 1861, and explain internal and external conflicts.</p> <p>6-12.US1.33 Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860.</p> <ul style="list-style-type: none"> • Texas Revolution • War with Mexico • California Gold Rush • Acquisition of Oregon Territory • Acquisition of Alaska Territory <p>6-12.US1.36 Understand how the interactions between the five</p>	<p>6-12.US1.33 Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860.</p> <ul style="list-style-type: none"> • Texas Revolution • War with Mexico • California Gold Rush • Acquisition of Oregon Territory • Acquisition of Alaska Territory <p>6-12.US1.36 Understand how the interactions between the five federally recognized Idaho Tribal governments of Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce</p>	<p>Revise, move to Geographic Expansion. . . 1820-1860 section</p>	<p>Needed to be more specific to major events throughout the century; public comment suggested revisions</p>

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<p>federally recognized Idaho Tribal governments of Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and national, state, and local governments have impacted American Indian Tribal sovereignty over time.</p> <p>6-12.US1.34 Analyze the political conflicts that arose from U.S.the United States’ territorial expansion.</p> <p>6-12.US1.42 Analyze Identify how natural resource competition has affected political, cultural, and economic development.</p> <p>6-12.US1.46 Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced</p>	<p>Tribe, and Shoshone-Paiute Tribes and national, state, and local governments have impacted American Indian Tribal sovereignty over time.</p> <p>6-12.US1.34 Analyze the political conflicts that arose from the United States' territorial expansion.</p> <p>6-12.US1.42 Identify how natural resource competition affected political, cultural, and economic development.</p> <p>6-12.US1.46 Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced the growth of</p>	<p></p> <p>Move to Geographic Expansion. . . 1820-1860 section</p> <p>Move to Geographic Expansion. . . 1820-1860 section</p> <p>Move to Growth of Industrial World section</p>	<p></p>

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>the growth of industrialization and urbanization.</p> <p>6-12.US1.47 Describe the impact of business leaders, laissez-faire capitalism, and the use of corporations, monopolies, and trusts on the American economy.</p> <p>6-12.US1.48 Evaluate the impact of industrialization and laissez-faire policies on labor.</p> <p>6-12.US1.49 -Explain the impact of labor unions and strikes on labor-management relations.</p> <p>6-12.US1.50 Identify the impact of post-Civil War immigration on urbanization and labor relations.</p> <p>6-12.US1.51 Describe the impact of geographic expansion on the political, legal, and social rights of women, African Americans, Asians, Indigenous peoples, and European immigrants.</p>	<p>industrialization and urbanization.</p> <p>6-12.US1.47 Describe the impact of business leaders, laissez-faire capitalism, and the use of corporations, monopolies, and trusts on the American economy.</p> <p>6-12.US1.48 Evaluate the impact of industrialization and laissez-faire policies on labor.</p> <p>6-12.US1.49 Explain the impact of labor unions and strikes on labor-management relations.</p> <p>6-12.US1.50 Identify the impact of post-Civil War immigration on urbanization and labor relations.</p> <p>6-12.US1.51 Describe the impact of geographic expansion on the political, legal, and social rights of women, African Americans, Asians, Indigenous peoples, and European immigrants.</p>		

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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.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US.1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.		Remove	This is a skill that should be incorporated in various standards throughout the course. This is taught in multiple other grade level standards
6-12.US.1.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.		Remove	Needs to be more specific, Move to History: Westward Expansion
6-12.US.1.2.3.1 Describe Pre-Columbian migration to the Americas.		Remove	1.5.3 is more significant and closely related
6-12.US.1.2.3.2 Analyze the impact of the Columbian exchange.		Remove	Applies within other standards

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US.1.2.3.3 Illustrate westward migration across North America			Redundant from 1.5.5 and 1.2.3

Economics

~~Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US.1.3.1.1 Describe the economic characteristics of mercantilism.		Remove	Redundant and combined with 1.1.1.1
6-12.US.1.3.1.2 Compare the economic development of the North with the South.		Remove	Redundant, Combined with 1.1.4.1
6-12.US.1.3.2.1 Describe the emergence and evolution of a market economy		Remove	Not a priority in U.S. I – should be in Econ
6-12.US.1.3.2.2 Analyze the role of government policy in the early		Remove	Should be covered in Econ

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
economic development of the United States.			
6-12.US.H.1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.		Remove	Econ specific and too vague
6-12.US.H.1.3.4.1 Analyze how economic conditions affect financial decisions.		Remove	Econ specific and too vague

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.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US.H.1.4.1.1 Trace the development of our constitutional republic through founding documents, colonial assemblies, and colonial rebellions			

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-12.US1.4.1.2 Identify fundamental values and principles as expressed in basic documents, including the Declaration of Independence, Articles of Confederation, and the United States Constitution.</p> <p>6-12.US1.13 Analyze the successes and failures of the Articles of Confederation.</p> <p>6-12.US1.14 Explain the key concerns and compromises that emerged at the Constitutional Convention including arguments over the Bill of Rights and its eventual adoption.</p> <p>6-12.US1.16 Analyze the original Constitution by comparing the powers of government branches, assessing its response to Revolutionary causes and alignment with Declaration of Independence ideals, and addressing failures of the Articles of Confederation.</p>	<p>6-12.US1.13 Analyze the successes and failures of the Articles of Confederation.</p> <p>6-12.US1.14 Explain the key concerns and compromises that emerged at the Constitutional Convention including arguments over the Bill of Rights and its eventual adoption.</p> <p>6-12.US1.16 Analyze the original Constitution by comparing the powers of government branches, assessing its response to Revolutionary causes and alignment with Declaration of Independence ideals, and addressing failures of the Articles of Confederation.</p>	<p>Revise, move to Founding a New Government section</p>	<p>Clarified for specific standards; stakeholder feedback: Declaration of Independence the central element of the American Revolution. Foundational document.</p>

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US.1.4.1.3 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		Remove	Repetitive and covered in 1.1.5
6-12.US.1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.		Remove	Too vague, covered in government, applies to all things
6-12.US.1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.		Remove	Covered in Government
6-12.US.1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.		Remove	Needs to be more specific, split and specified in different standards Move and integrate into history standards
6-12.US.1.4.3.2 Describe ways in which citizens participated in early American public life.		Remove	Integrated into history standards

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.		Remove	Integrated in other standards

Global Perspectives

~~Students in U.S. History I build an understanding of multiple perspectives and global interdependence.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US1.5.1.1 Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, the Monroe Doctrine, the Mexican American War, and Spanish American War. 6-12.US1.21 Explain the causes and effects of the War of 1812. 6-12.US1.22 Analyze how foreign policy at the end of the 18th and in the beginning of the 19th century impacts relations with	6-12.US1.21 Explain the causes and effects of the War of 1812. 6-12.US1.22 Analyze how foreign policy at the end of the 18th century and the	Revise Revise, move to Early Republic section Revise, move to Early Republic section	Clarity and more specific

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>sovereign powers outside the United States.</p> <p>6-12.US1.35 Analyze how foreign policy during the 1820s to 1860s impacted relations with sovereign powers outside the United States, for example, tariff policies and treaties with European powers and Mexico.</p>	<p>beginning of the 19th century impacted relations with sovereign powers outside the United States.</p> <p>6-12.US1.35 Analyze how foreign policy during the 1820s to 1860s impacted relations with sovereign powers outside the United States, for example, tariff policies and treaties with European powers and Mexico.</p>	<p>Revise, move to Geographic Expansion. . . 1820-1860 section</p>	
<p>6-12.US1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.</p>		<p>Remove</p>	<p>Much more related to U.S. 2</p>
<p>6-12.US1.5.1.3 Analyze how national interest shapes foreign policy.</p>		<p>Remove</p>	<p>Too vague and needed specifics Merged 1.5.1.1</p>

For Questions Contact

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U.S. History II

~~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.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>9-12.US2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society.</p> <p>9-12.US2.27 Describe the causes and effects on society and culture of widespread growing affluence in the post-war period as well as groups and geographic areas that were largely left out of it.</p>	<p>9-12.US2.27 Describe the causes and effects on American society and culture of widespread growing affluence in the post-war period, as well as groups and geographic areas that were largely left out of it.</p>	<p>Revise</p> <p>Move to new AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p>	<p>Prioritize clarity, needs to be specific to era under study and clarification on what students are actually expected to know and be able to do</p>



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>9-12.US2.28 Analyze the American Labor Movement during the post-war period.</p> <p>9-12.US2.41 Assess how the rise of alternative media, social media, and technology, including smart phones, have affected American culture, society, and politics.</p>	<p>9-12.US2.28 Analyze the American Labor Movement during the post-war period.</p> <p>9-12.US2.41 Evaluate how the rise of alternative media, social media, and technology, including smartphones, have affected United States culture, society, and politics.</p>	<p>Move to new AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p> <p>Move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section</p>	
<p>9-12.US2.1.1.2 9-12.US2.2 Evaluate Progressivism’s impact on circumstances and policies. These may include: Analyze significant movements for social change:</p> <ul style="list-style-type: none"> • Exploitation of labor • Child labor • Spoils systems of government hiring • Machine politics • Corruption • Immigration tension • Women’s suffrage • Prohibition • Race relations 	<p>9-12.US2.2 Evaluate Progressivism’s impact on circumstances and policies. These may include:</p> <ul style="list-style-type: none"> • Exploitation of labor • Child labor • Spoils systems of government hiring • Machine politics • Corruption • Immigration tension • Women’s suffrage • Prohibition 	<p>Revise, move to PROGRESSIVISM AND IMPERIALISM, 1890 – 1920 section</p>	<p>Prioritize clarity, needs to be specific to era under study</p>



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<ul style="list-style-type: none"> • Eugenics <p>9-12.US2.10 Evaluate the social tensions of the era, including:</p> <ul style="list-style-type: none"> • Race • Christian fundamentalism <p>Labor</p> <p>Immigration</p> <ul style="list-style-type: none"> • Changing social values • The Red Scare • Rise of the Ku Klux Klan • Prohibition • Rise of the mob and mafia <p>9-12.US2.22 Evaluate the impact of postwar demobilization and the GI Bill on economic growth, culture, and lifestyle.</p> <p>9-12.US2.45 Evaluate the causes and impact of increasing political polarization on American politics.</p>	<ul style="list-style-type: none"> • Race relations • Eugenics <p>9-12.US2.10 Evaluate the social tensions of the era, including:</p> <ul style="list-style-type: none"> • Race • Christian fundamentalism • Labor • Immigration • Changing social values • The Red Scare • Rise of the Ku Klux Klan • Prohibition • Rise of the mob and mafia <p>9-12.US2.22 Evaluate the impact of postwar demobilization and the GI Bill on economic growth, culture, and lifestyle.</p> <p>9-12.US2.45 Evaluate the causes and impact of increasing political polarization on American politics.</p>	<p>Revise, move to THE ROARING 20S, 1920-1929 section</p> <p>Move to new AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p> <p>Move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
9-12.US2.1.2.1 Identify motives for continued immigration to the United States.		Remove	Standard is moving to US. 1;
9-12.US2.1.2.2 Identify the political and social resistance to immigration.		Remove	Standard moving to U.S. I
9-12.US2.1.2.3 Analyze the changes in the political, social, and economic conditions of immigrant groups.		Remove	Prioritize clarity, addressed in other standards
9-12.US2.1.2.4 Discuss the causes and effects of 20th century migration and settlement patterns. 9-12.US2.9 Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.	9-12.US2.9 Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.	Revise, move to THE ROARING 20S, 1920-1929 section	Prioritize clarity, needs to be specific to era under study, Minor piece of much larger concepts
9-12.US2.1.3.1 Trace federal policies, such as Indian	9-12.US2.1 Analyze how federal policies established	Revise, move to Federal Indian Policy period section	Use as a transition standard between USI and connect to



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>citizenship, Indian Reorganization Act, Termination, AIM, and self-determination which have impacted American Indians historically and currently</p> <p>9-12.US2.1 Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes.</p> <ul style="list-style-type: none"> Allocation and Assimilated Period 1879-1934 Tribal Reorganization Period, 1934-1958 Termination and Relocation Period, 1953-1971 Self-Determination Period, 1968-present 	<p>the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes.</p> <ul style="list-style-type: none"> Allocation and Assimilated Period 1879-1934 Tribal Reorganization Period, 1934-1958 Termination and Relocation Period, 1953-1971 Self-Determination Period, 1968-present 		<p>various reform movements; revisions from public comment</p>
<p>9-12.US2.1.3.2 Discuss the impact of forced assimilation on the land, cultural practices, and identity of American Indians.</p>		Remove	More of a U.S. I focus
<p>9-12.US2.1.3.3 Identify and discuss the influences of</p>		Remove	Focus of U.S. I

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
American Indians on the history and culture of the United States.			
9-12.US2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century.		Remove	Moved to U.S I
9-12.US2.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement.		Remove	Moved to U.S I
9-12.US2.1.4.3 Analyze the political and social responses to industrialization.		Remove	Combined into other standards
<p>9-12.US2.1.4.4 <u>US2.11 Analyze</u> Identify and analyze the causes <u>of the crash of 1929 and</u> of the Great Depression. and its effects upon American society.</p> <p><u>9-12.US2.12 Analyze the impact of the Great Depression and the Dust Bowl on farmers,</u></p>	<p>9-12.US2.11 Analyze the causes of the crash of 1929 and the Great Depression.</p> <p>9-12.US2.12 Analyze the impact of the Great Depression and the Dust Bowl on farmers, businesses,</p>	Revise, move to THE GREAT DEPRESSION AND THE NEW DEAL 1929-1939 section	Prioritize clarity and what students should know

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>businesses, workers, and racial and ethnic minorities.</p> <p>9-12.US2.13 Evaluate the effectiveness of New Deal programs in addressing economic issues underlying the Great Depression.</p> <p>9-12.US2.14 Evaluate the social tensions of the era, including:</p> <ul style="list-style-type: none"> • Race • Labor • Domestic Migration • Changing social values • The Rise of Political Extremism 	<p>workers, and racial and ethnic minorities.</p> <p>9-12.US2.13 Evaluate the effectiveness of New Deal programs in addressing economic issues underlying the Great Depression.</p> <p>9-12.US2.14 Evaluate the social tensions of the era, including:</p> <ul style="list-style-type: none"> • Race • Labor • Domestic Migration • Changing social values • The Rise of Political Extremism 		
<p>9-12.US2.1.4.5 Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.</p>		Remove	Addressed in other standards



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>9-12.US2.1.5.1 Analyze the causes and effects of the expansion of the United States.</p> <p><u>9-12.US2.3 Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.</u></p>	9-12.US2.3 Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.	Revise, move to PROGRESSIVISM AND IMPERIALISM, 1890 – 1920 section	Specify what students need to know and be able to do

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.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
9-12.US2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.		Remove	Covered in 6-9 standards and applied in skills standards
9-12.US2.2.2.1 Analyze ways in which the physical environment		Remove	Covered in 6-9 standards and applied in skills standards

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
affected political, social, and economic development.			

Economics

~~Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
9-12.US2.3.1.1 Describe the emergence of the modern corporation.		Remove	This standard is much too broad.
9-12.US2.3.1.2 Describe the development of a consumer economy. 9-12.US2.44 Evaluate the causes and consequences of the 2008 financial crisis and Great Recession.	9-12.US2.44 Evaluate the causes and consequences of the 2008 financial crisis and Great Recession.	Revise, move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section	Prioritize clarity for specific time periods and what students should know and be able to do – this standard is much too broad.
9-12.US2.3.1.3 Analyze the role of the modern United States in the global economy.	9-12.US2.36 Evaluate the causes and impacts on public confidence and trust in the	Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section	Prioritize clarity and what students should know

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>9-12.US2.36 Evaluate the causes and impacts on public confidence and trust in the government’s ability to solve economic and social problems, such as</p> <ul style="list-style-type: none"> • Deindustrialization • Urban decline • Migration • Stagflation • Deficit spending • Energy crisis <p>9-12.US2.41 Analyze the effects of globalization, free trade agreements, financial market deregulation, and the computer revolution on the economic boom of the 1990s.</p> <p>9-12.US2.42 Describe some effects of key changes on United States society and labor.</p> <p>These may include:</p> <ul style="list-style-type: none"> • Outsourcing • Robotic automation 	<p>government’s ability to solve economic and social problems, such as:</p> <ul style="list-style-type: none"> • Deindustrialization • Urban decline • Migration • Stagflation • Deficit spending • Energy crisis • Racial tensions <p>9-12.US2.41 Analyze the effects of globalization, free trade agreements, financial market deregulation, and the computer revolution on the economic boom of the 1990s.</p> <p>9-12.US2.42 Describe some effects of key changes on United States society and labor.</p> <p>These may include:</p> <ul style="list-style-type: none"> • Outsourcing 	<p>Move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section</p>	



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<ul style="list-style-type: none"> Income disparities Shift toward a service-based economy 	<ul style="list-style-type: none"> Robotic automation Income disparities Shift toward a service-based economy 		
<p>9-12.US.H.2.3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p>		Remove	Econ standard
<p>9-12.US.H.2.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.</p>		Remove	U.S. I and Econ covers this
<p>9-12.US.H.2.3.4.1 Analyze how economic conditions affect financial decisions.</p>		Remove	Econ covers this

~~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.~~

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
9-12.US2.4.2.1 Analyze the relationship between the three federal branches of government.		Remove	Covered in Gov and U.S. I
9-12.US2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including Plessy v. Ferguson and Brown v. Board of Education of Topeka		Remove	Addressed in Gov and other history standards
<p>9-12.US2.4.3.2 Provide and evaluate examples of social and political leadership in American history.</p> <p>9-12.US2.19 Evaluate the factors that influenced the decision to employ atomic weapons against Japan.</p> <p>9-12.US2.33 Analyze the major features of the Great Society policy. This may include:</p> <ul style="list-style-type: none"> - War on Poverty - Medicare/Medicaid 	<p>9-12.US2.19 Evaluate the factors that influenced the decision to employ atomic weapons against Japan.</p> <p>9-12.US2.33 Analyze the major features of the Great Society policy. This may include:</p> <ul style="list-style-type: none"> • War on Poverty • Medicare/Medicaid • Head Start and Education Reform 	<p>Revise, move to WORLD WAR II 1939-1945 section</p> <p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p>	<p>Prioritize clarity for specific time periods and what students should know and be able to do – this standard is much too broad; public comment suggested revisions</p>



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<ul style="list-style-type: none"> - Head Start and Education Reform - Urban Renewal - Support for the Arts and Humanities - Immigration Reform - Environmental Initiatives <p>9-12.US2.34 Examine the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon.</p> <p>9-12.US2.35 Analyze how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms.</p> <p>9-12.US2.38 Analyze the rise of the New Right and the Reagan Revolution including social, cultural, and economic policies.</p>	<ul style="list-style-type: none"> • Urban Renewal • Support for the Arts and Humanities • Immigration Reform • <u>Environmental Initiatives</u> <p>9-12.US2.34 Examine the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon.</p> <p>9-12.US2.35 Analyze how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms.</p> <p>9-12.US2.38 Analyze the rise of the New Right and the Reagan Revolution including the social, cultural, and economic policies it advocated for.</p>	<p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p> <p>Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>9-12.USH2.4.4.1 Trace the development and expansion of political, civil, and economic rights. 9-12.US2.20 Analyze the impact of events and policies on the Homefront during World War Two.</p> <p>9-12.US2.21 Evaluate Supreme Court and executive decisions to limit civil liberties and to relocate American citizens to internment camps.</p> <p>9-12.US2.29 Analyze the motives, strategies, methods, organizations, and impacts of various Civil Rights Movements.</p> <p>9-12.US2.26 Examine the influence of the Cold War on United States politics and society. Including:</p>	<p>9-12.US2.20 Analyze the impact of events and policies on the Homefront during World War Two.</p> <p>9-12.US2.21 Evaluate Supreme Court and executive decisions to limit civil liberties and to relocate Japanese Americans and others to internment camps.</p> <p>9-12.US2.29 Analyze the motives, strategies, methods, organizations, and impacts of various Civil Rights Movements.</p> <p>9-12.US2.26 Examine the influence of the Cold War on United States politics and society.</p>	<p>Revise, move to WORLD WAR II 1939-1945 section</p> <p>Revise, move to WORLD WAR II 1939-1945 section</p> <p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p> <p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL</p>	<p>Prioritize clarity and what students should know and be able to do – this standard is much too broad, align to time periods</p>



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<ul style="list-style-type: none"> • The House of Un-American Activities Committee • McCarthyism • The Alger Hiss Case • The Rosenberg Case <p>9-12.US2.31 Describe the relationships between the Vietnam War, the counterculture movement, and the anti-war movement.</p> <p>9-12.US2.32 Examine the various ways the counterculture critiqued United States society.</p> <p>9-12.US2.45 Examine American policy on environmental issues.</p> <p>9-12.US2.46 Evaluate the progress of civil rights and immigration issues in recent American history.</p>	<ul style="list-style-type: none"> • The House of Un-American Activities Committee • McCarthyism • The Alger Hiss Case • The Rosenberg Case <p>9-12.US2.31 Describe the relationships between the Vietnam War, the counterculture movement, and the anti-war movement.</p> <p>9-12.US2.32 Examine the various ways the counterculture critiqued United States society.</p> <p>9-12.US2.45 Examine United States policy on environmental issues.</p> <p>9-12.US2.46 Evaluate the progress of civil rights and immigration issues in recent American history.</p>	<p>REVOLUTIONS 1945-1974 section</p> <p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p> <p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p> <p>Move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section</p>	

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Global Perspectives

~~Students in U.S. History I build an understanding of multiple perspectives and global interdependence.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>9-12.USH2.5.1.1 Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism. 9-12.US.15 Explain the events and actions that led to World War Two, including the rise of fascism and totalitarianism, appeasement, and European and Japanese Imperialism.</p>	<p>9-12.US2.15 Explain the events and actions that led to World War Two, including the rise of fascism and totalitarianism, appeasement, and European and Japanese Imperialism.</p>	<p>Revise, move to WORLD WAR II 1939-1945 section</p>	<p>Prioritize clarity and what students should know and be able to do – this standard is much too broad.</p>
<p>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.US2.34 Evaluate the foreign factors that impacted relationships and</p>	<p>9-12.US2.34 Evaluate the factors that impacted</p>	<p>Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section</p>	<p>Prioritize clarity and what students should know and be able to do – this standard is much too broad.</p>



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>policies with China, Russia, Latin America, and the Middle East.</p> <p>9-12.US2.36 Evaluate the factors that contributed to the end of the Cold War, including:</p> <ul style="list-style-type: none"> • American diplomacy • Military build-up • Treaties • Iran-Contra affair • Strategic Defense Initiative (Star Wars) • Support of Afghanistan • Fall of the Berlin Wall <p>9-12.US2.37 Explain the causes and consequences of the American response to the Iraqi invasion of Kuwait.</p> <p>9-12.US2.40 Evaluate the motivations behind domestic and non-state aligned terrorism, assess governmental responses including those after September 11, 2001, and analyze the causes, progression, and aftermath of the War on Terror in Afghanistan and Iraq.</p>	<p>relationships and policies with China, Russia, Latin America, and the Middle East.</p> <p>9-12.US2.36 Evaluate the factors that contributed to the end of the Cold War. These may include:</p> <ul style="list-style-type: none"> • American diplomacy • Military build-up • Treaties • Iran-Contra affair • Strategic Defense Initiative (Star Wars) • Support of Afghanistan • Fall of the Berlin Wall • Collapse of the USSR <p>9-12.US2.37 Explain the causes and consequences of the American response to Iraq’s invasion of Kuwait.</p> <p>9-12.US2.40 Evaluate the motivations behind domestic and non-state aligned terrorism, assess</p>	<p>Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section</p> <p>Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section</p> <p>Revise, move to GLOBALIZATION,</p>	



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
	governmental responses including those after September 11, 2001, and analyze the causes, progression, and aftermath of the War on Terror in Afghanistan and Iraq.	INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section	
<p>9-12.US2.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as the Spanish-American War, World Wars I and II, the formation of the United Nations, the Marshall Plan, NATO, the Korean and Vietnam Wars, the end of the Cold War, and interventions in Latin America and the Middle East.</p> <p>9-12.US2.4 Analyze the origins and the impacts of the Spanish-American War and American involvement in Latin America, Hawaii, the Philippines, China, and Japan.</p> <p>Explain the factors that led to World War One and describe the factors that were deterring the</p>	<p>9-12.US2.4 Analyze the origins and the impacts of the Spanish-American War and American involvement in Latin America, Hawaii, the Philippines, China, and Japan.</p> <p>9-12.US2.5 Explain the factors that led to World War One and describe the factors that were deterring the United States from involvement as well as the driving forces that</p>	<p>Revise</p> <p>Revise, move to PROGRESSIVISM AND IMPERIALISM, 1890 – 1920 section</p> <p>Revise, move to WORLD WAR I, 1915-1919 section</p>	<p>Prioritize clarity and what students should know and be able to do – this standard is much too broad.</p>



Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>U.S. from involvement as well as the driving forces that eventually led to the United States' involvement.</p> <p>Determine the impact of government mobilization programs, restrictions on civil liberties, and propaganda on American preparation for World War One.</p> <p>Explain how new technologies influenced strategies, military tactics, and battle conditions on the Western Front during World War One.</p> <p>9-12.US2.8 Analyze the goals and effects of the Treaty of Versailles.</p> <p>9-12.US2.16 Analyze American participation in the international response to the Holocaust.</p> <p>9-12.US2.17 Describe the strategies, events, and turning points that shaped the outcomes of World War Two.</p>	<p>eventually led to the United States' involvement.</p> <p>9-12.US2.6 Determine the impact of government mobilization programs, restrictions on civil liberties, and propaganda on the American Homefront.</p> <p>9-12.US2.7 Explain how new technologies influenced strategies, military tactics, and battle conditions on the Western Front during World War One.</p> <p>9-12.US2.8 Analyze the goals and effects of the Treaty of Versailles.</p> <p>9-12.US2.16 Analyze American participation in the international response to the Holocaust.</p> <p>9-12.US2.17 Describe the strategies, events, and turning points that shaped the outcomes of World War Two.</p>	<p>JUNE 12-13, 2024</p> <p>Revise, move to WORLD WAR I, 1915-1919 section</p> <p>Revise, move to WORLD WAR I, 1915-1919 section</p> <p>Revise, move to WORLD WAR I, 1915-1919 section</p> <p>Revise, move to WORLD WAR II 1939-1945 section</p>	



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>9-12.US2.18 Compare and contrast the experience of Americans on the Pacific and European battle fronts during World War Two.</p> <p>9-12.US2.23 Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected postwar military and economic growth.</p> <p>9-12.US2.24 Analyze various foreign policy events through the lens of the Cold War, military engagements, and covert actions during this period. These may include:</p> <ul style="list-style-type: none"> • Berlin Blockade • Rise of the Communist regime in China • Korean War • Central Intelligence Agency's support of coups in Iran and Guatemala 	<p>9-12.US2.18 Compare and contrast the experience of Americans on the Pacific and European battle fronts during World War Two.</p> <p>9-12.US2.23 Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected postwar military and economic growth.</p> <p>9-12.US2.24 Analyze various foreign policy events through the lens of the Cold War, military engagements, and covert actions during this period. These may include:</p> <ul style="list-style-type: none"> • Berlin Blockade • Rise of the Communist regime in China • Korean War • Central Intelligence Agency's support of coups in Iran and Guatemala 	<p>Revise, move to WORLD WAR II 1939-1945 section</p> <p>Revise, move to WORLD WAR II 1939-1945 section</p> <p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p> <p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p>	

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<ul style="list-style-type: none"> • Cuban Missile Crisis • U2 incident • Berlin Wall • Vietnam War <p>9-12.US2.30 Analyze the experiences of American soldiers in Vietnam and their experiences upon returning home including how these experiences compared to previous conflicts.</p>	<ul style="list-style-type: none"> • Cuban Missile Crisis • U2 incident • Berlin Wall • Vietnam War <p>9-12.US2.30Analyze the experiences of American soldiers in Vietnam and their experiences upon returning home including how these experiences compared to previous conflicts.</p>	<p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p>	
<p>9-12.US2.5.1.4 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.</p> <p>9-12.US2.25 Compare various ways the United States and the Soviet Union built and strengthened economic, political, and military alliances with countries during this period. These may include:</p>	<p>9-12.US2.25 Compare various ways the United States and the Soviet Union built and strengthened economic, political, and military alliances with countries during this period. These may include:</p> <ul style="list-style-type: none"> • Truman Doctrine • Marshall Plan • North Atlantic Treaty Organization (NATO) 	<p>Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section</p>	<p>Prioritize clarity and clarification on what students should know and be able to do – this standard is much too broad; other standards cover this topic as well.</p> <p>Public comment suggested revision</p>

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<ul style="list-style-type: none"> • Truman Doctrine • Marshall Plan • North Atlantic Treaty Organization (NATO) • Occupation and rebuilding of Japan and West Germany • Warsaw Pact • Occupation and rebuilding of Eastern Europe 	<ul style="list-style-type: none"> • Occupation and rebuilding of Japan and West Germany • Warsaw Pact • Occupation and rebuilding of Eastern Europe 		
<p>6-12.HT2.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place and broader historical contexts.</p>	<p>6-12.HT2.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place and broader historical contexts.</p>	<p>Add, move to Historical Thinking Skills</p>	<p>Clarify what students need to be able to do with historical content, skills are needed as well</p>
<p>6-12.HT2.2 Analyze change and continuity in historical eras.</p>	<p>6-12.HT2.2 Analyze change and continuity in historical eras.</p>	<p>Add, move to Historical Thinking Skills</p>	<p>Clarify what students need to be able to do with historical content, skills are needed as well</p>
<p>6-12.HT2.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>	<p>6-12.HT2.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>	<p>Add, move to Historical Thinking Skills</p>	<p>Clarify what students need to be able to do with historical content, skills are needed as well</p>



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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
<p>6-12.HT2.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how those perspectives are reflected throughout history.</p>	<p>6-12.HT2.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how those perspectives are reflected throughout history.</p>	<p>Add, move to Historical Thinking Skills</p>	<p>Clarify what students need to be able to do with historical content, skills are needed as well</p>
<p>6-12.HT2.5 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.</p>	<p>6-12.HT2.5 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.</p>	<p>Add, move to Historical Thinking Skills</p>	<p>Clarify what students need to be able to do with historical content, skills are needed as well</p>
<p>6-12.HT2.6 Evaluate historical sources, considering authorship, strengths, limitations, potential biases, and appropriate application, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation.</p>	<p>6-12.HT2.6 Evaluate historical sources, considering authorship, strengths, limitations, potential biases, and appropriate application, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation.</p>	<p>Add, move to Historical Thinking Skills</p>	<p>Clarify what students need to be able to do with historical content, skills are needed as well</p>

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Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.HT2.7 Analyze multiple and complex causes and effects of events in the past.	6-12.HT2.7 Analyze multiple and complex causes and effects of events in the past.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well
6-12.HT2.8 Construct historical arguments distinguishing the differences between long-term causes and triggering events using evidence from multiple relevant historical sources and interpretations.	6-12.HT2.8 Construct historical arguments distinguishing the differences between long-term causes and triggering events using evidence from multiple relevant historical sources and interpretations.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well
6-12.HT2.9 Evaluate the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	6-12.HT2.9 Evaluate the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well

For Questions Contact

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SOCIAL STUDIES STANDARDS REVISIONS AND RATIONALE

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ATTACHMENT 43



American 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, the evolution of democracy, and an understanding of comparative government.~~

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove, Add)	Rationale for revision
<p>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).</p> <p>9-12.GOV.1 Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes, Jean-Jacques Rousseau) such as Locke and Montesquieu, as well as the influence of historical insitutations such as Greek</p>	<p>9-12.GOV.1 Examine the influences of leading European thinkers such as Locke and Montesquieu, as well as the influence of historical institutions such as Greek democracy, Roman</p>	<p>Revise, move to Foundations of American Political System section</p>	<p>Clarification on what students need to know and be able to do</p>



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<p>democracy, Roman republicanism, and the English legal tradition on the American Founding. and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta).</p> <p>9-12.GOV.2 Examine the Declaration of Independence and American grievances against British rule.</p> <p>9-12.GOV.3 Identify the strengths and weaknesses of the Articles of Confederation.</p> <p>9-12.GOV. 4 DiscussAnalyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.</p> <p>9-12.GOV.5 Evaluate the arguments presented in the Federalist Papers, particularly Essay 10 and Essay 51, and evaluate the arguments in the Anti-Federalist Papers.</p> <p>9-12.GOV.6 Describe the purposes and functions of</p>	<p>republicanism, and the English legal tradition on the American Founding.</p> <p>9-12.GOV.2 Examine the Declaration of Independence and American grievances against British rule.</p> <p>9-12.GOV.3 Identify the strengths and weaknesses of the Articles of Confederation.</p> <p>9-12.GOV.4 Analyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.</p> <p>9-12.GOV.5 Evaluate the arguments presented in the Federalist Papers, particularly Essay 10 and Essay 51, and evaluate the arguments in the Anti-Federalist Papers.</p> <p>9-12.GOV.6 Describe the purposes and functions of government as outlined in the Preamble of the Constitution.</p> <p>9-12.GOV.7 Describe limited government within the Constitution, including:</p>		
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<p>government as outlined in the Preamble of the Constitution.</p> <p>9-12.GOV.7 Describe limited government within the Constitution, including:</p> <ul style="list-style-type: none"> • Checks and balances • Popular sovereignty — Civilian control of the military • Rule of law • Federalism • Separation of powers • Judicial review • Majority rule and protection of minority rights <p>9-12.GOV.8 Describe the structure of the Constitution and the process to amend it.</p> <p>9-12.GOV.9 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights.</p> <p>9-12.GOV.10 Define the concepts of democracy and republic and examine the relationship between the two.</p>	<ul style="list-style-type: none"> • Checks and balances • Popular sovereignty • Rule of law • Federalism • Separation of powers • Judicial review • Majority rule and protection of minority rights <p>9-12.GOV.8 Describe the structure of the Constitution and the process to amend it.</p> <p>9-12.GOV.9 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights.</p> <p>9-12.GOV.10 Define the concepts of democracy and republic and examine the relationship between the two.</p>		<p>Stakeholder feedback that this is covered in other standards</p>
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<p>9-12.GOV.11 Understand the shared values and aspirations of Americans including liberty, egalitarianism, individualism, and laissez-faire government.</p> <p>9-12.GOV.12 Evaluate the arguments within the Declaration of Independence and its definition of an ideal government.</p>	<p>9-12.GOV.11 Understand the shared values and aspirations of Americans including liberty, egalitarianism, individualism, and laissez-faire government.</p> <p>9-12.GOV.12 Evaluate the arguments within the Declaration of Independence and its definition of an ideal government.</p>		
<p>9-12.G.1.1.2 Analyze important events and individuals responsible for bringing about political changes in the United States.</p> <p>9-12.GOV.13 Describe, at the national, state, and local level, what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including being informed on civic issues, serving in the military or alternative service, obeying the law, paying taxes, volunteering and performing public service, respecting the rights of</p>	<p>9-12.GOV.13 Describe, at the national, state, and local level, what should be reasonably expected from any citizen or resident of the U.S. and explain why it is important for the well-being of the nation, including being informed on civic issues, serving in the military or alternative service, obeying the law, paying taxes, volunteering, and performing public service, respecting the</p>	<p>Revise, move to Citizenship and Civic Participation section</p>	<p>Clarification on what students need to know and be able to do; measurable for assessment</p> <p>Stakeholder feedback to include all levels</p>



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<p>others, serving as a juror, and voting</p> <p>9-12.GOV.14 Compare and contrast major American political ideologies.</p> <p>9-12.GOV.15 Evaluate the roles of the federal and state governments in the Civil Rights Movement.</p> <p>9-12.GOV.16 Explain the role and evolution of political parties in governing and in the recruitment/election of political candidates and the importance of and difference between primaries, caucuses, and general elections.</p> <p>9-12.GOV.17 Evaluate the role of the media/social media as a means of communicating information/misinformation and how it influences the importance of issues and public opinion.</p> <p>9-12.GOV.18 Describe the means that citizens use to responsibly participate in the political process, including campaigning,</p>	<p>rights of others, serving as a juror, and voting.</p> <p>9-12.GOV.14 Compare and contrast major American political ideologies.</p> <p>9-12.GOV.15 Evaluate the roles of the federal and state governments in the Civil Rights Movement.</p> <p>9-12.GOV.16 Explain the role and evolution of political parties in governing and in the recruitment/election of political candidates and the importance of and difference between primaries, caucuses, and general elections.</p> <p>9-12.GOV.17 Evaluate the role of the media/social media as a means of communicating information/misinformation and how it influences the importance of issues and public opinion.</p> <p>9-12.GOV.18 Describe the means that citizens use to responsibly participate in the political process, including campaigning, petitioning,</p>		
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<p>petitioning, demonstrating, running for office, lobbying, and voting</p> <p>9-12.GOV.19 Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.</p> <p>9-12.GOV.20 Explain the history and significance of dual citizenship regarding American Indians.</p> <p>9-12.GOV.21 Identify and be able to engage with key officials, both elected and appointed, in the legislative, executive, and judicial branches at the federal, state, and local levels.</p> <p>9-12.GOV.22 Distinguish between civil rights and civil liberties and how they are put into practice in our daily lives.</p> <p>9-12.GOV.23 Evaluate the Supreme Court’s interpretations of the freedoms articulated in the 1st Amendment. Cases to consider--Schenck v. United</p>	<p>demonstrating, running for office, lobbying, and voting.</p> <p>9-12.GOV.19 Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.</p> <p>9-12.GOV.20 Explain the history and significance of dual citizenship regarding American Indians.</p> <p>9-12.GOV.21 Identify and be able to engage with key officials, both elected and appointed, in the legislative, executive, and judicial branches at the federal, state, and local levels.</p> <p>9-12.GOV.22 Distinguish between civil rights and civil liberties and how they are put into practice in our daily lives.</p> <p>9-12.GOV.23 Evaluate the Supreme Court’s interpretations of the freedoms articulated in the First Amendment, including Schenck v. United States, New</p>		
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<p>States, New York Times v. United States, Engel v. Vitale, Miller v. California, Tinker v. Des Moines, Texas v. Johnson, Lemon v. Kurtzman</p> <p>9-12.GOV.24 Evaluate the Supreme Court’s interpretations of freedoms in the 4th through 8th Amendments. Cases to consider-- Mapp v. Ohio, Gideon v. Wainwright, Miranda v. Arizona</p> <p>9-12.GOV.25 Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses. Cases to consider-- Plessy v. Ferguson, Roe v. Wade, Dobbs v. Jackson Women’s Health Organization, Gitlow v. New York, Loving v. Virginia, Obergefell v. Hodges, Brown v. Board of Education</p>	<p>York Times v. United States, Engel v. Vitale, Miller v. California, Tinker v. Des Moines, Texas v. Johnson, and Kennedy v. Bremerton.</p> <p>9-12.GOV.24 Evaluate the Supreme Court’s interpretations of freedoms in the Fourth through Eighth Amendments, including Mapp v. Ohio, Gideon v. Wainwright, and Miranda v. Arizona.</p> <p>9-12.GOV.25 Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses including Plessy v. Ferguson, Roe v. Wade, Dobbs v. Jackson Women’s Health Organization, Gitlow v. New York, Loving v. Virginia, Obergefell v. Hodges, and Brown v. Board of Education, 1954.</p>		
<p>9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as</p>		<p>Remove</p>	<p>Replaced by new Electoral System standard</p>



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<p>electoral politics and congressional redistricting.</p>			
<p>9-12.G.3.2.1 Analyze the economic impact of government policy.</p> <p>9-12.GOV.26 Explain government’s limited but important role in free enterprise and how that affects individual economic freedoms.</p> <p>9-12.GOV.27 Evaluate government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.</p> <p>9-12.GOV.28 Compare and contrast the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.</p> <p>9-12.GOV.29 Describe how the Federal Reserve can use monetary policy to pursue price</p>	<p>9-12.GOV.26 Explain the government’s limited role in free enterprise and how that affects individual economic freedoms.</p> <p>9-12.GOV.27 Evaluate the government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.</p> <p>9-12.GOV.28 Compare the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.</p> <p>9-12.GOV.29 Describe how the Federal Reserve can use</p>	<p>Revise, move to Political Economy Standards section</p>	<p>Clarification on what students need to know and be able to do</p>

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<p><u>stability, full employment, and economic growth with the goal of stabilizing the economy.</u></p>	<p>monetary policy to provide price stability, full employment, and economic growth with the goal of stabilizing the economy.</p>		
<p>9-12.G.3.2.2 Compare and contrast different economic systems and relate each to different forms of government.</p>		<p>Remove</p>	<p>Taught in econ</p>
<p>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.</p>		<p>Remove</p>	<p>Combined within another standard</p>
<p>9-12.G.4.1.2 Analyze the essential philosophies, ideals, and objectives of the foundational documents of the United States, including the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and Federalist Papers.</p>		<p>Remove</p>	<p>Clarified in Foundation standards</p>
<p>9-12.G.4.1.3 Explain the central principles of the United States governmental system including a written constitution, rule of law, popular sovereignty,</p>		<p>Remove</p>	<p>Clarified in Foundation standards</p>



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<p>limited government, separation of powers, checks and balances, majority rule with minority rights, judicial review, and federalism.</p>			
<p>9-12.G.4.2.1 Identify and describe the three branches of federal government, their powers, and responsibilities.</p> <p>9-12.GOV.30 Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, duties, casework, length of terms, and election to office for representatives and senators.</p> <p>9-12.GOV.31 Describe the census and its role in redistricting and reapportionment, including the role of Baker v. Carr.</p> <p>9-12.GOV.32 Identify leadership positions of the legislative branch, including majority and minority leaders, the president pro tempore, the role of the Vice president, and the Speaker of the House.</p>	<p>9-12.GOV.30 Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, duties, casework, length of terms, and election to office for representatives and senators.</p> <p>9-12.GOV.31 Describe the census and its role in redistricting and reapportionment, including the role of Baker v. Carr.</p> <p>9-12.GOV.32 Identify leadership positions of the legislative branch, including majority and minority leaders, the president pro tempore, the role of the Vice</p>	<p>Revise, move to Function and Structure of US Political System Standards section</p>	<p>Clarification on what students need to know and be able to do</p>



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<p>9-12.GOV.33 Describe the process of how a bill becomes law.</p> <p>9-12.GOV.34 Describe the powers of United States' Congress, including appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clauses, and powers of impeachment and oversight.</p> <p>9-12.GOV.35 Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession (25th Amendment), executive orders, treaties, length of term (20th and 22nd Amendments).</p> <p>9-12.GOV.36 Identify major departments of the executive branch, including cabinet and</p>	<p>president, and the Speaker of the House.</p> <p>9-12.GOV.33 Describe the process of how a bill becomes law.</p> <p>9-12.GOV.34 Describe the powers of United States' Congress, including appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clauses, and powers of impeachment and oversight.</p> <p>9-12.GOV.35 Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession (25th Amendment), executive orders, treaties, length of term (20th and 22nd Amendments).</p> <p>9-12.GOV.36 Identify major departments of the executive branch, including cabinet and</p>		
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<p>non-cabinet level departments and agencies.</p> <p>9-12.GOV.37 Explain the Electoral College system, and how it has evolved over time, and compare arguments for and against it.</p> <p>9-12.GOV.38 Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.</p> <p>9-12.GOV.39 Analyze the origin and evolution of the modern federal court structure including the Judiciary Act of 1789.</p> <p>9-12.GOV.40 Explain the processes of selection and confirmation of Supreme Court justices.</p> <p>9-12.GOV.41 Describe the Supreme Court’s role, established by Marbury vs. Madison, in determining the constitutionality of laws and acts of the legislative and executive branches.</p>	<p>non-cabinet level departments and agencies.</p> <p>9-12.GOV.37 Explain the Electoral College system, and how it has evolved over time, and compare arguments for and against it.</p> <p>9-12.GOV.38 Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.</p> <p>9-12.GOV.39 Analyze the origin and evolution of the modern federal court structure including the Judiciary Act of 1789.</p> <p>9-12.GOV.40 Explain the processes of selection and confirmation of Supreme Court justices.</p> <p>9-12.GOV.41 Describe the Supreme Court’s role, established by Marbury vs. Madison, in determining the constitutionality of laws and acts of the legislative and executive branches.</p>		
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<p>9-12.GOV.42 Compare and contrast different judicial philosophies including activism vs. conservatism, originalism vs. living constitution, and textualism.</p> <p>9-12.GOV.43 Explain the functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments including the roles of the 10th Amendment, McCulloch vs Maryland, Gibbons vs. Ogden, and evolution from dual federalism to cooperative federalism.</p> <p>9-12.GOV.44 Analyze and discuss sovereignty and the federal responsibility the United States has with federally recognized American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.</p> <p>9-12.GOV.45 Explain the organization and powers of state and local government as described in the Constitution of the State of Idaho by analyzing</p>	<p>9-12.GOV.42 Compare and contrast different judicial philosophies including activism vs. conservatism, originalism vs. living constitution, and textualism.</p> <p>9-12.GOV.43 Explain the functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments including the roles of the 10th Amendment, McCulloch vs Maryland, Gibbons vs. Ogden, and evolution from dual federalism to cooperative federalism.</p> <p>9-12.GOV.44 Analyze and discuss sovereignty and the federal responsibility the United States has with federally recognized American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.</p> <p>9-12.GOV.45 Explain the organization and powers of state and local government as described in the Constitution</p>		
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<p>legislative, executive, and judicial branches.</p> <p>9-12.GOV.46 Compare the lawmaking process at the national, state, and local level.</p> <p>9-12.GOV.47 Understand the structure, powers, and lawmaking process of local government (county, city, special district) by analyzing the relationships between state and local governments and the roles of regional authorities, governing boards, and commissions.</p> <p>9-12.GOV.48 Compare partisan and non-partisan offices and elections.</p>	<p>of the State of Idaho by analyzing legislative, executive, and judicial branches.</p> <p>9-12.GOV.46 Compare the lawmaking process at the national, state, and local level.</p> <p>9-12.GOV.47 Understand the structure, powers, and lawmaking process of local government (county, city, special district) by analyzing the relationships between state and local governments and the roles of regional authorities, governing boards, and commissions.</p> <p>9-12.GOV.48 Compare partisan and non-partisan offices and elections.</p>		
<p>9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments.</p>		<p>Revise, move</p>	<p>Included in new Function and Structure Standard (F&S)</p>
<p>9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust</p>		<p>Revise, move</p>	<p>Included in new Function and Structure Standard (F&S)</p>



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<p>relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.</p>			
<p>9-12.G.4.2.4 Trace the development and role of political parties and other political organizations and their impact on the American system of government.</p>		<p>Remove</p>	<p>Included in the new Citizenship and Civic Participation standard</p>
<p>9-12.G.4.2.5 Analyze the role of other political organizations and their impact on the American system of government.</p>		<p>Remove</p>	<p>This is essentially identical to 4.2.4 which is included in new Citizenship and Civic Participation standard</p>
<p>9-12.G.4.2.6 Explain the electoral process at each level of government.</p> <p>9-12.GOV.49 Describe the evolution of voting (methods and process) and enfranchisement including key amendments (15th, 19th, 23rd, 24th, 26th) and laws (1965 Voting Rights Act) that have extended the right to vote to previously disenfranchised Americans.</p>	<p>9-12.GOV.49 Describe the evolution of voting (methods and process) and enfranchisement including key amendments (15th, 19th, 23rd, 24th, 26th) and laws (1965 Voting Rights Act) that have extended the right to vote to previously disenfranchised Americans.</p>	<p>Revise, move to The American Electoral System section</p>	<p>Clarification on what students need to know and be able to do</p>



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<p>9-12.GOV.50 Examine campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups.</p> <p>9-12.GOV.51 Describe the nomination and election process in American national and state elections, including the Electoral College.</p> <p>9-12.GOV.52 Analyze the influence of political parties, media coverage, campaign advertising, interest groups, public opinion polls, social media, and digital communications on elections.</p> <p>9-12.GOV.53 Explain the impact of reapportionment and redistricting on elections and governance.</p> <p>9-12.GOV.54 Explain the role of state governments in administering elections and compare different state’s voting rules and elections laws.</p>	<p>9-12.GOV.50 Examine campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups.</p> <p>9-12.GOV.51 Describe the nomination and election process in American national and state elections, including the Electoral College.</p> <p>9-12.GOV.52 Analyze the influence of political parties, media coverage, campaign advertising, interest groups, public opinion polls, social media, and digital communications on elections.</p> <p>9-12.GOV.53 Explain the impact of reapportionment and redistricting on elections and governance.</p> <p>9-12.GOV.54 Explain the role of state governments in administering elections and compare different state’s voting rules and elections laws.</p>		
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	9-12.GOV.55 Evaluate the challenges of the election process.	June 12-13, 2024	
9-12.G.4.2.7 Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels.		Remove	Included in the new Citizenship and Civic Participation standard
9-12.G.4.2.8 Name the U.S. Senators and Representatives to Congress from Idaho.		Remove	Included in the new Citizenship and Civic Participation standard
9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights.		Remove	Included in the new Citizenship and Civic Participation standard
9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.		Remove	Included in the new Citizenship and Civic Participation standard
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.		Remove	Included in the new Citizenship and Civic Participation standard
9-12.G.4.3.4 Analyze and evaluate decisions about individual rights in landmark cases of the Supreme Court of the United States.		Remove	Included in the new Citizenship and Civic Participation standard

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<p>9-12.G.4.4.1 Analyze the struggles for the extension of civil rights.</p>		<p>Remove</p>	<p>Included in the new Citizenship and Civic Participation standard</p>
<p>9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present.</p>		<p>Remove</p>	<p>Replaced by F&S standards</p>
<p>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.</p>		<p>Remove</p>	<p>Replaced by F&S standards</p>
<p>9-12.G.4.4.4 Discuss how the interpretation and application of the United States Constitution has evolved</p>		<p>Remove</p>	<p>What is the learning outcome expected? Vague and unclear</p>
<p> <ul style="list-style-type: none"> 9-12.G.4.5.1 Compare and contrast different forms of domestic and foreign political systems government, electoral systems, economic systems, and civil societies. Examples may include such as presidential vs with parliamentary, unitary vs with federal, autocracy dictatorship vs with democracy. 9-12.GOV.56 Compare the different forms of domestic and foreign political systems, electoral </p>	<p>9-12.GOV.56 Compare the different forms of domestic and foreign political systems, electoral systems, economic systems, and civil societies including presidential vs parliamentary, unitary vs federal, and autocracy vs democracy.</p>	<p>Revise, move to The US and the International System standard</p>	<p>Clarification on what students need to know and be able to do</p>



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<p>systems, economic systems, and civil societies including presidential vs parliamentary, unitary vs federal, and autocracy vs democracy.</p>			
<p>9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.</p> <p>9-12.GOV.58 Identify and evaluate the role of the United States in international organizations, agreements, treaties, and humanitarian relief efforts.</p>	<p>9-12.GOV.58 Identify and evaluate the role of the United States in international organizations, agreements, treaties, and humanitarian relief efforts.</p>	<p>Revise, move to The US and the International System standard</p>	<p>Clarification on what students need to know and be able to do</p>
<p>9-12.G.5.1.2GOV.57 Describe the characteristics of United States foreign policy and how it has been created and implemented over time.</p>	<p>9-12.GOV.57 Describe the characteristics of United States foreign policy and how it has been created and implemented over time.</p>	<p>Keep</p>	
<p>9-12.G.5.1.3 Identify and evaluate the role of the United States in international organizations and agreements.</p>	<p>9-12.GOV.59 Evaluate the changing role of the United States in supporting democratic principles and institutions in the international system.</p>	<p>Revise, move to The US and the International System standard</p>	<p>Clarification on what students need to know and be able to do</p>



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<ul style="list-style-type: none">• 9-12.GOV.59 Evaluate the changing role of the United States in supporting democratic principles and institutions in the international system.			
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For Questions Contact

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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 personal finance.~~

~~Must write new personal finance standards, the competencies include:~~

- ~~1. Recognize the influence of money on human behavior;~~
- ~~2. Learn about various types of bank accounts;~~
- ~~3. Evaluate various investment options and calculate net worth;~~
- ~~4. Learn about various types of credit and how credit rating is determined;~~
- ~~5. Understand the essentials of financing a college education;~~
- ~~6. Evaluate various types of insurance associated with independent living;~~
- ~~7. Recognize the purpose of the tax system and how it relates to each citizen and the citizen's income;~~
- ~~8. Build a budget for independent living; and~~
- ~~9.1. _____ Recognize and utilize modern consumer skills, tools, and practices.~~

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove, Add)	Rationale for revision
9-12.E.1.4.1 <u>9-12.EC.7</u> Analyze the impact of events, such as wars, industrialization, and technological developments on the business cycle.	9-12.EC.7 Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	
9-12.E.2.4.1 Explain how the factors of production are distributed among geographic		Remove	Covered in E.3.1.4

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regions and how this influences economic growth.			
9-12.E.3.1.1 <u>9-12.EC.1</u> Apply <u>and explain</u> the concepts of supply and demand, scarcity, and opportunity costs, <u>and incentives, and explain as well as</u> their implications in decision <u>decision</u> making.	9-12.EC.1 Apply and explain the concepts of supply and demand, scarcity, opportunity costs, and incentives, as well as their implications for decision-making.	Revise, move to FUNDAMENTAL ECONOMIC CONCEPTS section	Clarification on what students to need to know and be able to do
9-12.E.3.1.2 <u>9-12.EC.2</u> Identify ways in which the interaction of all buyers and sellers influences prices.	9-12.EC.2 Identify ways in which the interaction of all buyers and sellers influences prices.	Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section	
9-12. E.3.1.3 <u>EC.3</u> Identify how incentives determine what is produced and distributed in a competitive market system.	9-12.EC.3 Identify how incentives determine what is produced and distributed in a competitive market system.	Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section	
9-12. E.3.1.4 <u>C.4</u> Describe the factors of production.	9-12.EC.4 Describe the factors of production.	Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section	
9-12.E.3.1.5 Create and interpret graphs that model economic concepts		Remove	Covered when teaching supply and demand
9-12. E.3.1.6 <u>C.8</u> Explain the difference between monetary policy and fiscal policy, and the role of the Federal Reserve.	9-12.EC.8 Explain monetary policy, fiscal policy, and the role of the Federal Reserve.	Revise, move to MACROECONOMICS AND INTERNATIONAL TRADE section	Clarity and stakeholder feedback

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<p>9-12.E.3.1.7<u>C.5</u> Analyze the various parts of the business cycle and its effect on the economy.</p>	<p>9-12.EC.5 Analyze the various parts of the business cycle and its effect on the economy.</p>	<p>Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section</p>	
<p>9-12.E.3.2.1<u>C.6</u> Compare and contrast the characteristics of different economic systems and economic philosophies.</p>	<p>9-12.EC.6 Compare and contrast the characteristics of different economic systems and economic philosophies.</p>	<p>Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section</p>	
<p>9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals.</p>		<p>Remove</p>	<p>We discussed removal because this would be included in discussions of monetary and fiscal policy</p>
<p>9-12.E.3.2.3 Explain the purpose of labor unions.</p>		<p>Remove</p>	<p>Covered in U.S. History and Government courses</p>
<p>9-12.E.3.3.1 Explain the characteristics of various types of business and market structures</p>		<p>Remove</p>	<p>Covered in U.S. History and Government courses under monopolies</p>
<p>9-12.E.3.3.2<u>C.12</u> Describe the elements of entrepreneurship and successful businesses. <u>including comparative advantage, specialization, and trade.</u></p>	<p>9-12.EC.12 Describe the elements of entrepreneurship and successful businesses including comparative advantage, specialization, and trade.</p>	<p>Revise, move to MACROECONOMICS AND INTERNATIONAL TRADE section</p>	<p>Clarification on what students to need to know and be able to do</p>

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9-12.E.3.3.3C.13 Identify the role of the financial markets and institutions.	9-12.EC.13 Identify the roles of financial markets and institutions on the economy.	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	
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.		Remove	Covered under new Fiscal Responsibilities listed below in 9-12.E.6
9-12.E.3.4.2 Identify and evaluate sources and examples of consumers' responsibilities and rights.		Remove	Covered under new Fiscal Responsibilities listed below in 9-12.E.6
9-12.E.3.4.3 Discuss the impact of taxation as applied to personal finances.		Remove	Covered under new Fiscal Responsibilities listed below in 9-12.E.6
9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system.		Remove	Covered throughout the other standards.
9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition.		Remove	Covered in U.S. History and Gov courses
9-12.E.4.2.3C.9 Examine the <u>economic implications of fiscal policy in the United States including</u> federal budget <u>taxation, spending, and</u>	9-12.EC.9 Examine the economic implications of fiscal policy in the United States including federal	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	This clarifies the distinction between fiscal policy and monetary policy in separate learning standards

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the national debt. ,debt, and deficit, and their implications on the economy	taxation, spending, and the national debt.		
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.		Remove	Covered in U.S. History and gov courses
9-12.E. 5.1.2 C.10 Analyze global economic interdependence and competition.	9-12.EC.10 Analyze global economic interdependence and competition.	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	
9-12.E. 5.1.3 C.11 Apply economic concepts to explain the role of imports/exports both nationally and internationally.	9-12.EC.11 Apply economic concepts to explain the role of imports/exports both nationally and internationally.	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	
<u>9-12.E.6.1.1C.14 Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.</u>	9-12.EC.14 Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.	Add, move to Personal Finance section	Meets new financial literacy requirements
<u>9-12.E.6.1.2C.15 Demonstrate procedures for opening and managing checking and savings accounts, including writing checks, managing virtual accounts, and accessing statements.</u>	9-12.EC.15 Demonstrate procedures for opening and managing checking and savings accounts, including writing checks, managing virtual accounts, and accessing statements.	Add, move to Personal Finance section	Meets new financial literacy requirements

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<p>9-12.EC.16 Evaluate types of investments to determine how they meet the objectives of a personal financial plan including compound interest over time.</p>	<p>9-12.EC.16 Evaluate types of investments to determine how they meet the objectives of a personal financial plan including compound interest over time.</p>	<p>Add, move to Personal Finance section</p>	<p>Meets new financial literacy requirements</p>
<p>9-12.EC.17 Research and analyze information on credit options available to consumers.</p>	<p>9-12.EC.17 Research and analyze information on credit options available to consumers.</p>	<p>Add, move to Personal Finance section</p>	<p>Meets new financial literacy requirements</p>
<p>9-12.EC.18 Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases and college education.</p>	<p>9-12.EC.18 Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases and college education.</p>	<p>Add, move to Personal Finance section</p>	<p>Meets new financial literacy requirements</p>
<p>9-12.EC.19 Research and report on factors that affect creditworthiness and credit scores.</p>	<p>9-12.EC.19 Research and report on factors that affect creditworthiness and credit scores.</p>	<p>Add, move to Personal Finance section</p>	<p>Meets new financial literacy requirements</p>
<p>9-12.EC.20 Describe how life, health, home, and auto insurance protects against loss and mitigates financial consequences.</p>	<p>9-12.EC.20 Describe how life, health, home, and auto insurance protects against loss and mitigates financial consequences.</p>	<p>Add, move to Personal Finance section</p>	<p>Meets new financial literacy requirements</p>
<p>9-12.EC.21 Analyze the federal, state, and local tax systems and how they relate to</p>	<p>9-12.EC.21 Analyze the federal, state, and local tax systems and how they relate</p>	<p>Add, move to Personal Finance section</p>	<p>Meets new financial literacy requirements</p>

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each citizen and the citizen's income and the society.	to each citizen and the citizen's income and the society.		
9-12.EC.22 Explain how sales and property taxes affect financial decisions in terms of both personal finances and public services provided to citizens.	9-12.EC.22 Explain how sales and property taxes affect financial decisions in terms of both personal finances and public services provided to citizens.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.E.6.1.8 Build a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses.	9-12.EC.23 Build a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.EC.24 Identify and evaluate modern consumer skills, tools, and practices.	9-12.EC.24 Identify and evaluate modern consumer skills, tools, and practices.	Add, move to Personal Finance section	Meets new financial literacy requirements

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Idaho Content Standards K-12 Social Studies



IDAHO DEPARTMENT OF EDUCATION
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The K-12 social studies standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.03.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-five members representing a cross-section of grade levels and roles. This committee included community members, parents, social studies educators from a variety of grade levels and content areas, and post-secondary content experts. The time and effort they put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in social studies education.

Respectfully,

The Social Studies Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Social Studies Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. 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 local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

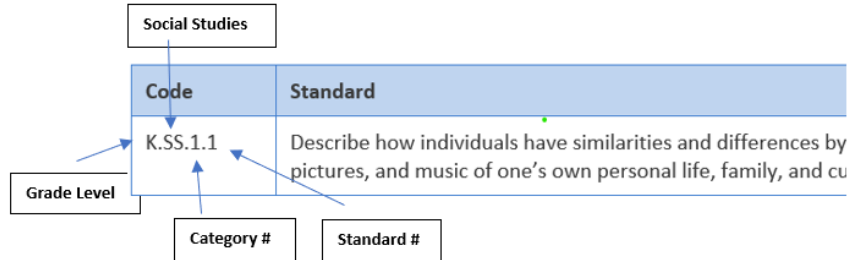
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Social Studies. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-5 social studies standards is organized into 5 categories: History, Geography, Economics, Civics and Government, and Global Perspectives. The World Geography and Civilizations Grades 6-9 standards are organized into 6 categories: History, Geography, Economics, Civics and Government, Global Perspectives, and Geography or Historical Thinking Skills. United States History I and II, American Government, and Economics are organized by time period or topic.

K-5 SOCIAL STUDIES



KINDERGARTEN

1. History

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
K.SS.1.1	Describe how individuals have similarities and differences by sharing stories, pictures, and music of one's own personal life, family, and culture.
K.SS.1.2	Sequence events in the past and present and begin to recognize that things change over time.

2. Geography

Students will analyze the spatial organizations of people, places, and environment on the earth's surface.

Code	Standard
K.SS.2.1	Demonstrate an understanding of maps and globes by: <ul style="list-style-type: none"> a. identifying the similarities and differences between a map and a globe; b. identifying basic map symbols;

Code	Standard
	c. identifying land and bodies of water in the local community; and d. identifying the geographic location of the United States and Idaho on a map and globe.
K.SS.2.2	Describe the relative location of people, places, and objects by using positional words, including but not limited to near/far, over/under, above/below, left/right, behind/in front, next to, and in between.

3. Economics

Students will explain basic economic concepts.

Code	Standard
K.SS.3.1	Distinguish between wants and needs.
K.SS.3.2	Explain the benefits of saving money and give examples of how people use money to make purchases.
K.SS.3.3	Recognize and describe different types of jobs, including work done in the home, school, and community.

4. Civics and Government

Students will 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.

Code	Standard
K.SS.4.1	Practice citizenship in the classroom by: <ul style="list-style-type: none"> a) taking responsibility for one’s actions; b) practicing honesty and showing kindness to oneself and others; c) recognizing the purpose of rules and practicing self-control; d) caring for one’s personal property and respecting other students’ property; and

Code	Standard
	e) taking turns, sharing, and working well with others for the good of everyone else.
K.SS.4.2	Identify symbols of the United States including but not limited to the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty.
K.SS.4.3	Understand the meaning and purpose of the Pledge of Allegiance.
K.SS.4.4	Describe holidays and tell why they are commemorated in the United States, including, Indigenous Peoples’ Day, Thanksgiving, Martin Luther King, Jr. Day, Independence Day, and Presidents’ Day.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
K.SS.5.1	Name traditions that came to the United States from other parts of the world.

GRADE 1

1. History

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
1.SS.1.1	Compare differences in the ways families in the United States live today to how they lived in the past.
1.SS.1.2	Use timelines to show personal or family history.
1.SS.1.3	Compare personal histories, pictures, and music of other selected times and places in America’s past.

2. Geography

Students will 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.

Code	Standard
1.SS.2.1	Develop geographic skills by: <ul style="list-style-type: none"> a) using basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) locating Idaho, the United States, continents, and oceans on maps and globes; and d) constructing simple maps and including a title, map legend or key, and compass rose.
1.SS.2.2	Identify ways people adjust to their environment as well as modify their environment.

3. Economics

Students will explain basic economic concepts and concepts of personal finance.

Code	Standard
1.SS.3.1	Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
1.SS.3.2	Distinguish between wants and needs and provide examples of each.
1.SS.3.3	Identify ways to save money for future needs and wants

4. Civics and Government

Students will 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.

Code	Standard
1.SS.4.1	Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
1.SS.4.2	Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.
1.SS.4.3	Provide all students the opportunity to be able to recite the Pledge of Allegiance.
1.SS.4.4	Describe holidays and events and tell why they are commemorated in the United States.
1.SS.4.5	Identify individuals who are helpful to people in their everyday lives.
1.SS.4.6	Name some responsibilities that students have at home and school.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
1.SS.5.1	Compare family life, structures, and daily routines of various cultures around the world.
1.SS.5.2	Recognize that each person belongs to many groups such as family, school, friends, and community.

GRADE 2

1. History

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
2.SS.1.1	Identify different groups that a person belongs to, such as family and community, and how those roles and/or groups have changed or stayed the same.
2.SS.1.2	Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.
2.SS.1.3	Analyze and interpret events placed chronologically on a timeline.

2. Geography

Students will 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.

Code	Standard
2.SS.2.1	Develop geographic mapping skills using maps and globes by <ul style="list-style-type: none"> a) showing that map elements such as key, legend, and scale show how the map represents natural objects or places; b) applying knowledge of cardinal directions to use a compass rose; c) locating the countries of North America and the bordering oceans; d) Identifying and locating the seven continents and the five oceans; e) identifying major rivers, mountain ranges, lakes, and other physical features; f) identifying boundary lines to separate states; and g) locating man-made features.
2.SS.2.2	Compare how environmental conditions affect living styles and clothing in different parts of the country.
2.SS.2.3	Describe how humans depend on the environment to meet their basic needs.
2.SS.2.4	Define city/suburb/town and urban/rural.

3. Economics

Students will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Code	Standard
2.SS.3.1	Differentiate between the wants and needs of families and understand the purpose of a budget.
2.SS.3.2	Explain what employment means and define income, wages, and salary.
2.SS.3.3	Examine different types of producers and consumers as well as goods and services.
2.SS.3.4	Explain how natural resources affect economic activities in the local community.

4. Civics and Government

Students will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, and the fact that all people in the United States have rights and assume responsibilities.

Code	Standard
2.SS.4.1	Explore the concept of democracy by understanding the role of citizens and the United States government and connecting it to their role as citizens within their community where people can explore issues, create solutions and make decisions together.
2.SS.4.2	Recognize that Idaho has a constitution, which is the basis for our state’s laws, and that there are consequences for breaking those laws.
2.SS.4.3	Identify the people or groups that make, apply, and enforce rules and laws at home, school, communities, and our state.
2.SS.4.4	Identify and examine the significance of well-known national symbols and landmarks, including The White House, the flag, the Statue of Liberty, and the bald eagle.
2.SS.4.5	Examine the meaning of keywords in the Pledge of Allegiance.

Code	Standard
2.SS.4.6	Identify characteristics of good citizenship, such as courage, honesty, and responsibility, and identify the responsibilities of being a United States citizen.
2.SS.4.7	Identify historical and contemporary people who model characteristics of good citizenship.

5. Global Perspectives

Students will identify the importance of respecting multiple perspectives and global interdependence.

Code	Standard
2.SS.5.1	Compare your community with others in various parts of the world.
2.SS.5.2	Compare traditions in your community with those practiced in other parts of the world.

GRADE 3

1. History

Students in Grade 3 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 examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and still do today.

Code	Standard
3.SS.1.1	Investigate your community's history and determine the chronological importance of local events.
3.SS.1.2	Analyze distinctive foods, clothing styles, and traditions of various cultural groups within the community, including but not limited to the five federally recognized tribes of Idaho.

Code	Standard
3.SS.1.3	Conduct interviews with family members, neighbors, friends, or school staff to discover why they call Idaho home.
3.SS.1.4	Describe how migration and immigration are continuous processes and how they are influenced by voluntary and involuntary movement of people.

2. Geography

Students will analyze the spatial organizations of people, places, and environments on the earth’s surface and trace the migration and settlement of human populations on the earth’s surface.

Code	Standard
3.SS.2.1	Develop an understanding of map reading by analyzing maps and globes using standard terms, including country, North Pole, Equator, Prime Meridian, hemisphere, region, latitude, South Pole, longitude, and time zones.
3.SS.2.2	Use cardinal directions, map scales, legends, and grids to locate the United States, Washington D.C., Idaho, the state capital, Boise, and their own community on a map.
3.SS.2.3	Analyze past and present settlement patterns of the community in which you live and how geographic features influenced those patterns.
3.SS.2.4	Compare and contrast city/suburb/town and urban/rural farm/factory, as well as agriculture/industry.

3. Economics

Students will explain basic economic concepts, identify different influences on financial systems, analyze the various types of monetary institutions, and explain the concepts of personal finance.

Code	Standard
3.SS.3.1	Explain the concepts of supply and demand and the role of the consumer and producer.
3.SS.3.2	Explain the difference between public and private property.
3.SS.3.3	Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.
3.SS.3.4	Identify different examples of making an economic choice, including consumption of goods and services, using a bank, investing, and budgeting.

4. Civics and Government

Students will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, and the fact that all people in the United States have rights and assume responsibilities.

Code	Standard
3.SS.4.1	Explain the benefits of following the laws and the consequences of breaking the rules and laws of our local and national communities.
3.SS.4.2	Identify the people or groups that make, apply, and enforce laws in our local and national communities.
3.SS.4.3	Identify and explain the basic functions of local and state governments.
3.SS.4.4	Explain how local government officials are chosen, e.g., election, or appointment.
3.SS.4.5	Describe services commonly and primarily provided by governments for the community.
3.SS.4.6	Identify local government officials.
3.SS.4.7	Identify ways children and adults can participate in their community and/or local governments.
3.SS.4.8	Explain that people in the United States share a national identity through patriotic symbols and holidays.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
3.SS.5.1	Explore connections that the local community has with other communities throughout the world.
3.SS.5.2	Examine the contributions of various cultures from other parts of the world to the development of the community and how they make that community unique.

GRADE 4

1. History

Students will 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 examine the various roles American Indians assumed in the development of the United States, and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States, and still do today.

Code	Standard
4.SS.1.1	Identify characteristics of different cultural groups in Idaho and describe ways that they have influenced and impacted each other.
4.SS.1.2	Describe the federal policies behind the treaties and executive orders that resulted in the creation of the reservations in Idaho.
4.SS.1.3	Identify the major groups, including but not limited to explorers, missionaries, and significant individuals, immigrant experiences, and their impact on western expansion and the creation of the State of Idaho.
4.SS.1.4	Describe the historic role of fur trading and the discovery of gold and silver in Idaho.

Code	Standard
4.SS.1.5	Describe the ideology and federal policies that led to westward expansion and subsequent consequences that impacted American Indian tribes in Idaho.
4.SS.1.6	Compare and contrast the historical and current key characteristics of the five federally recognized American Indian tribes in Idaho: Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Shoshone –Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and ceded and current reservation lands.
4.SS.1.7	Describe how tribes in Idaho interacted with and impacted existing and newly arriving people.
4.SS.1.8	Examine the meaning of tribal sovereignty and its relationship at the tribal, local, state, and federal levels of government.
4.SS.1.9	Describe how American Indian tribes maintain resources, including cultural materials, history, language, and culture.

2. Geography

Students will analyze the spatial organizations of people, places, and environments on the earth’s surface and trace the migration and settlement of human populations on the earth’s surface.

Code	Standard
4.SS.2.1	Use a number/letter coordinate grid to collect, analyze, interpret, and communicate data for finding specific locations on a map of Idaho.
4.SS.2.2	Describe the physical regions of Idaho, identify major natural resources, and explain their impact on settlement.
4.SS.2.3	Describe the encroachment on tribal lands in Idaho and the resulting conflicts, such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974.

3. Economics

Students will explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Code	Standard
4.SS.3.1	Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.
4.SS.3.2	Explain the concepts of supply and demand and scarcity.
4.SS.3.3	Explain the concepts of specialization and division of labor.
4.SS.3.4	Identify goods and services in early Idaho settlements.
4.SS.3.5	Describe examples of historic and current technological innovations in relation to economic growth in Idaho.
4.SS.3.6	Describe how the geographic features of Idaho have determined the economic base of Idaho’s regions.
4.SS.3.7	Define entrepreneurship and identify reasons for starting a business.

4. Civics and Government

Students will 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.

Code	Standard
4.SS.4.1	Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments how they function, and the relationships between them.
4.SS.4.2	Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.
4.SS.4.3	Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.

Code	Standard
4.SS.4.4	Identify the three branches of state government and explain the major responsibilities of each.
4.SS.4.5	Name elected state officials and how they can be contacted.
4.SS.4.6	Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.
4.SS.4.7	Describe the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
4.SS.5.1	Analyze the roles and relationships of diverse groups of people from various parts of the world who have impacted the state’s history and contributed to Idaho’s cultural heritage.
4.SS.5.2	Describe the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.
4.SS.5.3	Identify Idaho’s role in the global economy.
4.SS.5.4	Identify the diversity within American Indian tribes in Idaho and develop an awareness of the similar experiences of indigenous populations in the world.

GRADE 5

1. History

Students will 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 examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States and still do today.

Code	Standard
5.SS.1.1	Describe the interactions between European colonists and established societies in North America.
5.SS.1.2	Identify significant individuals who have been responsible for bringing about cultural and social changes in the United States including the founding fathers and presidents.
5.SS.1.3	Identify and explain influential political and cultural groups and their impact on American history.
5.SS.1.4	Identify different examples of how religion has been an important influence in American history.
5.SS.1.5	Describe how the establishment of the 13 original colonies contributed to the founding of the nation.
5.SS.1.6	Analyze the causes and effects of various compromises and conflicts in American history, including the various events leading to the American Revolution.
5.SS.1.7	Explain the religious, political, and economic motives of immigrants to the United States.
5.SS.1.8	Explain the history of indentured servitude and the slave trade in the United States.
5.SS.1.9	Analyze or distinguish the geographic, economic, and religious motivations that influenced the movement of people.
5.SS.1.10	Review that American Indians were the first inhabitants of the United States and analyze the impact of westward expansion on Indigenous peoples.
5.SS.1.11	Describe the impact of scientific and technological advances on westward expansion including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive.

2. Geography

Students will analyze the spatial organizations of people, places, and environments on the earth’s surface and trace the migration and settlement of human populations on the earth’s surface.

Code	Standard
5.SS.2.1	Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
5.SS.2.2	Identify the regions of the United States and their resources.
5.SS.2.3	Name and locate the 50 States and their Capitals, and United States Territories.
5.SS.2.4	Read, analyze, and interpret maps, including the use of latitude and longitude aerial photography, satellite images, and other geospatial products.

3. Economics

Students will explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Code	Standard
5.SS.3.1	Describe examples of improved transportation and communication networks and how they encourage economic growth.
5.SS.3.2	Explain the concepts of tariffs, taxation, and embargo.
5.SS.3.3	Describe the basic characteristics of a market economy.
5.SS.3.4	Explain the economic policies that contributed to rebellion within the North American colonies.
5.SS.3.5	Identify economic incentives and risks of entrepreneurship.
5.SS.3.6	Explain the impact of taxation on personal finance.

4. Civics and Government

Students will 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, and the evolution of democracy.

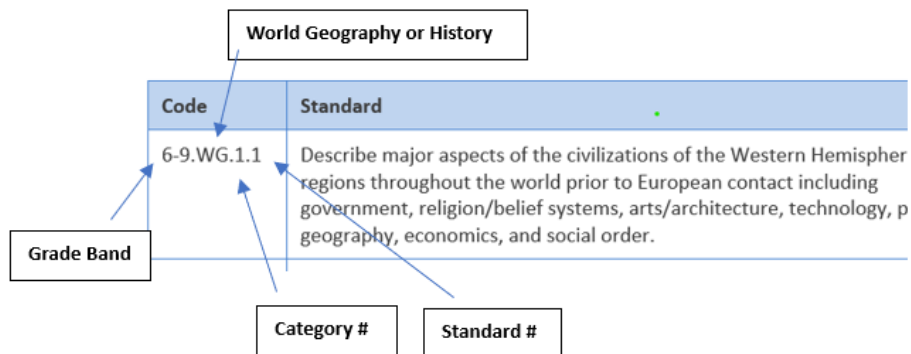
Code	Standard
5.SS.4.1	Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
5.SS.4.2	Identify and explain the important concepts in the Declaration of Independence.
5.SS.4.3	Explain the significance of the Articles of Confederation as the transitional form of government.
5.SS.4.4	Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.
5.SS.4.5	Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.
5.SS.4.6	Identify the three branches of government and the functions and powers of each.
5.SS.4.7	Explain the difference between reservations, State public lands, and Federal public lands.
5.SS.4.8	Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.
5.SS.4.9	Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.
5.SS.4.10	Describe ways in which citizens participate in public life.
5.SS.4.11	Explain how the United States is a republic.
5.SS.4.12	State the difference between direct democracy and the constitutional republic of today's United States.
5.SS.4.13	Explain the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
5.SS.5.1	Explain how the world is divided into many different countries and each has its own government and how they interact with each other.
5.SS.5.2	Explain how countries try to resolve problems.
5.SS.5.3	Identify the role of the United States in a global economy.

WORLD GEOGRAPHY AND CIVILIZATIONS GRADES 6-9



WORLD GEOGRAPHY

1. History

Students studying World Geography will build an understanding of the cultural and social development of human civilizations.

Code	Standard
6-9.WG.1.1	Describe major aspects of the civilizations in regions throughout the world prior to European contact including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.
6-8.WG.1.2	Examine the impact of Europeans and indigenous cultures on one another in regions throughout the world.
6-9.WG.1.3	Describe and compare various motivations of European colonization in regions throughout the world.
6-9.WG.1.4	Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.

2. Geography

Students studying World Geography will analyze the spatial organization 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.

Code	Standard
6-9.WG.2.1	Apply latitude and longitude to locate places on Earth.
6-9.WG.2.2	Describe the uses of technology, such as Global Positioning Systems (GPS) Geographic Information Systems (GIS), and satellite and aerial imaging.
6-9.WG.2.3	Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.
6-9.WG.2.4	Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.
6-9.WG.2.5	Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.
6-9.WG.2.6	Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.
6-9.WG.2.7	Identify the names and locations of countries and major cities in regions around the world.
6-9.WG.2.8	Describe major physical characteristics of regions throughout the world.
6-9.WG.2.9	Identify patterns of population distribution and growth in regions throughout the world and explain changes in these patterns that have occurred over time.
6-9.WG.2.10	Compare and contrast cultural patterns in regions throughout the world, such as language, religion, and ethnicity.

Code	Standard
6-9.WG.2.11	Analyze the locations of the major manufacturing and agricultural areas in regions throughout the world.
6-9.WG.2.12	Analyze the availability of natural resources in regions throughout the world.
6-9.WG.2.13	Give examples of how both natural and technological hazards have impacted the physical environment and human populations in regions throughout the world.
6-9.WG.2.14	Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world.
6-9.WG.2.15	Describe various views that affect environmental issues in regions throughout the world.
6-9.WG.2.16	Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

3. Economics

Students studying World Geography will explain basic economic concepts and identify different influences on economic systems.

Code	Standard
6-9.WG.3.1	Describe abundance, scarcity, and distribution of resources; explain their impact on decision making such as trade, settlement, stewardship of the natural environment, and development of infrastructure.
6-9.WG.3.2	Describe how different economic systems guide decisions about what to produce, how to produce, and for whom to produce.
6-9.WG.3.3	Compare the standard of living of various regions today using quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.
6-9.WG.3.4	Analyze current economic issues using a variety of sources representing multiple perspectives.

Code	Standard
6-9.WG.3.5	Identify economic connections between local, national, and global economies in regions throughout the world.
6-9.WG.3.6	Explain how the demand for important natural resources evolved in regions throughout the world.
6-9.WG.3.7	Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs.

4. Civics and Government

Students studying World Geography will build an understanding of comparative government.

Code	Standard
6-9.WG.4.1	Identify the major forms of government in regions throughout the world and compare them with the government of the United States.

5. Global Perspectives

Students studying World Geography will build an understanding of multiple perspectives and global interdependence.

Code	Standard
6-9.WG.5.1	Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in regions throughout the world.
6-9.WG.5.2	Give examples of how language, literature, and the arts shape the development and transmission of culture in regions throughout the world.
6-9.WG.5.3	Define ethnocentrism and give examples of how it can lead to miscommunication and cultural misunderstandings.
6-9.WG.5.4	Discuss present conflicts between cultural groups and nation-states in regions throughout the world.

Code	Standard
6-9.WG.5.5	Describe the costs and benefits of global connections including trading, seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in culture.
6-9.WG.5.6	Explain the causes and consequences of current global issues, including the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species.

6. Geography Skills

Students in World Geography will apply the following geography skills.

Code	Standard
6-9.WG.6.1	Explain how and why events may be interpreted differently according to the points of view of participants and observers.
6-9.WG.6.2	Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
6-9.WG.6.3	Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

WORLD HISTORY AND CIVILIZATIONS

1. History

Students in World History and Civilizations will explain the rise of human civilization, trace how natural resources and technological advances have shaped civilizations, build an understanding of human cultural and social development, and identify the role of religion/belief systems in civilizations over time.

Code	Standard
6-9.WH.1.1	Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.
6-9.WH.1.2	Describe the characteristics of early hunter-gatherer communities.

Code	Standard
6-9.WH.1.3	Describe how hunter-gatherer communities developed into agricultural sedentary settlements.
6-9.WH.1.4	Analyze the characteristics of early civilizations throughout the world including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.
6-9.WH.1.5	Explain how humans adapted the environment to maintain population growth and develop the first civilizations.
6-9.WH.1.6	Identify the technological advances developed by Ancient, Middle Age, Early-Modern, and Modern societies and civilizations throughout the world.
6-9.WH.1.7	Identify examples of how writing, art, architecture, mathematics, and science have evolved over time, such as in Ancient, Middle Age, Early-Modern, or Modern societies and civilizations throughout the world.
6-9.WH.1.8	Analyze different social classes and their impact on societies and civilizations throughout the world, including Ancient, Middle Age, Early-Modern, and Modern.
6-9.WH.1.9	Explain the relationship between religion and belief systems and people’s understanding of the natural world.
6-9.WH.1.10	Explain how religion and belief systems shaped the development of civilizations.
6-9.WH.1.11	Discuss how religion, belief systems, economics, and politics influenced social behavior and were used to maintain social order.
6-9.WH.1.12	Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.

2. Geography

Students in World History and Civilization will 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.

Code	Standard
6-9.WH.2.1	Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.
6-9.WH.2.2	Identify the main reasons for major migrations of people.
6-9.WH.2.3	Explain how climate affects human migration and settlement.
6-9.WH.2.4	Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
6-9.WH.2.5	Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.
6-9.WH.2.6	Explain the impact of waterways on civilizations.
6-9.WH.2.7	Explain how the resources of an area can be the source of conflict between competing groups.
6-9.WH.2.8	Illustrate how the population growth rate impacts a nation's resources.
6-9.WH.2.9	Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations.
6-9.WH.2.10	Describe why the conservation of resources is necessary to maintain a healthy environment.

3. Economics

Students in World History and Civilization will explain basic economic concepts and identify different influences on economic systems.

Code	Standard
6-9.WH.3.1	Explain how people historically relied on their natural resources to meet their needs.
6-9.WH.3.2	Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.
6-9.WH.3.3	Analyze the role of money and alternative means of exchange.

Code	Standard
6-9.WH.3.4	Analyze the impact of economic growth on society.
6-9.WH.3.5	Identify influential economic thinkers and the impact of their philosophies.

4. Civics and Government

Students in World History and Civilization will build an understanding of the evolution of governmental structures.

Code	Standard
6-9.WH.4.1	Describe the role of government in historical human migration, such as push and pull factors.
6-9.WH.4.2	Analyze the various political systems that shaped civilizations throughout the world, including the City-State, Monarchy, Republic, Nation-State, or Democracy.
6-9.WH.4.3	Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.

5. Global Perspectives

Students in World History and Civilization will build an understanding of multiple perspectives and global interdependence.

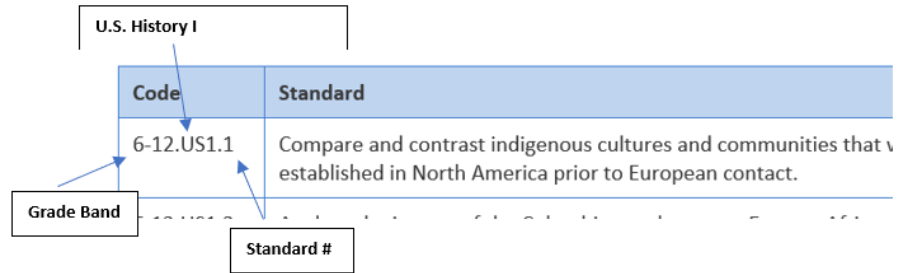
Code	Standard
6-9.WH.5.1	Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.
6-9.WH.5.2	Identify and compare major modern world conflicts and explain their global consequences and impacts including European colonialism, World War I, World War II, the Cold War, and decolonialism movements.
6-9.WH.5.3	Explain why people unite for political, economic, and humanitarian reasons.
6-9.WH.5.4	Analyze the causes, events, and consequences of the Holocaust while exploring the impacts of discrimination and prejudice.

6. Historical Thinking Skills

Students in World History will apply the following historical thinking skills.

Code	Standard
6-9.WH.6.1	Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.
6-9.WH.6.2	Determine and explain the cause and effect of historical events or developments.
6-9.WH.6.3	Explain how and why events may be interpreted differently according to the points of view of participants and observers.
6-9.WH.6.4	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
6-9.WH.6.5	Analyze the context of historical events to determine the motivations of people in those events.

UNITED STATES HISTORY I GRADES 6-12



Indigenous Cultures and Colonization 1491-1754

Code	Standard
6-12.US1.1	Compare and contrast Indigenous cultures and communities that were established in North America prior to European contact.
6-12.US1.2	Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas.
6-12.US1.3	Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the reasons for the establishment, the economic, political, and social development, and the relationships with Indigenous peoples.
6-12.US1.4	Explain the difference between indentured servitude and slavery in colonial North America and the role of the transatlantic slave trade.
6-12.US1.5	Explain the social and economic motivations and events surrounding the enslavement of peoples, both Indigenous and African, in the northern and the southern colonies.
6-12.US1.6	Compare the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America.
6-12.US1.7	Analyze the Tribal nations' resistance and adaptations to European colonization and the European attitudes toward the land and the Indigenous peoples of the 17th and 18th centuries.

American Revolution 1754-1791

Code	Standard
6-12.US1.8	Trace and analyze the colonial social, political, and economic developments, including mercantilism, that provided context for the American Revolution.
6-12.US1.9	Analyze how the French and Indian War impacted American-Indian alliances, British colonial policies, and American colonists.
6-12.US1.10	Identify the impact of the Enlightenment on the American Revolution particularly the Declaration of Independence.
6-12.US1.11	Analyze the impact of major military events and leaders throughout the American Revolution.
6-12.US1.12	Compare the roles of Indigenous people, women, African Americans, and immigrants in the Revolution Period.

Founding a New Government 1776-1791

Code	Standard
6-12.US1.13	Analyze the successes and failures of the Articles of Confederation.
6-12.US1.14	Explain the key concerns and compromises that emerged at the Constitutional Convention including arguments over the Bill of Rights and its eventual adoption.
6-12.US1.15	Analyze the arguments and outcomes of the ratification debate between Federalists and Anti-Federalists.
6-12.US1.16	Analyze the original Constitution by comparing the powers of government branches, assessing its response to Revolutionary causes and alignment with Declaration of Independence ideals, and addressing failures of the Articles of Confederation.

Early Republic 1787-1825

Code	Standard
6-12.US1.17	Identify the traits, beliefs, and characteristics that united and divided the United States as a nation and a society during this time period.
6-12.US1.18	Compare and contrast the political differences and similarities among early Republic Presidents.
6-12.US1.19	Explain the social and economic motivations and developments surrounding the enslavement of peoples in the northern and southern states and territories.
6-12.US1.20	Explain the changes in manufacturing, agriculture, transportation, and communication during the First Industrial Revolution.
6-12.US1.21	Explain the causes and effects of the War of 1812.
6-12.US1.22	Analyze how foreign policy at the end of the 18th century and the beginning of the 19 th century impacted relations with sovereign powers outside the United States.

Geographic Expansion and Political and Social Changes 1820-1860

Code	Standard
6-12.US1.23	<p>Analyze how economic, political, and social events, including the election of Abraham Lincoln, led to the Civil War.</p> <ul style="list-style-type: none"> • Slavery • Nullification Crisis • Missouri Compromise • Compromise of 1850 • <i>Uncle Tom’s Cabin</i> • Fugitive Slave Act • Personal Liberty Laws in the North • Kansas-Nebraska Act • Dred Scott Decision • John Brown’s Raid • Election of 1860

Code	Standard
	<ul style="list-style-type: none"> • Secession documents
6-12.US1.24	Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19 th century expansion of voting rights on presidential campaigns and policies.
6-12.US1.25	Analyze the religious, political, and economic motives of immigrants who came to North America between 1820-1860.
6-12.US1.26	Compare and contrast the various manifestations of slavery in this time period, for example, ownership patterns, labor divisions, and geographic differences.
6-12.US1.27	Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements such as the American Colonization Society, the gradualist abolitionist movements, and the radical abolitionist movements.
6-12.US1.28	Analyze the political and individual motivations and the social, political, economic, environmental impacts of individuals who moved West.
6-12.US1.29	Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through reservations, removal, and forced assimilation.
6-12-US1.30	Analyze the communication, industrial and agricultural changes and their impact on the social and economic lives of people in the North, South, and West.
6-12.US1.31	Explain how the development of various modes of transportation increased economic prosperity, promoted national unity, and contributed to disunity.
6-12.US1.32	Investigate the Second Great Awakening and various reform movements such as prison, education, and women’s rights, as they formed the greater story of the United States in the 19 th century.
6-12.US1.33	Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860, <ul style="list-style-type: none"> • Texas Revolution • War with Mexico • California Gold Rush • Acquisition of Oregon Territory • Acquisition of Alaska Territory

Code	Standard
6-12.US1.34	Analyze the political conflicts that arose from the United States' territorial expansion.
6-12.US1.35	Analyze how foreign policy during the 1820s to 1860s impacted relations with sovereign powers outside the United States, for example, tariff policies and treaties with European powers and Mexico.
6-12.US1.36	Understand how the interactions between the five federally recognized Idaho Tribal governments of Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and national, state, and local governments have impacted American Indian Tribal sovereignty over time.

Civil War and Reconstruction 1860s-1890

Code	Standard
6-12.US1.37	Trace the evolution of Lincoln's political thought on slavery, equality and rights for blacks, and the meaning of the war from the 1857 Dred Scott decision through the Lincoln Douglas debates, the First Inaugural Address, the Emancipation Proclamation, and the Gettysburg Address to his Second Inaugural Address.
6-12.US1.38	Analyze the impact of major military events and leaders throughout the American Civil War.
6-12.US1.39	Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.
6-12.US1.40	<p>Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction.</p> <ul style="list-style-type: none"> • Reconstruction Amendments (13th, 14th, and 15th) • State, local, and federal elections • New political representation • Military presence • American Indian Warrior involvement • 1st and 2nd Indian Home Guard • Emancipation • Freedman's Bureau • Black Codes • Sharecropping • Ku Klux Klan (KKK)

Code	Standard
6-12.US1.41	Analyze the context and consequences of The Compromise of 1877 and the end of Federal Reconstruction.
6-12.US1.42	Identify how natural resource competition affected political, cultural, and economic development.
6-12.US1.43	Explain the social and political impacts of the Civil War on Americans during the war and in the immediate aftermath of the war.

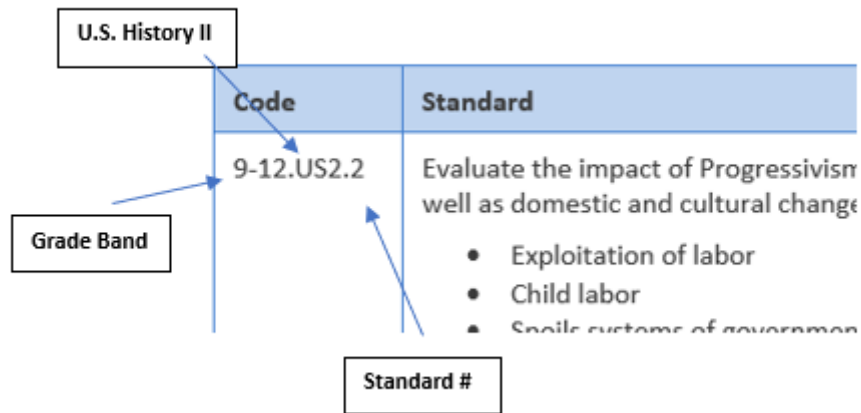
Growth of Industrial World 1877-1890 (Bridge with USH2)

Code	Standard
6-12.US1.44	Analyze the religious, political, and economic motives of 19th-century immigrants who came to North America.
6-12.US1.45	Explain the changes in manufacturing, agriculture, transportation, and communication during the Second Industrial Revolution.
6-12.US1.46	Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.
6-12.US1.47	Describe the impact of business leaders, laissez-faire capitalism, and the use of corporations, monopolies, and trusts on the American economy.
6-12.US1.48	Evaluate the impact of industrialization and laissez-faire policies on labor.
6-12.US1.49	Explain the impact of labor unions and strikes on labor-management relations.
6-12.US1.50	Identify the impact of post-Civil War immigration on urbanization and labor relations.
6-12.US1.51	Describe the impact of geographic expansion on the political, legal, and social rights of women, African Americans, Asians, Indigenous peoples, and European immigrants.

Historical Thinking Skills

Code	Standard
6-12.HT1.1	Identify a series of historical events and developments as examples of change and/or continuity over time.
6-12.HT1.2	Explain how events and developments in the past stem from multiple causes and have multiple effects.
6-12.HT1.3	Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time
6-12.HT1.4	Construct and/or communicate a historical argument using primary and secondary sources.
6-12.HT1.5	Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretation.
6-12.HT1.6	Analyze connections among events and developments in broader historical contexts.
6-12.HT1.7	Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.
6-12.HT1.8	Evaluate sources based on the background of the author, historical context, and purpose of the document.
6-12.HT1.9	Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations.

UNITED STATES HISTORY II GRADES 9-12



Federal Indian Policy Period, 1879 - Present

Code	Standard
9-12.US2.1	Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes. <ul style="list-style-type: none"> • Allocation and Assimilated Period 1879-1934 • Tribal Reorganization Period, 1934-1958 • Termination and Relocation Period, 1953-1971 • Self-Determination Period, 1968-present

Progressivism and Imperialism, 1890 - 1920

Code	Standard
9-12.US2.2	Evaluate Progressivism’s impact on circumstances and policies. These may include: <ul style="list-style-type: none"> • Exploitation of labor • Child labor • Spoils systems of government hiring • Machine politics • Corruption • Immigration tension • Women’s suffrage • Prohibition

Code	Standard
	<ul style="list-style-type: none"> • Race relations • Eugenics
9-12.US2.3	Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.
9-12.US2.4	Analyze the origins and the impacts of the Spanish-American War and American involvement in Latin America, Hawaii, the Philippines, China, and Japan.

World War I, 1915-1919

Code	Standard
9-12.US2.5	Explain the factors that led to World War One and describe the factors that were deterring the United States from involvement as well as the driving forces that eventually led to the United States' involvement.
9-12.US2.6	Determine the impact of government mobilization programs, restrictions on civil liberties, and propaganda on the American Homefront.
9-12.US2.7	Explain how new technologies influenced strategies, military tactics, and battle conditions on the Western Front during World War One.
9-12.US2.8	Analyze the goals and effects of the Treaty of Versailles.

The Roaring 20s, 1920-1929

Code	Standard
9-12.US2.9	Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.
9-12.US2.10	Evaluate the social tensions of the era, including: <ul style="list-style-type: none"> • Race • Christian fundamentalism • Labor • Immigration • Changing social values • The Red Scare • Rise of the Ku Klux Klan

Code	Standard
	<ul style="list-style-type: none"> • Prohibition • Rise of the mob and mafia

The Great Depression and the New Deal 1929-1939

Code	Standard
9-12.US2.11	Analyze the causes of the crash of 1929 and the Great Depression.
9-12.US2.12	Analyze the impact of the Great Depression and the Dust Bowl on farmers, businesses, workers, and racial and ethnic minorities.
9-12.US2.13	Evaluate the effectiveness of New Deal programs in addressing economic issues underlying the Great Depression.
9-12.US2.14	Evaluate the social tensions of the era, including: <ul style="list-style-type: none"> • Race • Labor • Domestic Migration • Changing social values • The Rise of Political Extremism

World War II 1939-1945

Code	Standard
9-12.US2.15	Explain the events and actions that led to World War Two, including the rise of fascism and totalitarianism, appeasement, and European and Japanese Imperialism.
9-12.US2.16	Analyze American participation in the international response to the Holocaust.
9-12.US2.17	Describe the strategies, events, and turning points that shaped the outcomes of World War Two.
9-12.US2.18	Compare and contrast the experience of Americans on the Pacific and European battle fronts during World War Two.
9-12.US2.19	Evaluate the factors that influenced the decision to employ atomic weapons against Japan.

Code	Standard
9-12.US2.20	Analyze the impact of events and policies on the Homefront during World War Two.
9-12.US2.21	Evaluate Supreme Court and executive decisions to limit civil liberties and to relocate Japanese Americans and others to internment camps.

Affluence, Cold War, and Social Revolutions 1945-1974

Code	Standard
9-12.US2.22	Evaluate the impact of postwar demobilization and the GI Bill on economic growth, culture, and lifestyle.
9-12.US2.23	Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected postwar military and economic growth.
9-12.US2.24	Analyze various foreign policy events through the lens of the Cold War, military engagements, and covert actions during this period. These may include: <ul style="list-style-type: none"> • Berlin Blockade • Rise of the Communist regime in China • Korean War • Central Intelligence Agency’s support of coups in Iran and Guatemala • Cuban Missile Crisis • U2 incident • Berlin Wall • Vietnam War
9-12.US2.25	Compare various ways the United States and the Soviet Union built and strengthened economic, political, and military alliances with countries during this period. These may include: <ul style="list-style-type: none"> • Truman Doctrine • Marshall Plan • North Atlantic Treaty Organization (NATO) • Occupation and rebuilding of Japan and West Germany • Warsaw Pact • Occupation and rebuilding of Eastern Europe

Code	Standard
9-12.US2.26	<p>Examine the influence of the Cold War on United States politics and society. Including:</p> <ul style="list-style-type: none"> • The House of Un-American Activities Committee • McCarthyism • The Alger Hiss Case • The Rosenberg Case
9-12.US2.27	Describe the causes and effects on American society and culture of widespread growing affluence in the post-war period, as well as groups and geographic areas that were largely left out of it.
9-12.US2.28	Analyze the American Labor Movement during the post-war period.
9-12.US2.29	Analyze the motives, strategies, methods, organizations, and impacts of various Civil Rights Movements.
9-12.US2.30	Analyze the experiences of American soldiers in Vietnam and their experiences upon returning home including how these experiences compared to previous conflicts.
9-12.US2.31	Describe the relationships between the Vietnam War, the counterculture movement, and the anti-war movement.
9-12.US2.32	Examine the various ways the counterculture critiqued United States society.
9-12.US2.33	<p>Analyze the major features of the Great Society policy. This may include:</p> <ul style="list-style-type: none"> - War on Poverty - Medicare/Medicaid - Head Start and Education Reform - Urban Renewal - Support for the Arts and Humanities - Immigration Reform - Environmental Initiatives
9-12.US2.34	Examine the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon.
9-12.US2.35	Analyze how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms.

Economic, Political, and Social Reorganization 1974-1992

Code	Standard
9-12.US2.36	<p>Evaluate the causes and impacts on public confidence and trust in the government’s ability to solve economic and social problems, such as:</p> <ul style="list-style-type: none"> • Deindustrialization • Urban decline • Migration • Stagflation • Deficit spending • Energy crisis • Racial tensions
9-12.US2.37	<p>Evaluate the factors that impacted relationships and policies with China, Russia, Latin America, and the Middle East.</p>
9-12.US2.38	<p>Analyze the rise of the New Right and the Reagan Revolution including the social, cultural, and economic policies it advocated for.</p>
9-12.US2.39	<p>Evaluate the factors that contributed to the end of the Cold War. These may include:</p> <ul style="list-style-type: none"> • American diplomacy • Military build-up • Treaties • Iran-Contra affair • Strategic Defense Initiative (Star Wars) • Support of Afghanistan • Fall of the Berlin Wall • Collapse of the USSR
9-12.US2.40	<p>Explain the causes and consequences of the American response to Iraq’s invasion of Kuwait.</p>

Globalization, Information Technology, Terrorism, Political and Social Polarization
 1992-Present

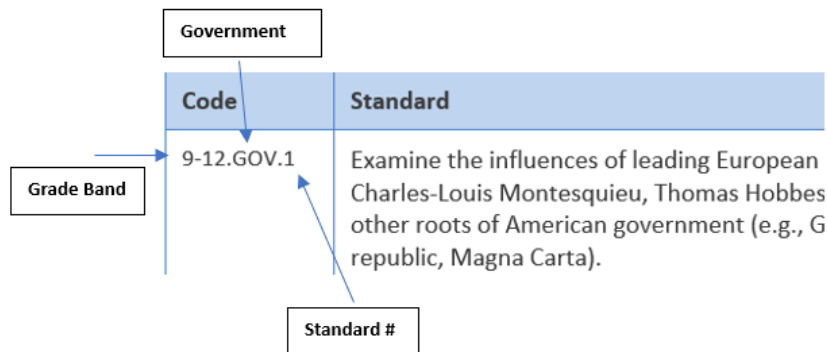
Code	Standard
9-12.US2.41	Analyze the effects of globalization, free trade agreements, financial market deregulation, and the computer revolution on the economic boom of the 1990s.
9-12.US2.42	Describe some effects of key changes on United States society and labor. These may include: <ul style="list-style-type: none"> • Outsourcing • Robotic automation • Income disparities • Shift toward a service-based economy
9-12.US2.43	Evaluate the motivations behind domestic and non-state aligned terrorism, assess governmental responses including those after September 11, 2001, and analyze the causes, progression, and aftermath of the War on Terror in Afghanistan and Iraq.
9-12.US2.44	Evaluate how the rise of alternative media, social media, and technology, including smartphones, have affected United States culture, society, and politics.
9-12.US2.45	Examine United States policy on environmental issues.
9-12.US2.46	Evaluate the progress of civil rights and immigration issues in recent United States history.
9-12.US2.47	Evaluate the causes and consequences of the 2008 financial crisis and Great Recession.
9-12.US2.48	Evaluate the causes and impact of increasing political polarization on American politics.

Historical Thinking Skills

Code	Standard
6-12.HT2.1	Evaluate how historical events and developments were shaped by unique circumstances of time and place and broader historical contexts.

Code	Standard
6-12.HT2.2	Analyze change and continuity in historical eras.
6-12.HT2.3	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
6-12.HT2.4	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how those perspectives are reflected throughout history.
6-12.HT2.5	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.
6-12.HT2.6	Evaluate historical sources, considering authorship, strengths, limitations, potential biases, and appropriate application, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation.
6-12.HT2.7	Analyze multiple and complex causes and effects of events in the past.
6-12.HT2.8	Construct historical arguments distinguishing the differences between long-term causes and triggering events using evidence from multiple relevant historical sources, perspectives, and interpretations.
6-12.HT2.9	Evaluate the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

AMERICAN GOVERNMENT GRADES 9-12



Foundations of the American Political System

Code	Standard
9-12.GOV.1	Examine the influences of leading European thinkers such as Locke and Montesquieu, as well as the influence of historical institutions such as Greek democracy, Roman republicanism, and the English legal tradition on the American Founding.
9-12.GOV.2	Examine the Declaration of Independence and American grievances against British rule.
9-12.GOV.3	Identify the strengths and weaknesses of the Articles of Confederation.
9-12.GOV.4	Analyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.
9-12.GOV.5	Evaluate the arguments presented in the Federalist Papers, particularly Essay 10 and Essay 51, and evaluate the arguments in the Anti-Federalist Papers.
9-12.GOV.6	Describe the purposes and functions of government as outlined in the Preamble of the Constitution.
9-12.GOV.7	Describe limited government within the Constitution, including: <ul style="list-style-type: none"> • Checks and balances • Popular sovereignty • Rule of law • Federalism

Code	Standard
	<ul style="list-style-type: none"> • Separation of powers • Judicial review • Majority rule and protection of minority rights
9-12.GOV.8	Describe the structure of the Constitution and the process to amend it.
9-12.GOV.9	Analyze how the Bill of Rights limits the powers of the government and ensures individual rights.
9-12.GOV.10	Define the concepts of democracy and republic and examine the relationship between the two.
9-12.GOV.11	Understand the shared values and aspirations of Americans including liberty, egalitarianism, individualism, and laissez-faire government.
9-12.GOV.12	Evaluate the arguments within the Declaration of Independence and its definition of an ideal government.

Citizenship and Civic Participation

Code	Standard
9-12.GOV.13	Describe, at the national, state, and local level, what should be reasonably expected from any citizen or resident of the U.S. and explain why it is important for the well-being of the nation, including being informed on civic issues, serving in the military or alternative service, obeying the law, paying taxes, volunteering, and performing public service, respecting the rights of others, serving as a juror, and voting.
9-12.GOV.14	Compare and contrast major American political ideologies.
9-12.GOV.15	Evaluate the roles of the federal and state governments in the Civil Rights Movement.
9-12.GOV.16	Explain the role and evolution of political parties in governing and in the recruitment/election of political candidates and the importance of and difference between primaries, caucuses, and general elections.
9-12.GOV.17	Evaluate the role of the media/social media as a means of communicating information/misinformation and how it influences the importance of issues and public opinion.

Code	Standard
9-12.GOV.18	Describe the means that citizens use to responsibly participate in the political process, including campaigning, petitioning, demonstrating, running for office, lobbying, and voting.
9-12.GOV.19	Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.
9-12.GOV.20	Explain the history and significance of dual citizenship regarding American Indians.
9-12.GOV.21	Identify and be able to engage with key officials, both elected and appointed, in the legislative, executive, and judicial branches at the federal, state, and local levels.
9-12.GOV.22	Distinguish between civil rights and civil liberties and how they are put into practice in our daily lives.
9-12.GOV.23	Evaluate the Supreme Court’s interpretations of the freedoms articulated in the First Amendment, including <i>Schenck v. United States</i> , <i>New York Times v. United States</i> , <i>Engel v. Vitale</i> , <i>Miller v. California</i> , <i>Tinker v. Des Moines</i> , <i>Texas v. Johnson</i> , and <i>Kennedy v. Bremerton</i> .
9-12.GOV.24	Evaluate the Supreme Court’s interpretations of freedoms in the Fourth through Eighth Amendments, including <i>Mapp v. Ohio</i> , <i>Gideon v. Wainwright</i> , and <i>Miranda v. Arizona</i> .
9-12.GOV.25	Evaluate the Supreme Court’s interpretations of the freedoms in the 14 th Amendment, equal protection, and due process clauses including <i>Plessy v. Ferguson</i> , <i>Roe v. Wade</i> , <i>Dobbs v. Jackson Women’s Health Organization</i> , <i>Gitlow v. New York</i> , <i>Loving v. Virginia</i> , <i>Obergefell v. Hodges</i> , and <i>Brown v. Board of Education, 1954</i> .

Political Economy

Code	Standard
9-12.GOV.26	Explain the government’s limited role in free enterprise and how that affects individual economic freedoms.
9-12.GOV.27	Evaluate the government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and

Code	Standard
	enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.
9-12.GOV.28	Compare the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.
9-12.GOV.29	Describe how the Federal Reserve can use monetary policy to pursue price stability, full employment, and economic growth with the goal of stabilizing the economy.

Function and Structure of the United States Political System

Code	Standard
9-12.GOV.30	Analyze Article I and the 17 th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, duties, casework, length of terms, and election to office for representatives and senators.
9-12.GOV.31	Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i> .
9-12.GOV.32	Identify leadership positions of the legislative branch, including majority and minority leaders, the president pro tempore, the role of the Vice president, and the Speaker of the House.
9-12.GOV.33	Describe the process of how a bill becomes law.
9-12.GOV.34	Describe the powers of United States' Congress, including appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clauses, and powers of impeachment and oversight.
9-12.GOV.35	Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession (25 th Amendment), executive orders, treaties, length of term (20 th and 22 nd Amendments).
9-12.GOV.36	Identify major departments of the executive branch, including cabinet and non-cabinet level departments and agencies.

Code	Standard
9-12.GOV.37	Explain the Electoral College system, and how it has evolved over time, and compare arguments for and against it.
9-12.GOV.38	Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.
9-12.GOV.39	Analyze the origin and evolution of the modern federal court structure including the Judiciary Act of 1789.
9-12.GOV.40	Explain the processes of selection and confirmation of Supreme Court justices.
9-12.GOV.41	Describe the Supreme Court’s role, established by <i>Marbury vs. Madison</i> , in determining the constitutionality of laws and acts of the legislative and executive branches.
9-12.GOV.42	Compare and contrast different judicial philosophies including activism vs. conservatism, originalism vs. living constitution, and textualism.
9-12.GOV.43	Explain the functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments including the roles of the 10 th Amendment, <i>McCulloch vs Maryland</i> , <i>Gibbons vs. Ogden</i> , and evolution from dual federalism to cooperative federalism.
9-12.GOV.44	Analyze and discuss sovereignty and the federal responsibility the United States has with federally recognized American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.
9-12.GOV.45	Explain the organization and powers of state and local government as described in the Constitution of the State of Idaho by analyzing legislative, executive, and judicial branches.
9-12.GOV.46	Compare the lawmaking process at the national, state, and local level.
9-12.GOV.47	Understand the structure, powers, and lawmaking process of local government (county, city, special district) by analyzing the relationships between state and local governments and the roles of regional authorities, governing boards, and commissions.
9-12.GOV.48	Compare partisan and non-partisan offices and elections.

The American Electoral System

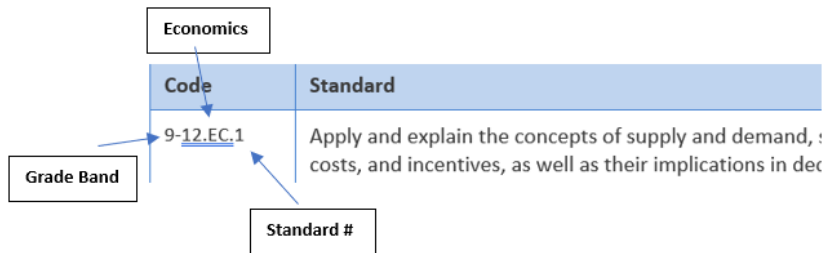
Code	Standard
9-12.GOV.49	Describe the evolution of voting (methods and process) and enfranchisement including key amendments (15 th , 19 th , 23 rd , 24 th , 26 th) and laws (1965 Voting Rights Act) that have extended the right to vote to previously disenfranchised Americans.
9-12.GOV.50	Examine campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups.
9-12.GOV.51	Describe the nomination and election process in American national and state elections, including the Electoral College.
9-12.GOV.52	Analyze the influence of political parties, media coverage, campaign advertising, interest groups, public opinion polls, social media, and digital communications on elections.
9-12.GOV.53	Explain the impact of reapportionment and redistricting on elections and governance.
9-12.GOV.54	Explain the role of state governments in administering elections and compare different state’s voting rules and elections laws.
9-12.GOV.55	Evaluate the challenges of the election process.

The United States and the International System

Code	Standard
9-12.GOV.56	Compare the different forms of domestic and foreign political systems, electoral systems, economic systems, and civil societies including presidential vs parliamentary, unitary vs federal, and autocracy vs democracy.
9-12.GOV.57	Describe the characteristics of United States foreign policy and how it has been created and implemented over time.
9-12.GOV.58	Identify and evaluate the role of the United States in international organizations, agreements, treaties, and humanitarian relief efforts.

Code	Standard
9-12.GOV.59	Evaluate the changing role of the United States in supporting democratic principles and institutions in the international system.

ECONOMICS GRADES 9-12



Fundamental Economic Concepts

Code	Standard
9-12.EC.1	Apply and explain the concepts of supply and demand, scarcity, opportunity costs, and incentives, as well as their implications for decision-making.
9-12.EC.2	Identify ways in which the interaction of all buyers and sellers influences prices.
9-12.EC.3	Identify how incentives determine what is produced and distributed in a competitive market system.
9-12.EC.4	Describe the factors of production.
9-12.EC.5	Analyze the various parts of the business cycle and its effect on the economy.
9-12.EC.6	Compare and contrast the characteristics of different economic systems and economic philosophies.

Macroeconomics and International Trade

Code	Standard
9-12.EC.7	Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.
9-12.EC.8	Explain monetary policy, fiscal policy, and the role of the Federal Reserve.

Code	Standard
9-12.EC.9	Examine the economic implications of fiscal policy in the United States including federal taxation, spending, and the national debt.
9-12.EC.10	Analyze global economic interdependence and competition.
9-12.EC.11	Apply economic concepts to explain the role of imports/exports both nationally and internationally.
9-12.EC.12	Describe the elements of entrepreneurship and successful businesses including comparative advantage, specialization, and trade.
9-12.EC.13	Identify the roles of financial markets and institutions on the economy.

Personal Finance

Code	Standard
9-12.EC.14	Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.
9-12.EC.15	Demonstrate procedures for opening and managing checking and savings accounts, including writing checks, managing virtual accounts, and accessing statements.
9-12.EC.16	Evaluate types of investments to determine how they meet the objectives of a personal financial plan including compound interest over time.
9-12.EC.17	Research and analyze information on credit options available to consumers.
9-12.EC.18	Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases and college education.
9-12.EC.19	Research and report on factors that affect creditworthiness and credit scores.
9-12.EC.20	Describe how life, health, home, and auto insurance protects against loss and mitigates financial consequences.
9-12.EC.21	Analyze the federal, state, and local tax systems and how they relate to each citizen and the citizen's income and the society.

Code	Standard
9-12.EC.22	Explain how sales and property taxes affect financial decisions in terms of both personal finances and public services provided to citizens.
9-12.EC.23	Build a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses.
9-12.EC.24	Identify and evaluate modern consumer skills, tools, and practices.



COMPUTER SCIENCE STANDARDS AND RATIONALE

Removing instructions and break down of standards review process from standards document:

The Computer Science standards build upon frameworks developed by professional organizations, educators, and industry. In particular, they build upon the 2016 interim 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 standards also align with the draft version of the K-12 Computer Science Framework (2016). The framework reflects the latest research in CS education, including learning progressions, trajectories, and computational thinking. The K-12 Computer Science Framework was steered by five organizations: Association for Computing Machinery, Code.org, Computer Science Teachers' Association, Cyber Innovation Center, and National Math and Science Initiative; 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); and individuals (university faculty, researchers, K-12 teachers, and administrators). 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." 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. Computing Systems 2. Networks and the Internet 3. Data and Analysis 4. Algorithms and Programming 5. Impacts of Computing The seven Core Computer Science Practices: 1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing 3. Recognizing and Defining Computational Problems 4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts 7. Communicating About 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. CS-Computing Systems), and the ordered number in the sequence (e.g. K-2.CS.1). The seven Core Computer Science 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

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COMPUTER SCIENCE STANDARDS AND RATIONALE

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.CS.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.

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
K-2.DL.3.CS.01 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). (Grades K-2)	K-2.DL.3.1 Locate and identify computing, input, and output devices in a variety of environments.	Revise	Clarify and remove guidance language Move to K-2.DL.3.2
K-2.DL.3.CS.02 Demonstrate how to operate a variety of computing devices by (e.g. turning on, navigating, opening/closing programs or apps as appropriate). (Grades K-2)	K-2.DL.3.2 Demonstrate how to operate a variety of computing devices by turning on, navigating, opening/closing programs or apps as appropriate.	Revise	Clarify complex verbiage Move to K-2.DL.3.2
K-2.CS.03 K-2.CT.1.1 Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps). (Grades K-2)	K-2.CT.1.1 Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps).	Keep	



COMPUTER SCIENCE STANDARDS AND RATIONALE

<p>K-2.CS.04K-2.DL.3.3 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). (Grades K-5)</p>	<p>K-2.DL.3.3 Identify, using accurate terminology, simple hardware and software problems.</p>	<p>Revise</p>	<p>Remove complex verbiage</p>
<p>3-5.CS.013-5.CT.1.2 Create <u>step-by-step instructions that</u>code to model intelligent behavior on computing devices (e.g. CS unplugged activities, robot programming). (Grades 3-5)</p>	<p>3-5.CT.1.2 Create step-by-step instructions that models intelligent behavior on computing devices.</p>	<p>Revise</p>	<p>Simplify language and made more specific. Reformat label.</p>
<p>3-5.CS.023-5.CT.1.1 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). (Grades K-5)</p>	<p>3-5.CT.1.1 Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems.</p>	<p>Revise</p>	<p>Removal of guidance and reformat label.</p>
<p>6-8.CS.013-5.DL.1.1 Exemplify <u>Identify</u> how computational devices impact the quality of daily life, (both positively and negatively) and enhance the ability of people to perform work, communicate, and interact with others. (Grades 6-8)</p>	<p>3-5.DL.3.1 Identify how computational devices impact life.</p>	<p>Revise</p>	<p>Move to 3-5 grade band for age-appropriate level and remove complex verbiage.</p>
<p>6-8.CS.026-8.CT.1.2 Compare and contrast the ways that humans and machines process instructions and sense the world. (Grades 6-8)</p>	<p>6-8.CT.1.2 Compare and contrast the ways that humans and machines process instructions and sense the world.</p>	<p>Keep</p>	
<p>6-8.CS.03 Differentiate <u>6-8.DL.3.1</u> Identify different features of everyday objects that contain computing components. (i.e., computing systems that collect, store, analyze, and/or transmit data) (e.g. Kinect, GoPro, smartphone, car). (Grades 6-8)</p>	<p>6-8.DL.3.1 Identify different features of everyday objects that contain computing components.</p>	<p>Revise</p>	<p>Remove complex verbiage for clarity.</p>



COMPUTER SCIENCE STANDARDS AND RATIONALE

<p>6-8.CS.04<u>6-8.CT.1.1</u> Apply troubleshooting strategies for solving hardware and software problems (e.g. recognizing, describing, reproducing, isolating, fixing and retesting). (Grades 6-8)</p>	<p>6-8.CT.1.1 Apply troubleshooting strategies for solving hardware and software problems.</p>	<p>Revise</p>	<p>Removal of guidance and reformat label.</p>
<p>6-8.CS.05<u>6-8.DL.1.2</u> Compare and contrast the capabilities of different hardware and software in computer systems (e.g. processors, display types, input devices, communication, and storage capabilities). (Grades 6-8)</p>	<p>6-8.DL.1.2 Compare and contrast the capabilities of different hardware and software in computer systems.</p>	<p>Revise</p>	<p>Removal of guidance and move to digital literacy section.</p>
<p>9-120.CS.1.02 Identify and evaluate what computing <u>system</u> resources are required for a <u>given purpose specific software program</u>. (e.g. system requirements needed to run a program, hardware, and software needed to run game X). (Grades 9-10<u>12</u>)</p>	<p>9-12.CS.1.2 Identify and evaluate what computing system resources are required for a specific software program.</p>	<p>Revise</p>	<p>Remove guidance language and making standard more specific.</p>
<p>9-120.CS.1.03<u>2</u> Explore the unique features of <u>identify the use of</u> embedded computers in areas such as mobile devices, sensors, and vehicles <u>various applications</u>. (Grades 9-10<u>12</u>)</p>	<p>9-12.CS.1.3 Identify the use of embedded computers in various applications.</p>	<p>Revise</p>	<p>Remove guidance language and generalize identification to industry trends.</p>
<p>9-120.CS.1.4<u>03</u> 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) (Grades 9-10<u>12</u>)</p>	<p>9-12.CS.1.4 Create or modify a program that uses different forms of input and output.</p>	<p>Revise</p>	<p>Remove guidance language generalizing what constitutes input and output.</p>
<p>9-120.CS1.5<u>04</u> Demonstrate <u>Identify how a high level programming language abstracts machine language in a computer program</u>. the multiple levels of abstraction that support program execution including programming languages,</p>	<p>9-12.CS.1.5 Identify how a high level programming language abstracts machine language in a computer program.</p>	<p>Revise</p>	<p>More specifically illustrate the compiling of a computer program and to remove guidance language.</p>



COMPUTER SCIENCE STANDARDS AND RATIONALE

translations, and low level systems including the fetch execute cycle (e.g. model, dance, create a play/presentation). (Grades 9-10-12)			
9-12.11-12.CS.1.01 Identify and describe hardware (e.g. physical layers, logic gates, chips, components). (Grades 11-9-12)	9-12.CS.1.1 Identify and describe hardware components.	Revise	A more generalized description/standard to address emerging technologies
9-12.CS.1.602 Create a model of how embedded systems sense, process, and actuate <u>interact</u> in a given environment. (e.g. ocean, atmosphere, and highway) (Grades 11-9-12)	9-12.CS.1.6 Create a model of how embedded systems sense, process, and interact in a given environment.	Revise	To use more precise language to describe embedded models and remove guidance
K-2.DA.01 <u>K-2.CT.2.1</u> Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes). (Grades K-2)	K-2.CT.2.1 Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes).	Keep	
K-2.DA.02 <u>K-2.CT.2.2</u> Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted. (Grades K-2)	K-2.CT.2.2 Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted.	Keep	
K-2.DA.03 <u>K-2.DL.6.1</u> 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)	K-2.DL.5.1 Explain that networks link people using computers and other computing devices allowing them to communicate, access, and share information.	Revise	Remove complex verbiage for clarity. Move to K-2.DL.6.1
3-5.DA.01 <u>3-5.CT.2.1</u> 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)	3-5.CT.2.1 Use outcome data to solve a problem or answer a question.	Revise	Simplify language and made more specific. Reformat label. Move to 3-5.CT.2.1
3-5.DA.02 <u>3-5.CT.2.2</u> Understand how computers encode and store data (e.g. simple mapping of	3-5.CT.2.2 Understand how computers encode and store data.	Revise	Removal of guidance and reformat label. Move to 3-5.CT.2.2



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binary number to decimal number, letter, or color). (Grades 3-5)			
3-5.DA.03 <u>3-5.DL.3.1</u> Gather, manipulate, and evaluate <u>digital</u> data to explore a real-world problem that is of interest to the student. (Grades 3-5)	3-5.DL.3.1 Gather, manipulate, and evaluate digital data to explore a real-world problem that is of interest to the student.	Revise	Remove complex verbiage Move to 3-5.DL.3.1
6-8.DA.01 Describe the trade-off between <u>6-8.CT.2.1 Compare and contrast the factors that affect</u> quality and file size of stored data (e.g. music, video, text, images). (Grades 6-8)	6-8.CT.2.1 Compare and contrast the factors that affect quality and file size of stored data.	Revise	Made verb/action of standard clearer and more specific. Reformat label. Move to 6-8.CT.2.1
6-8.DA.02 Defend <u>6-8.CT.2.2 Justify</u> the selection of the data, collection, and analysis needed to answer a question. (Grades 6-8)	6-8.CT.2.2 Justify the selection of the data, collection, and analysis needed to answer a question.	Revise	Made the verb more actionable and change the order of the standard. Reformat label. Move to 6-8.CT.2.2
6-8.DA.03 Understand <u>6-8.CT.2.3 Demonstrate</u> 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)	6-8.CT.2.3 Demonstrate that data collection is used to make recommendations to influence decisions as well as predict behavior.	Revise	Adjust the language to simplify and improve the knowledge goal. Reformat label. Move to 6-8.CT.2.3
6-8.DA.04 <u>6-8.CT.2.4</u> Encode and decode information using encryption/decryption schemes. (e.g. Morse code, Unicode, binary, symbols, student-created codes, simple ciphers). (Grades 6-8)	6-8.CT.2.4 Encode and decode information using encryption/decryption schemes.	Revise	Removal of guidance and reformat label. Move to 6-8.CT.2.4
6-8.DA.05 <u>6-8.CT.2.5</u> Identify layers of abstraction in different contexts (e.g., <u>object-oriented programming</u> , video and animation, etc. are made of audio and video frames, which are made of pixels, which are made of color codes). (Grades 6-8)	6-8.CT.2.5 Identify layers of abstraction in different contexts (e.g., object-oriented programming, video and animation, etc.	Revise	Removal of guidance and reformat label. Move to 6-8.CT.2.5



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9-10.DA.01 Illustrate how various types of data are stored in a computer system (e.g. how sound and images are stored). (Grades 9-10)		Remove	Redundant standard from 11-12.DA.04
9-10.DA.02 Differentiate between information access and distribution rights (e.g. write, discuss). (Grades 9-10)		Remove	Redundant standard with 9-10.IC.01 and .09 and .02
9-10.DA.2.603 Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government. (e.g. persuasive essay, presentation, or debate). (Grades 9-12)	9-12.CS.2.6 Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government.	Revise	Removing guidance language Move to 9-12.DA.06
9-10.DA.04 Explain the principles of security by examining encryption, cryptography, and authentication techniques. (Grades 9-12)		Remove	Duplicate standard with 11.12.DA.03 Promotes high level thinking in accordance with Bloom's Taxonomy
9-120.CSDA.2.205 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)	9-12.CS.2.2 Apply basic techniques for locating, collecting, and understanding the quality of data sets.	Revise	Remove guidance language and generalizing the language of the standard. Move to 9-1.DA.02
9-120.CSDA.2.806 Convert between binary, decimal, octal, and hexadecimal representations of data. (Grades 9-10)	9-12.CS.2.8 Convert between binary, decimal, octal, and hexadecimal representations of data.	Revise	Move to 9-12.DA.08
9-120.CSDA.2.1007 Analyze the representation and trade-offs among various compression algorithms. forms of digital information (e.g. lossy versus lossless compression). (Grades 9-10)	9-12.CS.2.10 Analyze the trade-offs among various compression algorithms.	Revise	Move to 9-12.DA.10
9-120.CSDA.2.3038 Analyze data and identify patterns through modeling and simulation. (Grades 9-12)	9-12.CS.2.3 Analyze data and identify patterns through modeling and simulation.	Keep	
9-11-12.CSDA.2.4041 Use data analysis to enhance understanding and gain knowledge of complex systems to show the	9-12.CS.2.4 Use data analysis to show the transformation from data to information to knowledge.	Revise	Eliminate guidance language and use more specific verbiage



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transformation from data to information to knowledge (e.g. using existing data sets). (Grades 9-11-12)			
911-12.CSDA.02.1 Use applicable various data collection techniques for various scenarios. different types of problems (e.g. mobile device GPS, user surveys, embedded system sensors, open data sets, social media data sets). (Grades 11-12)	9-12.CS.2.1 Use applicable data collection techniques for various scenarios.	Revise	Remove guidance language and clarify verbiage
911-12.CSDA.2.073 Understand and explain Analyze the strengths and weaknesses of security policies by based on their usage of comparing encryption and authentication strategies. (e.g. trapdoor functions and man in the middle attacks). (Grades 9-11-12)	9-12.CS.2.7 Analyze the strengths and weaknesses of security policies on their usage of encryption and authentication strategies.	Revise	Clarify objective and removal of guidance language
911-12.CS.2.094 Discuss Describe how real-world phenomena such as numbers, Strings, or images are represented as binary in a computer. the variety of interpretations of binary sequences (e.g. instructions, numbers, text, sound, image). (Grades 9-11-12)	9-12.CS.2.9 Describe how real-world phenomena such as numbers, Strings, or images are represented as binary in a computer.	Revise	Eliminate guidance language and add accurately depict binary representation
11-12.DA.05 9-12.CS.2.5 Use models and simulations to help formulate, refine, and test scientific hypotheses. (Grades 11-12)	9-12.CS.2.5 Use models and simulations to help formulate, refine, and test scientific hypotheses.	Keep	Move to 9-12.DA.09
11-12.DA.06 Analyze data and identify patterns through modeling and simulation. (Grades 9-12)		Remove	Redundant to 9-10.DA.08
K-2.IC.01 K-2.DL.2.1 Practice responsible digital citizenship and decision making using positive, safe, (legal, and ethical honest behaviors) in the use of technology systems and software. (Grades K-5)	K-2.DL.2.1 Practice responsible digital citizenship and decision making using positive, safe, legal, and honest behaviors in the use of technology systems and software.	Revise	Clarification on what students need to know and be able to do. Move to K-2.DL.2.1



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K-2.IC.02 <u>K-2.DL.1.2</u> Understand that a wide range of jobs require knowledge or use of computing science. (Grades K-2)	K-2.DL.1.2 Understand that a wide range of jobs require knowledge or use of computing.	Revise	Remove complex verbiage for clarity. Move to K-2.DL.1.2
3-5.IC.01 <u>3-5.DL.2.1</u> Practice responsible digital citizenship using positive, safe, (legal, and ethical behaviors) in the use of technology systems and software. (Grades K-5)	3-5.DL.2.1 Practice responsible digital citizenship using positive, safe, legal, and ethical behaviors in the use of technology systems and software.	Revise	Remove complex verbiage for clarity. Move to 3-5.DL.2.1
3-5.IC.02 <u>3-5.DL.3.2</u> Explore the connections between computer science and other fields. (Grades 3-5)	3-5.DL.3.3 Explore the connections between computer science and other fields.	Keep	Move to 3-5.DL.3.2
3-5.IC.03 <u>3-5.DL.3.3</u> Generate examples of how the use of computing can affect society and how society can influence the use of computing. (Grades 3-5)	3-5.DL.4.1 Generate examples of how the use of computing can affect society and how society can influence the use of computing.	Keep	Move to 3-5.DL.3.3
3-5.IC.04 <u>3-5.DL.3.4</u> Explain ethical issues that relate to computers and networks (e.g. equity of access, accessibility, security, privacy, copyright, digital citizenship, digital footprint, and intellectual property with computers and networks). (Grades 3-5)	3-5.DL.2.2 Explain ethical issues that relate to equity of access, accessibility, security, privacy, copyright, digital citizenship, digital footprint, and intellectual property with computers and networks.	Revise	Remove complex verbiage and clarify. Move to 3-5.DL.3.4
3-5.IC.05 Evaluate <u>6-8.DL.3.2 Describe</u> 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)	6-8.DL.2.2 Describe the positive and negative impacts of computing devices in daily life.	Revise	Move to 6-8 grade band for age appropriateness and remove guidance language. Move to 6-8.DL.3.2
6-8.IC.01 <u>6-8.DL.3.2</u> Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions. (Grades 6-8)	6-8.DL.2.1 Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions.	Move to Digital Literacy	Move to 6-8.DL.3.2



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6-8.IC.02 <u>6-8.CT.3.3</u> Explore how computer science fosters innovation and enhances other careers and disciplines. (Grades 6-8)	6-8.CT.3.4 Explore how computer science fosters innovation and enhances other careers and disciplines.	Revise	Reformat label. Move to 6-8.DL.3.2
6-8.IC.03 Describe <u>6-8.DL.3.4 Explain</u> ethical issues that relate to computers and networks (e.g. equity of access, security, privacy, ownership and information sharing, copyright, licensing). (Grades 6-8)	6-8.DL.2.3 Explain ethical issues that relate to equity of access, security, privacy, ownership and information sharing, copyright, and licensing.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.4
6-8.IC.04 Explore <u>6-8.DL.3.5 Explain</u> how the Internet impacts global communication and collaboration. (Grades 6-8)	6-8.DL.5.1 Explain how the Internet impacts global communication and collaboration.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.5
6-8.IC.05 Design, develop, and present <u>6-8.DL.3.6 Create and communicate</u> computational artifacts that have a positive social impact (e.g. web pages, mobile applications, animations) . (Grades 6-8)	6-8.DL.4.1 Create and communicate computational artifacts that have a positive social impact.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.6
6-8.IC.06 Red <u>6-8.CT.3.1 Design</u> user interfaces to be more <u>user-friendly, free of bias, and accessible</u> inclusive, accessible, and minimizing the impact of the designer's inherent bias . (e.g. web pages, mobile applications, animations) . (Grades 6-8)	6-8.CT.3.1 Design user interfaces to be more user-friendly, free of bias, and accessible.	Revise	Simplify language and made more specific. Removal of guidance and reformat label. Move to 6-8.CT.3.1
6-8.IC.07 <u>6-8.DL.3.7</u> Understand and explain the elements of federal, state, and local regulations <u>and policies including</u> that relate to digital citizenship (e.g. COPPA, CIPA, state laws, district policies <u>that relate to digital citizenship</u>). (Grades 6-8)	6-8.DL.2.4 Understand and explain the elements of federal, state, and local regulations and policies including COPPA, CIPA, state laws, district policies that relate to digital citizenship.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.7
6-8.IC.08 <u>6-8.DL.3.8</u> Summarize current events and changes resulting from computing and their effects on education, the workplace, and society. (Grades 6-8)	6-8.DL.5.2 Summarize current events and changes resulting from computing and their effects on education, the workplace, and society.	Keep	Move to 6-8.DL.3.8



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6-8.IC.09 <u>6-8.DL.3.9</u> Predict positive and negative social impacts of existing or student created content and computational artifacts <u>including</u> (e.g. economic, entertainment, education, or political). (Grades 6-8)	6-8.DL.3.2 Predict positive and negative social impacts of existing or student created content and computational artifacts including economic, entertainment, education, or political.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.9
9-12.CS.3.2-01 Explain the social and economic implications associated with unethical computing practices. (e.g. software piracy, intrusion, malware, current corporate fraud examples). (Grades 9-10)	9-12.CS.3.2 Explain the social and economic implications associated with unethical computing practices.	Revise	This standard is more specific than 11-12.IC.06 and being moved to 9-12.IC.01
9-10.IC.02 <u>9-12.CS.3.3</u> Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large scale analysis of <u>personal information</u> .information about individuals (e.g. social media, online shopping, how grocery/dept stores collect and use personal data). (Grades 9-10)	9-12.CS.3.3 Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large scale analysis of personal information.	Revise	Remove guidance language and make standard more succinct. Move to 9-10.IC.02
9-10.IC.03 <u>9-12.CS.3.7</u> Understand and explain the impact of <u>define</u> artificial intelligence. and robotics. (Grades 9-10)	9-12.CS.3.7 Understand and define artificial intelligence.	Revise	Move robotics section to 11-12.IC.10 Move to 9-12.IC.06
9-10.IC.04 Describe how computer science shares features with creating and designing an artifact such as in music and art. (Grades 9-12)		Remove	9-10.IC.04 is a duplicate of 11-12.IC.08
9-10.IC.05 Demonstrate how computing enhances traditional forms and enables new forms of experience, expression, communication, and collaboration (e.g. virtual reality). (Grades 9-10)		Remove	Remove and combining with 11-12.IC.03
9-10.IC.06 Explain the impact of the digital divide on access to critical information (e.g. education, healthcare, medical records, access to training). (Grades 9-10)		Remove	Duplicate with 11-12.IC.05



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9-10.IC.07 Compare the positive and negative impacts of computing on behavior and culture. (Grades 9-10)		Remove	Replacing standard with 11-12.IC.06
9-10.IC.08 <u>9-12.CS.3.11</u> Evaluate <u>the accessibility of</u> 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)	9-12.CS.3.11 Evaluate the accessibility of a computational artifact.	Revise	Clarify and remove guidance language Move to 9-12.IC.10
9-10.IC.09 Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. (Grades 9-10)		Remove	Redundant with 11-12.IC.07
9-10.IC.10 Explain how computer science fosters innovation and enhances other careers and disciplines. (Grades 6-8)	9-12.CS.3.14 Explain how computer science fosters innovation and enhances other careers and disciplines.	Keep	
9-10.IC.11 Explain the impacts of computing on business, manufacturing, commerce, and society. (Grades 9-12)		Remove	Redundant with 11-12.IC.09
11-12.IC.01 <u>9-12.CS.3.13</u> Understand the ecosystem of open-source <u>open-source</u> software development and its impact on global collaboration through an open-source software project (e.g. https://codein.withgoogle.com). (Grades 11-12)	9-12.CS.3.13 Understand the ecosystem of open-source software development and its impact on global collaboration.	Revise	Clarify Move to 9-12.IC.12
11-12.IC.02 <u>9-12.CS.3.5</u> Debate laws and regulations that impact the development, <u>security</u> and use of software. (e.g. compare and contrast licensing versus certification, professional societies, professional code of ethics). (Grades 11-12)	9-12.CS.3.6 Debate laws and regulations that impact the development, security and use of software.	Revise	Eliminating 11-12.IC.04 and amending 11-12.IC.02 Move to 9-12.IC.05
11-12.IC.03 <u>9-12.CS.3.10</u> Research, analyze, and present how computational thinking has <u>enabled computing to</u> revolutionized <u>business, manufacturing, commerce and society.</u> an aspect	9-12.CS.3.10 Research, analyze, and present how computational thinking has enabled computing to revolutionize	Revise	Eliminating 11-12.IC.09 in favor of a combined language in the revised standard. Clarifying. Move to 9-12.IC.09



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of our culture (e.g. agriculture, communication, work, healthcare, music, art). (Grades 11-12)	business, manufacturing, commerce and society.		
11-12.IC.04 Analyze the role and impact of government regulation on privacy and security. (Grades 11-12)		Remove	Eliminate and amend 11-12.IC.02
11-12.IC.05 <u>9-12.CS.3.5</u> Debate how the issues of equity, <u>data</u> access, and power relate to the distribution of computing resources <u>create a digital divide</u> in a global society. (Grades 11-12)	9-12.CS.3.5 Debate how the issues of equity, data access, and distribution of computing resources <u>create a digital divide</u> in a global society.	Revise	Eliminate 9-10.IC.06 and combine a revised standard with 11-12.IC.05 Move to 9-12.IC.04
11-12.IC.06 <u>9-12.CS.3.4</u> Identify and evaluate the beneficial and harmful effects of computing innovations <u>on behavior and culture</u> . (Grades 11-12)	9-12.CS.3.4 Identify and evaluate the beneficial and harmful effects of computing innovations on behavior and culture.	Revise	Combine language from 9-10.IC.07 with current standard and update grade level Move to 9-12.IC.03
11-12.IC.07 Practice <u>9-12.CS.3.1</u> Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. (Grades 11-12)	9-12.CS.3.1 Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.	Revise	Remove 9-10.IC.09 in place of 11-12.IC.07
9-12.CS.3.12 <u>11-12.IC.08</u> Describe how computer science shares features with creating and designing an artifact such as in music and art. (Grades 9-12) 11-12.IC.08 Describe how computer science shares features with creating and designing an artifact such as in music and art. (Grades 9-12)	9-12.CS.3.12 Describe how computer science shares features with creating and designing an artifact such as in music and art.	Revise	Combined 11-12.IC.09 into 11-12.IC.03 Move to 9-12.IC.11
9-12 <u>11-12.IC.09</u> Explain the impacts of computing on business, manufacturing, commerce, and society. (Grades 9-12)		Remove	Combined with 9-12.CS.3.10
9-12.CS.3.9 <u>11-12.CS.3.9</u> 11-12.CS.3.9 <u>11-12.CS.3.9</u> Summarize Explain how computer automation and control is continues to transforming society and the global economy (e.g. financial markets, transactions, predictions). (Grades 9-12) 11-12.IC.10	9-12.CS.3.9 Explain how computer automation and control continues to transform society and the global economy (e.g. financial markets, transactions, predictions).	Revise	Revise verbiage where robotics and “control” are implied in computer automation



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Summarize how computer automation and control is transforming society and the global economy (e.g. financial markets, transactions, predictions). (Grades 11-12)			Move to 9-12.IC.08
3-5.NI.01 Demonstrate how a device on a network sends and receives information. (Grades 3-5)	3-5.CT.4.1 Demonstrate how a device on a network sends and receives information.	Revise	Move to 3-5.CT.4.1
6-8.NI.01 Simulate <u>Demonstrate (e.g., physically or digitally)</u> , the flow of information as packets on the Internet and networks. (e.g. model using strings and paper, note passing). (Grades 6-8)	6-8.CT.4.1 Demonstrate (e.g., physically or digitally), the flow of information as packets on the Internet and networks.	Revise	Clarity Move to 6-8.CT.4.1
6-8.NI.02 Compare and contrast the trade-offs between physical (wired) , wireless, and mobile networks (e.g. speed, security, and cost). (Grades 6-8)	6-8.CT.4.2 Compare and contrast the trade-offs between wired, wireless, and mobile networks (e.g. speed, security, and cost).	Revise	Clarity Move to 6-8.CT.4.2
9-12.NI.01 <u>2 Describe the data flow that occurs when using 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)</u>	9-12.CS.4.2 Describe the data flow that occurs when using Internet-based services.	Revise	Clarify language to more accurately reflect student interaction with IBS Move to 9-12.NI.02
9-12.NI.01 <u>2</u> Illustrate the basic components of computer networks, and 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 computing devices, creating models with string and paper, see CS unplugged activities). (Grades 9-12)	9-12.CS.4.1 Illustrate the basic components of computer networks and protocols.	Revise	Computer networks include routing Move to 9-12.NI.01
11-12.NI.01 <u>1 Simulate and discuss</u> <u>Analyze</u> the issues that impact network functionality.	9-12.CS.4.2 Analyze the issues that impact network functionality.	Revise	Clarity



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<p>1-12.NI.02 Examine how encryption is essential to ensuring privacy and security over the internet. (Grades 11-12)</p>	<p>9-12.CS.4.4 Examine how encryption is essential to ensuring privacy and security over the internet.</p>	<p>Keep</p>	<p>Move to 9-12.NI.04</p>
<p>K-2.AP.01 <u>K-2.CT.5.1</u> Construct and test problem solutions using a block-based <u>and/or texted-based visual</u> programming language, both independently and collaboratively (e.g. pair programming). (Grades K-5)</p>	<p>K-2.CT.4.1 Construct and test problem solutions using a block-based and/or texted-based programing.</p>	<p>Revise</p>	<p>Simplify Move to K-2.CT.5.1</p>
<p>K-2.AP.02 Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map). (Grades K-2)</p>	<p>K-2.AP.02 Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map).</p>	<p>Revise</p>	<p>Reformat label</p>
<p>K-2.AP.03 <u>K-2.CT.5.2</u> Construct an algorithm to accomplish a task, both independently and collaboratively. (Grades K-5)</p>	<p>K-2.CT.4.2 Construct an algorithm to accomplish a task.</p>	<p>Revise</p>	<p>Simplify Move to K-2.CT.5.2</p>
<p>K-2.AP.04 <u>K-2.CT.5.3</u> Follow the sequencing in an algorithm. (Grades K-2)</p>	<p>K-2.CT.4.3 Follow the sequencing in an algorithm.</p>	<p>Revise</p>	<p>Reformat label Move to K-2.CT.5.3</p>
<p><u>3-5.CT.5. Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle.</u> 3-5.AP.01 Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle. (Grades 3-5)</p>	<p>3-5.CT.5.1 Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle.</p>	<p>Revise</p>	<p>Reformat label Move to 3-5.CT.5.1</p>
<p><u>3-5.CT.5.2 Construct and test problem solutions using a block-based visual programming.</u> 3-5.AP.02 Construct and test problem solutions using a block-based visual programming language, both independently and collaboratively (e.g. pair programming). (Grades K-5)</p>	<p>3-5.CT.5.2 Construct and test problem solutions using a block-based visual programming.</p>	<p>Revise</p>	<p>Simplify to align with K-2 repeated standard Move to 3-5.CT.5.2</p>



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3-5.CT.5.3 Generate a list of sub-problems to consider while addressing a larger problem. 3-5.AP.03 Generate a list of sub-problems to consider while addressing a larger problem. (Grades 3-5)	3-5.CT.5.3 Generate a list of sub-problems to consider while addressing a larger problem.	Revise	Reformat label Move to 3-5.CT.5.3
3-5.CT.5.4 Explain 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. 3-5.AP.04 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)	3-5.CT.5.4 Explain 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.	Revise	Change verb/action to promote clarity for assessment Move to 3-5.CT.5.4
3-5.CT.5.5 Explain and debug the sequencing in an algorithm. 3-5.AP.05 Understand, explain and debug the sequencing in an algorithm. (Grades 3-5)	3-5.CT.5.5 Explain and debug the sequencing in an algorithm.	Revise	Simplify Move to 3-5.CT.5.5
3-5.AP.06 Construct and test problem solutions using a block-based visual programming language, both independently and collaboratively (e.g. pair programming). (Grades K-5)		Remove	Redundant with 3-5.AP.02 and 3-5.CT.5.1
3-5.CT.5.6 Construct an algorithm to accomplish a task. 3-5.AP.07 Construct an algorithm to accomplish a task, both independently and collaboratively. (Grades K-5)	3-5.CT.5.6 Construct an algorithm to accomplish a task.	Revise	Simplify Move to 3-5.CT.5.6
6-8.AP.01 Solicit, evaluate, and integrate peer feedback as appropriate to develop or refine a product. (Grades 6-8)		Remove	Redundant to several ICT standards
6-8.CT.5.1 Compare different algorithms that may be used to solve the same problem. 6-8.AP.02 Compare different algorithms that may be used to	6-8.CT.5.1 Compare different algorithms that may be used to solve the same problem.	Revise	Simplify Move to 6-8.CT.5.1



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solve the same problem by time and space efficiency. (Grades 6-8)			
<u>6-8.CT.5.2 Interpret, modify, and analyze content-specific models used to run simulations.</u> 6-8.AP.03 Interpret, modify, and analyze content-specific models used to run simulations (e.g. ecosystems, epidemics, spread of ideas). (Grades 6-8)	6-8.CT.5.2 Interpret, modify, and analyze content-specific models used to run simulations.	Revise	Remove guidance and reformat label Move to 6-8.CT.5.2
<u>6-8.CT.5.3 Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.</u> 6-8.AP.04 Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving, both individually and collaboratively. (Grades 6-8)	6-8.CT.5.3 Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.	Revise	Remove guidance and reformat label Move to 6-8.CT.5.3
<u>6-8.CT.5.4 Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions.</u> 6-8.AP.05 Create, analyze, and modify control structures to create programming solutions. (Grades 6-8)	6-8.CT.5.4 Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions.	Revise	Clarify Move to 6-8.CT.5.4
<u>6-8.CT.5.5 Predict the outcome of an algorithm and then step through it to verify your predictions.</u> (Grades 6-8)6-8.AP.06 Predict the outcome of an algorithm and then step through it to verify your predictions. (Grades 6-8)	6-8.CT.5.5 Predict the outcome of an algorithm and then step through it to verify your predictions.	Revise	Reformat label Move to 6-8.CT.5.5
<u>6-8.CT.5.6 Decompose a problem into sub-problems and demonstrate how the parts can be incorporated to create a solution.</u> 6-8.AP.07 Decompose a problem into sub-problems and demonstrate how the parts can be synthesized to create a solution. (Grades 6-8)	6-8.CT.5.6 Decompose a problem into sub-problems and demonstrate how the parts can be incorporated to create a solution.	Revise	Clarify and reformat label Move to 6-8.CT.5.6



COMPUTER SCIENCE STANDARDS AND RATIONALE

6-8.AP.08 Evaluate the correctness of a program by collecting and analyzing data generated from multiple runs of the program. (Grades 6-8)		Remove	Duplicate with 6-8.AP.09 and 6-8.CT.5.9
6-8.CT.5.7 Use debugging and testing to remove errors and improve program quality. 6-8.AP.09 Use debugging and testing to improve program quality. (Grades 6-8)	6-8.CT.5.7 Use debugging and testing to remove errors and improve program quality.	Revise	Clarify Move to 6-8.CT.5.7
9-12.AP.011 9-12.CS.5.11 Design and develop a software artifact by leading, initiating, and participating in a team (e.g. pair programming, agile software development). (Grades 9-12)	9-12.CS.5.11 Design and develop a software artifact by leading, initiating, and participating in a team.	Revise	Using more succinct verbiage Move to 9-10.AP.11
9-12.AP.1402 9-12.CS.5.14 Demonstrate how diverse team collaboration both inside and outside of a team, impacts improves 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)	9-12.CS.5.14 Demonstrate how diverse team collaboration improves the design and development of software products.	Revise	Removed guidance language and making language more succinct Move to 9-10.AP.14
9-12.CS.5.15 9-12.AP.03 Compare a variety of programming languages available to solve problems and develop systems. (Grades 9-10)	9-12.CS.5.15 Compare a variety of programming languages available to solve problems and develop systems.	Keep	Move to 9-12.AP.15
9-12.CS.5.16 9-12.AP.1604 Analyze 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)	9-12.CS.5.16 Analyze security issues that might lead to compromised computer programs.	Revise	Replace action verb and remove guidance language Move to 9-12.AP.16
9-10.AP.05 9-12.CS.5.17 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)	9-12.CS.5.17 Classify and define the different types of software licenses in order to understand how to apply each one to a specific software example.	Revise	Move to 9-12.AP.17



COMPUTER SCIENCE STANDARDS AND RATIONALE

9-10.AP.06 Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits. (Grades 9-10)		Remove	Duplicate of 9-10.CS.04
9-12.CS.5.21 Explore <u>issues and explain differences</u> surrounding mobile <u>and non-mobile computing application creation</u> . by creating a mobile computing application (e.g. App Inventor). (Grades 9-1012)	9-12.CS.5.21 Explore issues surrounding mobile computing.	Revise	Revised to reflect multiple IDEs Move to 9-12.AP.21
9-10.AP.08 Create software solutions by applying analysis, design, implementation and testing techniques. (Grades 9-10)		Remove	Replace in favor of 11-12.AP.03
9-12.CS.5.6 AP.069 Demonstrate code reuse by creating programming solutions using APIs and libraries. (e.g. using text to speech in App Inventor, using Twitter API). (Grades 9-1012)	9-12.CS.5.6 Demonstrate code reuse by creating programming solutions using APIs and libraries.	Revise	Creating more succinct language Move to 9-12.AP.06
9-12.CS.5.1 AP.010 Illustrate Diagram the flow of execution and output of a given program. (e.g. flow and control diagrams). (Grades 9-1012). 9-10.AP.10 Illustrate the flow of execution and output of a given program (e.g. flow and control diagrams). (Grades 9-10)	9-12.CS.5.1 Diagram the flow of execution and output of a given program.	Revise	Revise verbiage for accuracy Move to 9-12.AP.01
9-12.CS.0.AP.5.191 Illustrate how mathematical and statistical functions, sets, and logic are used in computation. (Grades 9-1210)	9-12.CS.5.19 Illustrate how mathematical and statistical functions, sets, and logic are used in computation.	Revise	Revise grade level Move to 9-12.AP.19
9-12.AP.012 Design algorithms using sequence, selection, iteration and recursion. (Grades 9-1210)	9-12.CS.5.2 Design algorithms using sequence, selection, iteration and recursion.	Revise	Change grade level Move to 9-12.AP.02



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9-10.AP.13 Explain, represent, and understand natural phenomena using modeling and simulation (Grade 9-10).		Remove	11-12.DA.05 and .04 explain standard more accurately
9-12.AP.2014 Describe the concept of parallel processing as a strategy to solve large problems. (Grades 9-1210)	9-12.CS.5.20 Describe the concept of parallel processing.	Revise	Revised verbiage to accurately reflect reality Move to 9-12.AP.20
9-12.AP.0915 Compare and evaluate software development processes used to solve problems (e.g. waterfall, agile). (Grades 9-1210)	9-12.CS.5.9 Compare software development processes.	Revise	Revised verbiage to accurately reflect classroom knowledge Move to 9-12.AP.09
9-12.AP.0416 Decompose a complex problem into simpler parts using predefined functions and parameters, classes, and methods. using abstraction through methods and /or classes. (Grades 9-1210)	9-12.CS.5.4 Decompose a complex problem using abstraction through methods and/or classes.	Revise	Increasing succinct language Move to 9-12.AP.04
9-10.AP.17 Demonstrate the value of abstraction to manage problem complexity. (Grades 9-10)	9-12.CS.5.5 Demonstrate the value of abstraction to manage problem complexity.	Keep	Reformat label
9-10.AP.18 Evaluate and improve program quality using various debugging and testing methods and examine the difference between verification and validation. (Grades 9-12)		Remove	Remove in favor of 11-12.AP.14
9-10.AP.19 Evaluate programs written by others for readability and usability. (Grades 9-10)		Remove	Remove in favor of 11-12.AP.14
11-12.AP.01 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)	9-12.CS.18 Analyze the notion of intelligent behavior through programs that learn and adapt, play games, do imaging recognition, perform text analysis, and control the behavior of robots.	Keep	Move to 9-12.AP.18



COMPUTER SCIENCE STANDARDS AND RATIONALE

11-12.AP.02 Create collaborative software projects using version control systems , Integrated Development Environments or (IDEs) , and collaborative tools. (Grades 11-12)	9-12..12 Create collaborative software projects using Integrated Development Environments or collaborative tools.	Revise	Clarify Move to 9-12.AP.12
11-12.AP.03 Demonstrate an understanding of the software life cycle process. (e.g. by participating on a software project team) . (Grades 11-12)	9-12.AP.10 Demonstrate an understanding of the software life cycle process.	Revise	Remove guidance language and clarify Move to 9-12.AP.10
11-12.AP.1304 Modify an existing program to add additional functionality and discuss the <u>Understand the</u> positive and negative implications <u>that arise when you add</u> (e.g., breaking other functionality <u>to an existing program)</u> . (Grades 11-12)	9-12.AP.13 Understand the positive and negative implications that arise when you add functionality to an existing program.	Revise	Clarity
11-12.AP.05 Explain the value of heuristic algorithms to approximate solutions for intractable problems. (Grades 11-12)	9-12.CS.5.22 Explain the value of heuristic algorithms to approximate solutions for interactable problems.	Keep	Reformat label
11-12.AP.06 Decompose a computational problem through data abstraction and modularity. (Grades 9-12)		Remove	Redundant with 9-12.CS.5.5
11-12.AP.07 Critically examine algorithms and design an original algorithm (e.g. adapt, remix, improve). (Grades 11-12)	9-12.CS.5.23 Critically examine algorithms and design an original algorithm (e.g. adapt, remix, improve).	Keep	Reformat label
11-12.AP.08 Evaluate efficiency, correctness, and clarity of algorithms. (Grades 11-12)		Remove	Remove in favor of 11-12.AP.14
911-12.AP.089 Compare and contrast simple data structures and their uses. (e.g. arrays, lists, stacks, queues, maps, trees, graphs) . (Grades 9-11-12)	9-12.CS.5.8 Compare and contrast simple data structures and their uses.	Revise	Remove guidance language and change grade level Move to 9-12.AP.08
11-12.AP.10 Decompose a problem by creating functions and classes. (Grades 11-12)		Remove	Remove and add to 9-10.AP.16



COMPUTER SCIENCE STANDARDS AND RATIONALE

<p>911-12.AP.0314 Use variable scope and encapsulation to design programs with cohesive and modular decoupled components. (Grades 9-12)</p>	<p>9-12.CS.5.3 Use variable scope and encapsulation to design programs with cohesive and modular components.</p>	<p>Revise</p>	<p>Simplify language Move to 9-12.AP.03</p>
<p>11-12.AP.12 Classify problems as tractable, intractable, or computationally unsolvable. (Grades 9-12).</p>	<p>9-12.CS.5.24 Classify problems as tractable, intractable, or computationally unsolvable.</p>	<p>Keep</p>	<p>Regarding Polynomial Time Coordinate, this is appropriate for AP CS</p>
<p>11-12.AP.13 Understand and explain the use of concurrency (e.g. separate processes into threads and divide data into parallel streams, have student self sort by height). (Grades 9-12)</p>		<p>Remove</p>	<p>Duplicate of 9-10.AP.14</p>
<p>911-12.AP.0714 Evaluate the qualities of a program such as correctness, usability, readability, efficiency, portability and scalability through a processes such as debugging and code review. (Grades 9-12)</p>	<p>9-12.CS.5.7 Evaluate the qualities of a program such as correctness, usability, readability, efficiency, portability and scalability through processes such as debugging and code review.</p>	<p>Revise</p>	<p>Restructured vocabulary for accuracy Move to 9-12.AP.07</p>

GRADES 9-12

Computer Science



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COMPUTING SYSTEMS

Code	Standard
9-12.CS.1.1	Identify and describe hardware components.
9-12.CS. 1.2	Identify and evaluate what computing system resources are required for a specific software program.
9-12.CS. 1.3	Identify the use of embedded computers in various applications.
9-12.CS. 1.4	Create or modify a program that uses different forms of input and output.
9-12.CS. 1.5	Identify how a high level programming language abstracts machine language in a computer program.
9-12.CS. 1.6	Create a model of how embedded systems sense, process, and interact in a given environment.

DATA AND ANALYSIS

Code	Standard
9-12.CS.2.1	Use applicable data collection techniques for various scenarios.
9-12.CS.2.2	Apply basic techniques for locating, collecting, and understanding the quality of data sets.
9-12.CS.2.3	Analyze data and identify patterns through modeling and simulation.
9-12.CS.2.4	Use data analysis to show the transformation from data to information to knowledge.
9-12.CS.2.5	Use models and simulations to help formulate, refine, and test scientific hypotheses.
9-12.CS.2.6	Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government.

9-12.CS.2.7	Analyze the strengths and weaknesses of security policies based on their usage of encryption and authentication strategies.
9-12.CS.2.8	Convert between binary, decimal, octal, and hexadecimal representations of data.
9-12.CS.2.9	Describe how real-world phenomena such as numbers, Strings, or images are represented as binary in a computer.
9-12.CS.2.10	Analyze the trade-offs-among various compression algorithms.

IMPACTS OF COMPUTING

Code	Standard
9-12.CS.3.1	Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.
9-12.CS.3.2	Explain the social and economic implications associated with unethical computing practices.
9-12.CS.3.3	Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large-scale analysis of personal information.
9-12.CS.3.4	Identify and evaluate the beneficial and harmful effects of computing innovations on behavior and culture.
9-12.CS.3.5	Debate how the issues of equity, data access, and distribution of computing resources create a digital divide in a global society.
9-12.CS.3.6	Debate laws and regulations that impact the development, security and use of software.
9-12.CS.3.7	Understand and define artificial intelligence.
9-12.CS.3.8	Research and explain the social, moral, ethical, and legal impacts of artificial intelligence systems and respective usage.

9-12.CS.3.9	Explain how computer automation continues to transform society and the global economy (e.g. financial markets, transactions, predictions).
9-12.CS.3.10	Research, analyze, and present how computational thinking has enabled computing to revolutionize business, manufacturing, commerce and society.
9-12.CS.3.11	Evaluate the accessibility of a computational artifact.
9-12.CS.3.12	Describe how computer science shares features with creating and designing an artifact such as in music and art.
9-12.CS.3.13	Understand the ecosystem of open-source software development and its impact on global collaboration.
9-12.CS.3.14	Explain how computer science fosters innovation and enhances other career and disciplines.

NETWORKS AND THE INTERNET

Code	Standard
9-12.CS.4.1	Illustrate the basic components of computer networks and protocols.
9-12.CS.4.2	Analyze the issues that impact network functionality.
9-12.CS.4.3	Describe the data flow that occurs when using Internet-based services.
9-12.CS.4.4	Examine how encryption is essential to ensuring privacy and security over the internet.

ALGORITHMS AND PROGRAMMING

Code	Standard
9-12.CS.5.1	Diagram the flow of execution and output of a given program.

9-12.CS.5.2	Design algorithms using sequence, selection, iteration and recursion.
9-12.CS.5.3	Use variable scope and encapsulation to design programs with cohesive and modular components.
9-12.CS.5.4	Decompose a complex problem using abstraction through methods and/or classes.
9-12.CS.5.5	Demonstrate the value of abstraction to manage problem complexity.
9-12.CS.5.6	Demonstrate code reuse by creating programming solutions using APIs and libraries.
9-12.CS.5.7	Evaluate the qualities of a program such as correctness, usability, readability, efficiency, portability and scalability through processes such as debugging and code review.
9-12.CS.5.8	Compare and contrast simple data structures and their uses.
9-12.CS.5.9	Compare software development processes.
9-12.CS.5.10	Demonstrate an understanding of the software life cycle process.
9-12.CS.5.11	Design and develop a software artifact by leading, initiating, and participating in a team.
9-12.CS.5.12	Create collaborative software projects using Integrated Development Environments, or other collaborative tools.
9-12.CS.5.13	Understand the positive and negative implications that arise when you add functionality to an existing program.
9-12.CS.5.14	Demonstrate how diverse team collaboration improves the design and development of software products.
9-12.CS.5.15	Compare a variety of programming languages available to solve problems and develop systems.
9-12.CS.5.16	Analyze security issues that might lead to compromised computer programs.
9-12.CS.5.17	Classify and define the different types of software licenses in order to understand how to apply each one to a specific software example.

9-12.CS.5.18	Analyze the notion of intelligent behavior through the programs that learn and adapt, play games, do image recognition, perform text analysis, and control the behavior of robots.
9-12.CS.5.19	Illustrate how mathematical and statistical functions, sets, and logic are used in computation.
9-12.CS.5.20	Describe the concept of parallel processing.
9-12.CS.5.21	Explore issues surrounding mobile computing.
9-12.CS.5.22	Explain the value of heuristic algorithms to approximate solutions for interactable problems.
9-12.CS.5.23	Critically examine algorithms and design an original algorithm (e.g. adapt, remix, improve).
9-12.CS.5.24	Classify problems as tractable, interactable, or computationally unsolvable.



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Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
Goal 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.		Remove	Remove goal from standards document
ICT.K-2.1.a With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.		Remove	Age appropriateness
ICT.K-2.1.b With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning.		Remove	Students may have varying levels of access to technology.
ICT.K-2.1.c With guidance from an educator, students K-2.CT.2.3 Recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.	K-2.CT.2.3 Recognize performance feedback from digital tools, make adjustments based on that feedback and use	Revise	Reformat label Move to K-2.CT.2.3



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	age-appropriate technology to share learning.		
ICT.K-2.1.d With guidance from an educator, students explore K-2.DL.1.1 Navigate a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.	K-2.DL.1.1 Navigate a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.	Revise	Complex verbiage (clarity) Move to K-2.DL.1.1
ICT.3-5.1.a Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.		Remove	Students may have varying levels of access to technology
ICT.3-5.1.b With the oversight and support of an educator, Students build a network of experts and peers within school policy, and customize their environments to enhance their learning.		Remove	Students may have varying levels of access to technology.
ICT.3-5.1.c Students 3-5.CT.2.3 Collect seek feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.	3-5.CT.2.3 Collect feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.	Revise	Changed verb/action for better clarity. Reformat label. Move to 3-5.CT.2.3
ICT.3-5.1.d Students explore 3-5.CT.2.7 Navigate age-appropriate technologies and	3-5.CT.2.7 Navigate age-appropriate technologies and begin to transfer their learning	Revise	Complex verbiage (clarity) Move to 3-5.CT.2.7



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begin to transfer their learning to different tools or learning environments.	to different tools or learning environments.		
ICT.6-8.1.a Students a <u>6-8.DL.1.1</u> Articulate and set personal learning goals, select and manage appropriate <u>develop strategies leveraging</u> technology ies to achieve them, and reflect on their successes and areas of the learning process itself to <u>improvement in working toward their goals learning outcomes.</u>	6-8.CT.3.5 Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.	Revise	Clarification on what students need to know and be able to do. Move to 6-8.CT.3.5
ICT.6-8.1.b Students identify and develop online networks within school policy, and customize their learning environments in ways that support their learning, in collaboration with an educator.		Remove	Students may have varying levels of access to technology.
ICT.6-8.1.c Students a <u>6-8.CT.2.3</u> Actively <u>collect</u> seek performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.	6-8.DL.1.1 Actively collect performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.	Revise	Changed verb/action for better clarity. Reformat label. Move to 6-8.DL.1.1
ICT.6-8.1.d Students are able to n <u>6-8.CT.1.3</u> Navigate a variety of technologies	6-8.CT.1.3 Navigate a variety of technologies and transfer their	Revise	Complex verbiage (Clarity) Move to 6-8.CT.1.3



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and transfer their knowledge and skills to learn how to use new technologies.	knowledge and skills to learn how to use new technologies.		
ICT.9-129-12.ICT.1.a Students <u>Leverage technology to collect, document and present digital works, enhancing the quality and accessibility of their creations.</u> articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	9-12.ICT.1.1 Leverage technology to collect, document and present digital works, enhancing the quality and accessibility of their creations.	Revise	Clarity
ICT.9-129-12.ICT.1.b B Students build networks <u>to leverage tools that support development of a personalized learning path.</u> and customize their learning environments in ways that support their individualized learning process.	9-12.ICT.1.2 Build networks to leverage tools that support development of a personalized learning path.	Revise	Clarity
ICT.9-129-12.ICT.1.c U Students use technology to seek <u>and give</u> feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. <u>learning and development process.</u>	9-12.ICT.1.3 Use technology to seek and give feedback that informs and improves their learning and development process.	Revise	Clarity
ICT.9-129-12.ICT.1.d Students understand the fundamental concepts of technology operations. <u>D</u> emonstrate the ability to choose <u>select</u> , use and troubleshoot current technologies and are able to transfer their knowledge <u>and skills</u> to explore emerging new technologies.	9-12.ICT.1.4 Demonstrate the ability to use and troubleshoot current technologies and transfer their knowledge and skills to new technologies.	Revise	Clarity
Goal 2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected		Remove	Remove goal from standards document



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digital world, and they act and model in ways that are safe, legal and ethical.			
ICT.K-2.2.a Students practice responsible use of technology through teacher guided online activities and interactions to understand how the digital space impacts their life.		Remove	Combining with K-2.DL.2.1
ICT.K-2.2.b With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.		Remove	Redundancy
ICT.K-2.2.c With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.		Remove	Duplicate with K-2.DL.2.1
ICT.K-2.2.d With guidance from an educator, students d K-2.DL.1.3 <u>Demonstrate an understanding that technology is all around them and the importance of keeping their information private.</u>	K-2.DL.1.3 Demonstrate an understanding that technology is all around them and the importance of keeping their information private.	Revise	Clarity Move to K-2.DL.1.3
ICT.3-5.2.a D Students d emonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.	K-2.DL.2.2 Demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.	Revise	Combine with K-2.DL.2.2



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ICT.3-5.2.b With guidance from an educator, students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online.		Remove	Redundant to 3-5.DL.2.2
ICT.3-5.2.c Students learn about, d <u>3-5.CT.3.1</u> Demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.	3-5.CT.3.1 Demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.	Revise	Clarity Move to 3-5.CT.3.1
ICT.3-5.2.d Students d <u>3-5.CT.3.2</u> Demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.	3-5.CT.3.2 Demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.	Revise	Clarity Move to 3-5.CT.3.2
ICT.6-8.2.a Students m <u>6-8.CT.3.6</u> Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.	6-8.CT.3.6 Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.	Revise	Clarity Move to 6-8.CT.3.6
ICT.6-8.2.b Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.		Remove	Redundant to 6-8.DL.2.3



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<p>ICT.6-8.2.c Students demonstrate and advocate for an understanding of intellectual property with both print and digital media—including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements.</p>		Remove	Redundant to 6-8.DL.2.4
<p>ICT.6-8.2.d <u>6-8.CT.3.7</u> Demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, and computer viruses <u>malware and social engineering</u>; they also understand the limitations of data management and how data-collection technologies work.</p>	<p>6-8.CT.3.7 Demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, computer malware and social engineering; they also understand the limitations of data management and how data collection technologies work.</p>	Revise	Clarity Move to 6-8.CT.3.7
<p>ICT.9-12.12.ICT.2.a <u>ICT.2.a</u> Students cultivate <u>Develop</u> and manage their digital identity and reputation and understand <u>are aware</u> of the permanence of their <u>digital</u> actions in the digital world, including the affect on current and future reputation.</p>	<p>9-12.ICT.2.1 Develop and manage their digital identity and understand the performance of their digital actions including the effect on current and future reputation.</p>	Revise	Clarity
<p>ICT.9-12.12.ICT.2.b <u>ICT.2.b</u> Students eEngage in positive, safe, legal and ethical behavior when using technology, including social</p>	<p>9-12.ICT.2.2 Engage in positive, safe, legal and ethical behavior when using technology.</p>	Revise	Clarity



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interactions online or when using networked devices.			
ICT.9-12.12.ICT.2.c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	9-12.ICT.2.3 Demonstrate an understanding of the rights and obligations of using and sharing intellectual property.	Revise	Clarity
ICT.9-12.12.ICT.2.d Students manage their personal data to maintain their digital privacy and security and are aware of understand data collection technology used to track their navigation online activity.	9-12.ICT.2.4 Maintain their digital security and understand data collection technology used to track their online activity.	Revise	Clarity
Goal 3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.		Remove	Remove goal from standards document
ICT.K-2.3.a With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.		Remove	Removing redundancy and combining with K-2.DL.4.2
ICT.K-2.3.b With guidance from an educator, students become familiar with age appropriate criteria for evaluating digital content. <u>K-2.DL.3.4 Understand and apply resources to construct knowledge, produce creative artifacts and make connections to their learning.</u>	K-2.DL.3.4 Understand and apply resources to construct knowledge, produce creative artifacts and make connections to their learning.	Revise	Clarity Move to K-2.DL.3.4



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ICT.K-2.3.c With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning.		Remove	Combined standards to remove redundancy.
ICT.K-2.3.d With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.		Remove	Combine standards to remove redundancy. Move to K-2.DL.4.3
ICT.3-5.3.a Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.		Remove	Combine standards to remove redundancy. Move to 3-5.DL.3.2
ICT.3-5.3.b Students learn how to evaluate sources for accuracy, perspective, credibility and relevance. <u>3-5.DL.1.1 Analyze a variety of resources for accuracy, perspective, credibility and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</u>	3-5.DL.1.1 Analyze a variety of resources for accuracy, perspective, credibility and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	Revise	Clarity Move to 3-5.DL.1.1
ICT.3-5.3.c Using a variety of strategies, students organize information and make meaningful connections between resources.		Remove	Combine standards and move to K-2.DL.3.4



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ICT.3-5.3.d Students explore real world problems and issues and collaborate with others to find answers or solutions.		Remove	Combined standards and move to 3-5.DA.02
ICT.6-8.3.a Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning. <u>6-8.DL.5.2 Evaluate a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</u>	6-8.DL.4.2 Evaluate a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	Revise	Clarity Move to 6-8.DL.5.2
ICT.6-8.3.b Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.		Remove	Combined standards to remove redundancy with 6-8.DL.1.1
ICT.6-8.3.c Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.		Remove	Combined standards to remove redundancy with 3-5.DL.3.2
ICT.6-8.3.d Students explore real world issues and problems and actively pursue an understanding of them and solutions for them.		Remove	Combined standards to remove redundancy with 3-5.DL.1.1
ICT.9-12.12.ICT.3.a Students u <u>Utilize plan and employ</u> effective research strategies to locate <u>plan and gather</u> information from	9-12.ICT.3.1 Utilize effective research strategies to plan and	Revise	Clarity



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relevant sources and other resources for their intellectual or creative pursuits.	gather information from relevant sources.		
ICT.9-12.12.ICT.3.b Students e Evaluate the accuracy, perspective, credibility and relevance of information in any format, media, data or other resources.	9-12.ICT.3.2 Evaluate the accuracy, perspective, credibility and relevance of information in any format.	Revise	Clarity
ICT.9-12.12.ICT.3.c Students c Create deliverables utilizing a variety of formats to demonstrate meaningful connections and conclusions from their research. urate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	9-12.ICT.3.3 Create deliverables utilizing a variety of formats to demonstrate meaningful connections and conclusions from their research.	Revise	Clarity
ICT.9-12.12.ICT.3.d Students build knowledge by actively exploring e Explore real-world issues and problems, developing ideas and theories while and pursuing ing answers and solutions.	9-12.ICT.3.4 Explore real-world issues and problems, develop ideas and theories while pursuing solutions.	Revise	Clarity
Goal 4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.		Remove	Remove goals from standards
ICT.K-2.4.a With guidance from an educator, students K-2.CT.5.5 Use a design process to ask questions, suggest solutions, test ideas to solve problems and redesign as needed share their learning.	K-2.CT.4.5 Use a design process to ask questions, suggest solutions, test ideas to solve problems and redesign as needed.	Revise	Clarity Move to K-2.CT.4.5
ICT.K-2.4.b K-2.CT.5.6 Students u Use age-appropriate digital and nondigital tools to	K-2.CT.4.6 Use age-appropriate digital and nondigital tools to design something and are	Revise	Clarity Moe to K-2.CT.4.6



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design something and are aware of the step-by-step process of designing.	aware of the step-by-step process of designing.		
ICT.K-2.4.c <u>K-2.CT.3.5</u> Students u Use a design process to develop ideas or creations, and they test their design and redesign if necessary.	K-2.CT.3.4 Use a design process to develop ideas or creations, and they test their design and redesign if necessary.	Move	Combined standard to remove redundancy with K-2.CT.3.5
ICT.K-2.4.d Students demonstrate perseverance when working to complete a challenging task.		Remove	Perseverance is not a technology skill.
ICT.3-5.4.a Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others.		Remove	Redundant to other Computer Science standards.
ICT.3-5.4.b Students u <u>3-5.CT.5.9</u> Use digital and nondigital tools to plan and manage a design process.	3-5.CT.5.9 Use digital and nondigital tools to plan and manage a design process.	Revise	Clarity Move to 3-5.CT.5.9
ICT.3-5.4.c Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays.		Remove	Redundant to other Computer Science standards.
ICT.3-5.4.d Students demonstrate perseverance when working with open ended problems.		Remove	Perseverance is not a technology skill.
ICT.6-8.4.a Students engage in a design process and employ it to generate ideas,		Remove	Redundant to other Computer Science standards.



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create innovative products or solve authentic problems.			6-8.CT.5.3
ICT.6-8.4.b <u>6-8.CT.5.6</u> Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and to weigh risks.	6-8.CT.5.9 Select and use digital tools to support a design process to identify constraints and trade-offs and to weigh risks.	Revise	Simplify standard to be clearer. Move to 6-8.CT.5.9
ICT.6-8.4.c Students engage in a design process to develop, test and revise prototypes, embracing the cyclical process of trial and error and understanding problems or setbacks as potential opportunities for improvement.		Remove	Redundant to other Computer Science standards. 6-8.CT.5.9
ICT.6-8.4.d Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.		Remove	Perseverance is not a technology skill.
ICT.9-12.9-12.ICT.4.a <u>12.ICT.4.a</u> Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	9-12.ICT.4.1 Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	Keep	Age appropriate
ICT.9-12.9-12.ICT.4.b <u>12.ICT.4.b</u> Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	9-12.ICT.4.2 Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	Keep	Age appropriate



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ICT.9-12.9-12.ICT.4.c Students d Develop, test and refine prototypes as part of a cyclical design process.	9-12.ICT.4.3 Develop, test and refine prototypes as part of a cyclical design process.	Keep	Age appropriate
ICT.9-12.9-12.ICT.4.d Students d <u>Display a capacity to work with open-ended problems demonstrating perseverance and adaptability.</u> exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	9-12.ICT.4.4 Display a capacity to work with open-ended problems demonstrating perseverance and adaptability.	Revise	Clarify and remove complex verbiage
Goal 5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.		Remove	Remove goals from standards
ICT.K-2.5.a With guidance from an educator, students i <u>K-2.CT.2.5</u> Identify a problem and select appropriate technology tools to explore and find solutions.	K-2.CT.2.5 Identify a problem and select appropriate technology tools to explore and find solutions.	Revise	Clarify Move to K-2.CT.2.5
ICT.K-2.5.b With guidance from an educator, students a <u>K-2.CT.2.4</u> Analyze age-appropriate data and look for similarities in order to identify patterns and categories.	K-2.CT.2.4 Analyze age-appropriate data and look for similarities in order to identify patterns and categories.	Revise	Clarify Move to K-2.CT.2.4
ICT.K-2.5.c With guidance from an educator, students b <u>K-2.CT.5.4</u> Break a problem into parts and identify ways to solve the problem.	K-2.CT.4.4 Break a problem into parts and identify ways to solve the problem.	Revise	Clarify Move to K-2.CT.4.4
ICT.K-2.5.d Students u <u>K-2.CT.5.7</u> Understand how technology is used to	K-2.CT.4.7 Understand how technology is used to make a	Revise	Clarify



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make a task easier or repeatable and can identify real-world examples.	task easier or repeatable and can identify real-world examples.		Move to K-2.CT.4.7
ICT.3-5.5.a Students e <u>3-5.CT.2.4</u> Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance from an educator.	3-5.CT.2.4 Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking	Revise	Simplified language. Move to 3-5.CT.2.4
ICT.3-5.5.b Students s <u>3-5.CT.2.5</u> Select effective technology to represent data.	3-5.CT.2.5 Select effective technology to represent data.	Revise	Clarify Move to 3-5.CT.2.5
ICT.3-5.5.c Students b <u>3-5.CT.5.7</u> Break down problems into smaller parts, identify key information, and propose solutions.	3-5.CT.5.7 Break down problems into smaller parts, identify key information, and propose solutions.	Revise	Clarify Move to 3-5.CT.5.7
ICT.3-5.5.d Students u <u>3-5.CT.5.8</u> <u>Understand and explore basic concepts related to automation, patterns and algorithmic thinking.</u>	3-5.CT.5.8 Understand and explore basic concepts related to automation, patterns and algorithmic thinking.	Revise	Clarify Move to 3-5.CT.5.8
ICT.6-8.5.a Students practice defining <u>6-8.CT.2.9</u> Apply problems to solve <u>ing</u> techniques by computing for data analysis, modeling or algorithmic thinking.	6-8.CT.2.6 Apply problems solving techniques by computing for data analysis,	Revise	Changed language for clarity and consistency to the 9-12 standard. Move to 6-8.CT.2.6



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	modeling or algorithmic thinking.		
ICT.6-8.5.b Students f 6-8.CT.2.6 Find or organize data and use technology to analyze and represent it to solve problems and about make decisions and trade-offs and to weigh risks.	6-8.CT.3.2 Find or organize data and use technology to analyze and represent it to solve problems about make decisions and trade-offs and risks.	Revise	Simplified and corrected grammar. Move to 6-8.CT.3.2
ICT.6-8.5.c Students b 6-8.CT.5.4 Break problems into component parts, identify key pieces and use that information to problem solve.	6-8.CT.5.4 Break problems into component parts, identify key pieces and use that information to problem solve.	Revise	Clarify Move to 6-8.CT.5.8
ICT.6-8.5.d Students d 6-8.CT.5.10 Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.	6-8.CT.5.8 Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.	Revise	Clarify Move to 6-8.CT.3.3
ICT.9-12.9-12.ICT.5.a Students a Analyze problems, identifying opportunities to apply technological methods for solution development. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	9-12.ICT.5.1 Analyze problems, identifying opportunities to apply technological methods for solution development.	Revise	Clarify and remove complex verbiage
ICT.9-12.9-12.ICT.5.b Students c Collect data or and identify relevant data sets, use digital tools to analyze them, and represent	9-12.ICT.5.2 Collect and identify relevant data to facilitate problem-solving and decision-making.	Revise	Clarify and remove complex verbiage



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data in various ways to facilitate problem-solving and decision-making.			
ICT.9-12.12.ICT.5.c Students e <u>Extract key information, breaking</u> problems into <u>component identifiable</u> parts, extract key information, and develop descriptive models to understand complex systems <u>through research, analysis and feedback.</u> or facilitate problem-solving.	9-12.ICT.5.3 Extract key information, breaking problems into identifiable parts to understand complex systems.	Revise	Clarify
ICT.9-12.12.ICT.5.d Students a <u>Analyze data for patterns and create a sequence of procedures to design and evaluate automated solutions.</u> understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	9-12.ICT.5.4 Analyze data for patterns and create a sequence of procedures to design and evaluate automated solutions.	Revise	Clarify
Goal 6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.		Remove	Remove goals from standards
ICT.K-2.6.a With guidance from an educator, students choose different tools for creating something new or for communicating with others. <u>K-2.DL.4.2 Choose different tools for creating something new for communicating with others.</u>	K-2.DL.4.2 Choose different tools for creating something new for communicating with others.	Revise	Clarify Move to K-2.DL.4.2
ICT.K-2.6.b Students u <u>K-2.CT.1.3 Use digital tools to create original works</u> artifacts.	K-2.CT.1.2 Use digital tools to create original artifacts.	Revise	Clarity Move to K-2.CT.1.3



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ICT.K-2.6.c With guidance from an educator, students <u>K-2.CT.3.1</u> Share ideas in multiple ways using digital tools. — visual, audio, etc.	K-2.CT.3.1 Share ideas in multiple ways using digital tools.	Revise	Clarity Move to K-2.CT.3.1
ICT.K-2.6.d With guidance from an educator, students <u>K-2.CT.3.2</u> Select technology to share their ideas with different people.	K-2.CT.3.2 Select technology to share their ideas with different people.	Revise	Clarity Move to K-2.CT.3.2
ICT.3-5.6.a Students <u>3-5.CT.1.3</u> Recognize and utilize the features and functions of a variety of creation or communication tools.	3-5.CT.1.3 Recognize and utilize the features and functions of a variety of creation or communication tools.	Revise	Clarity Move to 3-5.CT.1.3
ICT.3-5.6.b Student <u>3-5.CT.1.4</u> Create original works and learn strategies for remixing or repurposing to create new artifacts.	3-5.CT.1.4 Create original works and learn strategies for remixing or repurposing to create new artifacts.	Revise	Clarity Move to 3-5.CT.1.4
ICT.3-5.6.c Students create digital artifacts to <u>3-5.CT.3.3</u> Communicate ideas <u>textually</u> , visually and graphically.	3-5.CT.3.3 Communicate ideas textually, visually and graphically.	Revise	Clarity Move to 3-5.CT.3.3
ICT.3-5.6.d Students learn about audience and <u>3-5.CT.3.4</u> Consider their expected audience when creating <u>and sharing</u> digital artifacts and presentations.	3-5.CT.3.4 Consider their expected audience when creating and sharing digital artifacts and presentations.	Revise	Clarity Move to 3-5.CT.3.4



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ICT.6-8.6.a Students s 6-8.CT.1.4 Select appropriate platforms and tools to create, share and communicate their work effectively.	6-8.CT.1.4 Select appropriate platforms and tools to create, share and communicate their work effectively.	Revise	Clarity Move to 6-8.CT.1.4
ICT.6-8.6.b Students c 6-8.CT.1.5 Create original works or responsibly repurpose or remix other digital resources into new creative works artifacts .	6-8.CT.1.5 Create original works or responsibly repurpose or remix other digital resources into new creative artifacts.	Revise	Clarity Move to 6-8.CT.1.5
ICT.6-8.6.c Students communicate c 6-8.CT.1.6 Complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.	6-8.CT.1.6 Complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.	Revise	Clarity Move to 6-8.CT.1.6
ICT.6-8.6.d Students p 6-8.CT.3.8 Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.	6-8.CT.3.8 Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.	Revise	Clarity Move to 6-8.CT.3.8
ICT.9-12.9-12 ICT . 6.a Students c Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	9-12.ICT.6.1 Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	Keep	Age appropriate
ICT.9-12.9-12 ICT . 6.b Students G generate innovative creations by either crafting original works or responsibly repurposing and remixing digital resources to form new	9-12.ICT.6.2 Generate innovative creations by either crafting original works or responsibly repurposing and	Revise	Clarity



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compositions. create original works or responsibly repurpose or remix digital resources into new creations.	remixing digital resources to form new compositions.		
ICT.9-129-12.ICT.6.c Students eCommunicate detailed complex ideas clearly and effectively by creating or using a variety of deliverables. digital objects such as visualizations, models or simulations.	9-12.ICT.6.3 Communicate detailed ideas clearly and effectively by creating or using a variety of deliverables.	Revise	Clarity
ICT.9-129-12.ICT.6.d Students pPublish or present content that customizes the message and medium for their intended audiences.	9-12.ICT.6.4 Publish or present content that customizes the message and medium for their intended audiences.	Keep	Age appropriate
Goal 7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.		Remove	Remove goals from standards
ICT.K-2.7.a With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond. K-2.CT.3.3 Select tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in team locally and globally.	K-2.CT.3.3 Select tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in team locally and globally.	Revise	Clarity Move to K-2.CT.3.3
ICT.K-2.7.b With guidance from an educator, sK-2.DL.4.3 Students uUse technology to communicate with others and to look at problems from different perspectives.	K-2.DL.4.3 Use technology to communicate with others and to look at problems from different perspectives.	Revise	Remove guidance language Move to K-2.DL.4.3



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ICT.K-2.7.c With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.		Remove	Combined standard to remove redundancy with K-2.DL.4.3
ICT.K-2.7.d With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.		Remove	Combined standard to remove redundancy with K-2.DL.4.3
ICT.3-5.7.a Students use digital tools to work with friends and people from different backgrounds or cultures. 3-5.CT.3.5 Choose tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in team locally and globally.	3-5.CT.3.5 Choose tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in team locally and globally.	Revise	Clarity Move to 3-5.CT.3.5
ICT.3-5.7.b Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.		Remove	Combined standard to remove redundancy with 3-5.CT.3.5
ICT.3-5.7.c Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.		Remove	Combined standard to remove redundancy with 3-5.CT.3.5



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ICT.3-5.7.d Students work with others using collaborative technologies to explore local and global issues.		Remove	Combined standard to remove redundancy with 3-5.CT.3.5
ICT.6-8.7.a Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures. <u>6-8.CT.3.9 Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</u>	6-8.CT.3.9 Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	Revise	Clarity Move to 6-8.CT.3.9
ICT.6-8.7.b Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspective.		Remove	Combined standard to remove redundancy with 6-8.CT.3.9
ICT.6-8.7.c Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.		Remove	Combined standard to remove redundancy with 6-8.CT.3.9
ICT.6-8.7.d Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues.		Remove	Combined standard to remove redundancy with 6-8.CT.3.9
ICT.9-12.7.a <u>ICT.7.a Students use digital tools to connect engage with learners from</u>	9-12.ICT.7.1 Use digital tools to engage with diverse	Revise	Clarity



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<p>a variety of diverse backgrounds and cultures, engaging with them in ways that broadening <u>ing</u> mutual understanding and learning <u>through these interactions</u>.</p>	<p>backgrounds and cultures, broadening mutual understanding and learning through these interactions.</p>		
<p>ICT.9-129-12.ICT.7.b Students-uUse collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple diverse viewpoints.</p>	<p>9-12.ICT.7.2 Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from diverse viewpoints.</p>	<p>Revise</p>	<p>Clarity</p>
<p>ICT.9-129-12.ICT.7.c Students-eContribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p>9-12.ICT.7.3 Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p>Keep</p>	<p>Age appropriate</p>
<p>ICT.9-129-12.ICT.7.d Students-eExplore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems.</p>	<p>9-12.ICT.7.4 Explore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems.</p>	<p>Keep</p>	<p>Age appropriate</p>

GRADES 9-12

Information & Communication Technology



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LEVERAGING TECHNOLOGY

Code	Standard
9-12.ICT.1.1	Leverage technology to collect, document and present digital works, enhancing the quality and accessibility of their creations.
9-12.ICT. 1.2	Build networks to leverage tools that support development of a personalized learning path.
9-12.ICT. 1.3	Use technology to seek and give feedback that informs and improves the learning and development process.
9-12.ICT.1.4	Demonstrate the ability to select, use and troubleshoot current technologies and transfer their knowledge and skills to new technologies.

DIGITAL CITIZENSHIP

Code	Standard
9-12.ICT.2.1	Develop and manage their digital identity and understand the permanence of their digital actions including the effect on current and future reputation.
9-12.ICT.2.2	Engage in positive, safe, legal and ethical behavior when using technology.
9-12.ICT.2.3	Demonstrate an understanding of the rights and obligations of using and sharing intellectual property.
9-12.ICT.2.4	Maintain their digital security and understand data collection technology used to track their online activity.

INFORMATION PROCESSING AND PRODUCTION

Code	Standard
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9-12.ICT.3.1	Utilize effective research strategies to plan and gather information from relevant sources.
9-12.ICT.3.2	Evaluate the accuracy, perspective, credibility and relevance of information in any format.
9-12.ICT.3.3	Create deliverables utilizing a variety of formats to demonstrate meaningful connections and conclusions from their research.
9-12.ICT.3.4	Explore real-world issues and problems, develop ideas and theories while pursuing solutions.

INNOVATIVE DESIGNER

Code	Standard
9-12.ICT.4.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
9-12.ICT.4.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
9-12.ICT.4.3	Develop, test and refine prototypes as part of a cyclical design process.
9-12.ICT.4.4	Display a capacity to work with open-ended problems demonstrating perseverance and adaptability.

COMPUTATIONAL THINKER

Code	Standard
9-12.ICT.5.1	Analyze problems, identifying opportunities to apply technological methods for solution development.

9-12.ICT.5.2	Collect and identify relevant data to facilitate problem-solving and decision-making.
9-12.ICT.5.3	Extract key information, breaking problems into identifiable parts to understand complex systems through research, analysis and feedback.
9-12.ICT.5.4	Analyze data for patterns and create a sequence of procedures to design and evaluate automated solutions.

CREATIVE COMMUNICATOR

Code	Standard
9-12.ICT.6.1	Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
9-12.ICT.6.2	Generate innovative creations by either crafting original works or responsibly repurposing and remixing digital resources to form new compositions.
9-12.ICT.6.3	Communicate detailed ideas clearly and effectively by creating or using a variety of deliverables.
9-12.ICT.6.4	Publish or present content that customizes the message and medium for their intended audiences.

GLOBAL COLLABORATOR

Code	Standard
9-12.ICT.7.1	Use digital tools to engage with diverse backgrounds and cultures, broadening mutual understanding and learning through these interactions.

9-12.ICT.7.2	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from diverse viewpoints.
9-12.ICT.7.3	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
9-12.ICT.7.4	Explore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems.

GRADES K-8

K-8 Technology Standards



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GRADES K-2 COMPUTATIONAL THINKING (CT)

Computing Systems

Code	Standard
K-2.CT.1.1	Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps).
K-2.CT.1.2	Use digital tools to create original artifacts.

Data and Analysis

Code	Standard
K-2.CT.2.1	Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes).
K-2.CT.2.2	Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted.
K-2.CT.2.3	Recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.
K-2.CT.2.4	Analyze age-appropriate data and look for similarities in order to identify patterns and categories.
K-2.CT.2.5	Identify a problem and select appropriate technology tools to explore and find solutions.

Impacts of Computing

Code	Standard
K-2.CT.3.1	Share ideas in multiple ways using digital tools.
K-2.CT.3.2	Select technology to share ideas with different people.
K-2.CT.3.3	Select tools to broaden perspectives and enrich learning by collaborating with others and working effectively in teams locally and globally.
K-2.CT.3.4	Use a design process to develop ideas or creations, and they test their design and redesign if necessary.

Algorithms and Programming

Code	Standard
K-2.CT.4.1	Construct and test problem solutions using a block-based and/or visual programming.
K-2.CT.4.2	Construct an algorithm to accomplish a task.

K-2.CT.4.3	Follow the sequencing in an algorithm.
K-2.CT.4.4	Break a problem into parts and identify ways to solve the problem.
K-2.CT.4.5	Use a design process to ask questions, suggest solutions, test ideas to solve problems and redesign as needed.
K-2.CT.4.6	Use age-appropriate digital and nondigital tools to design something and are aware of the step-by-step process of designing.
K-2.CT.4.7	Understand how technology is used to make a task easier or repeatable and can identify real-world examples.

GRADES K-2 DIGITAL LITERACY (DL)

Empowered Learner

Code	Standard
K-2.DL.1.1	Navigate a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.
K-2.DL.1.2	Understand that a wide range of jobs require knowledge or use of computing.
K-2.DL.1.3	Demonstrate an understanding that technology is all around them and the importance of keeping their information private.

Digital Citizen

Code	Standard
K-2.DL.2.1	Practice responsible digital citizenship and decision making using positive, safe, legal and honest behaviors in the use of technology systems and software.
K-2.DL.2.2	Demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.

Knowledge Constructor

Code	Standard
K-2.DL.3.1	Locate and identify computing, input, and output devices in a variety of environments.
K-2.DL.3.2	Demonstrate how to operate a variety of computing devices by turning on, navigating, opening/closing programs or apps as appropriate.
K-2.DL.3.3	Identify, using accurate terminology, simple hardware and software problems.
K-2.DL.3.4	Understand and apply resources to construct knowledge, produce creative artifacts and make connections to their learning.

Creative Communicator

Code	Standard
K-2.DL.4.1	Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map).
K-2.DL.4.2	Choose different tools for creating something new for communicating with others.
K-2.DL.4.3	Use technology to communicate with others and to look at problems from different perspectives.

Global Collaborator

Code	Standard
K-2.DL.5.1	Explain that networks link people using computers and other computing devices allowing them to communicate, access, and share information.

GRADES 3-5 COMPUTATIONAL THINKING (CT)

Computing Systems

Code	Standard
3-5.CT.1.1	Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems.
3-5.CT.1.2	Create step-by-step instructions that models intelligent behavior on computing devices.
3-5.CT.1.3	Recognize and utilize the features and functions of a variety of creation or communication tools.
3-5.CT.1.4	Create original works and learn strategies for remixing or repurposing to create new artifacts.

Data and Analysis

Code	Standard
3-5.CT.2.1	Use outcome data to solve a problem or answer a question.
3-5.CT.2.2	Understand how computers encode and store data.
3-5.CT.2.3	Collect feedback from both people and features embedded in digital tools and use age-appropriate technology to share learning.

3-5.CT.2.4	Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking.
3-5.CT.2.5	Select effective technology to represent data.
3-5.CT.2.6	Navigate age-appropriate technologies and begin to transfer their learning to different tools or learning environments.

Impacts of Computing

Code	Standard
3-5.CT.3.1	Demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.
3-5.CT.3.2	Demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.
3-5.CT.3.3	Communicate ideas textually-visually and graphically.
3-5.CT.3.4	Consider their expected audience when creating and sharing digital artifacts and presentations.
3-5.CT.3.5	Choose tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Networks and the Internet

Code	Standard
3-5.CT.4.1	Demonstrate how a device on a network sends and receives information.

Algorithms and Programming

Code	Standard
3-5.CT.5.1	Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle.
3-5.CT.5.2	Construct and test problem solutions using block-based and or text-based programming.
3-5.CT.5.3	Generate a list of sub-problems to consider while addressing a larger problem.
3-5.CT.5.4	Explain 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.
3-5.CT.5.5	Explain and debug the sequencing in an algorithm.
3-5.CT.5.6	Construct an algorithm to accomplish a task.
3-5.CT.5.7	Break down problems into smaller parts, identify key information, and propose solutions.

3-5.CT.5.8	Understand and explore basic concepts related to automation, patterns and algorithmic thinking.
3-5.CT.5.9	Use digital and nondigital tools to plan and manage a design process.

GRADES 3-5 DIGITAL LITERACY (DL)

Empowered Learner

Code	Standard
3-5.DL.1.1	Analyze a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Digital Citizen

Code	Standard
3-5.DL.2.1	Practice responsible digital citizenship using positive, safe, legal and ethical behaviors in the use of technology systems and software.
3-5.DL.2.2	Explain ethical issues that relate to equity of access, accessibility, security, privacy, copyright, digital citizenship, digital footprint, and intellectual property with computers and networks.

Knowledge Constructor

Code	Standard
3-5.DL.3.1	Identify how computational devices impact daily life.
3-5.DL.3.2	Gather, manipulate, and evaluate digital data to explore a real-world problem that is of interest to the student.
3-5.DL.3.3	Explore the connections between computer science and other fields.

Global Collaborator

Code	Standard
3-5.DL.4.1	Generate examples of how the use of computing can affect society and how society can influence the use of computing.

GRADES 6-8 COMPUTATIONAL THINKING (CT)

Computing Systems

Code	Standard
6-8.CT.1.1	Apply troubleshooting strategies for solving hardware and software problems.
6-8.CT.1.2	Compare and contrast the ways that humans and machines process instructions and sense the world.
6-8.CT.1.3	Navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
6-8.CT.1.4	Select appropriate platforms and tools to create, share and communicate their work effectively.
6-8.CT.1.5	Create original works or responsibly repurpose or remix other digital resources into new creative artifacts.
6-8.CT.1.6	Communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.

Data and Analysis

Code	Standard
6-8.CT.2.1	Compare and contrast the factors that affect quality and file size of stored data.
6-8.CT.2.2	Justify the selection of the data, collection, and analysis needed to answer a question.
6-8.CT.2.3	Demonstrate that data collection is used to make recommendations to influence decisions as well as predict behavior.
6-8.CT.2.4	Encode and decode information using encryption/decryption schemes.
6-8.CT.2.5	Identify layers of abstraction in different contexts (e.g., objected oriented programming, video and animation, etc.)
6-8.CT.2.6	Apply problem solving techniques by computing for data analysis, modeling or algorithmic thinking.

Impacts of Computing

Code	Standard
6-8.CT.3.1	Design user interfaces to be more user-friendly, free of bias, and accessible.
6-8.CT.3.2	Find or organize data and use technology to analyze and represent it to solve problems, and make decisions about trade-offs and risks.
6-8.CT.3.3	Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.
6-8.CT.3.4	Explore how computer science fosters innovation and enhances other careers and disciplines.

6-8.CT.3.5	Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
6-8.CT.3.6	Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
6-8.CT.3.7	Demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, computer malware and social engineering; they also understand the limitations of data management and how data collection technologies work.
6-8.CT.3.8	Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.
6-8.CT.3.9	Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Networks and the Internet

Code	Standard
6-8.CT.4.1	Demonstrate (e.g., physically or digitally) the flow of information as packets on the Internet and networks.
6-8.CT.4.2	Compare and contrast the trade-offs between wired, wireless, and mobile networks (e.g. speed, security, and cost).

Algorithms and Programming

Code	Standard
6-8.CT.5.1	Compare different algorithms that may be used to solve the same problem.
6-8.CT.5.2	Interpret, modify, and analyze content-specific models used to run simulations.
6-8.CT.5.3	Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.
6-8.CT.5.4	Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions.
6-8.CT.5.5	Predict the outcome of an algorithm and then step through it to verify your predictions.
6-8.CT.5.6	Decompose a problem into sub- problems and demonstrate how the parts can be incorporated to create a solution.
6-8.CT.5.7	Use debugging and testing to remove errors and improve program quality.
6-8.CT.5.8	Break problems into component parts, identify key pieces and use that information to problem solve.

6-8.CT.5.9	Select and use digital tools to support a design process; to identify constraints and trade-offs, and to weigh risks.
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GRADES 6-8 DIGITAL LITERACY (DL)

Empowered Learner

Code	Standard
6-8.DL.1.1	Actively collect performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.
6-8.DL.1.2	Compare and contrast the capabilities of different hardware and software in computer systems.

Digital Citizen

Code	Standard
6-8.DL.2.1	Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions.
6-8.DL.2.2	Describe the positive and negative impacts of computing devices in daily life.
6-8.DL.2.3	Explain ethical issues that relate to equity of access, security, privacy, ownership and information sharing, copyright, and licensing.
6-8.DL.2.4	Understand and explain the elements of federal, state, and local regulations and policies including COPPA, CIPA, state laws, district policies that relate to digital citizenship.

Knowledge Constructor

Code	Standard
6-8.DL.3.1	Identify different features of everyday objects that contain computing components.
6-8.DL.3.2	Predict positive and negative social impacts of existing or student created content and computational artifacts including economic, entertainment, education, or political.

Creative Communicator

Code	Standard
6-8.DL.4.1	Create and communicate computational artifacts that have a positive social impact.
6-8.DL.4.2	Evaluate a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Global Collaborator

Code	Standard
6-8.DL.5.1	Explain how the Internet impacts global communication and collaboration.
6-8.DL.5.2	Summarize current events and changes resulting from computing and their effects on education, the workplace, and society.

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SUBJECT

Board Setting the Minimum Student Instructional Day Requirement in Section 33-916, Idaho Code

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B.2.
Section 33-512, Idaho Code
Section 33-916, Idaho Code

REFERENCE

April 17, 2024 The Board was updated on the requirements of the H521 (2024) and H766 (2024) and discussed the issue of setting minimum day requirements. The decision was made to take action at the regular June 2024 meeting.

BACKGROUND

H521 and H766 were passed and signed into law during the 2024 legislative session, amending Idaho Code Title 33, Chapter 9 with the addition of a new section designated as Idaho Code Section 33-916, "Eligibility of School Districts for School Modernization Facilities Fund Distributions."

Specifically, the requirement states that in order for a school district to receive either the annualized distributions or the lump sum distribution, it must attest that it meets the minimum student instructional day or hour requirements set by the State Board of Education. The Board will adopt these requirements no later than August 1, 2024 and implement them no sooner than July 1, 2025. Additionally, the law states that the Board may phase in such requirements over a multi-year period.

Minimum hour requirements are already set in Idaho Code Section 33-512 and reported to the State Board of Education. Idaho implemented hours to allow districts to meet required instructional minimums in 1991.

Idaho Code 33-512 (1)(a) outlines required minimum hours as follows:

Grades 9-12 990 hours	Grades 4-8 & Alternative Schools 900 hours	Grades 1-3 810 hours	Kinder * 450 hours *Kindergarten is not required in Idaho
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Idaho Code Section 33-512 provides a statutory requirement for student hours while IDAPA 08.02.01 defines a school day or a "day in session" as 4 hours or more.

On April 17, 2024, the Board discussed its requirement to set a minimum number of instructional days (in addition to existing hourly requirements) to meet the

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statutory requirement for adoption no later than August 1, 2024. Local Education Agencies (LEAs), i.e., school districts or public charter schools, would be required to meet the hourly instructional requirement or instructional days requirement of the State Board.

As a reminder, there are 179 total LEAs in Idaho with the following school week breakdowns:

- 94 LEAs have a 4-day school week.
- 85 LEAs have a 5-day school week.

This is the breakdown in terms of average days of instruction for 4-day and 5-day school weeks:

Average 4-day: 146
Average 5-day: 172
Total statewide average: 159

There are 38 4-day LEAs that have fewer than 146 instructional days. The average 4-day district's students attend an average of 1030 hours, while the average 5-day district's students attend an average of 1049 hours.

The Education Commission of the States (ECS), of which the Board is a member, has several data points to demonstrate how other states approach minimum instructional hours and days. Thirty-six total states have a days of instruction requirement. Thirty states require at least 180 days of instruction, and six states require 160 and 177 days of instruction. Twenty-six states with a day requirement also have an hour or minute requirement for student instruction. ECS also points out that states track their "seat time" requirements differently: Idaho does not include lunch, passing periods, etc., it only counts seat time for the time a student is physically in the classroom.

As a response to the discussion at the April Board meeting, here are some additional data points around the 4-day and 5-day school week in Idaho:

Specifically, there were questions about the Idaho Reading Indicator (IRI) and Idaho Standards Achievement Test (ISAT) with a focus on comparing assessment outcomes for 4-day and 5-day school districts and public charter schools. Comparing test scores of Idaho school districts *before and after* transitioning to a 4-day week is a worthwhile endeavor, especially when considering statewide policy implementation.

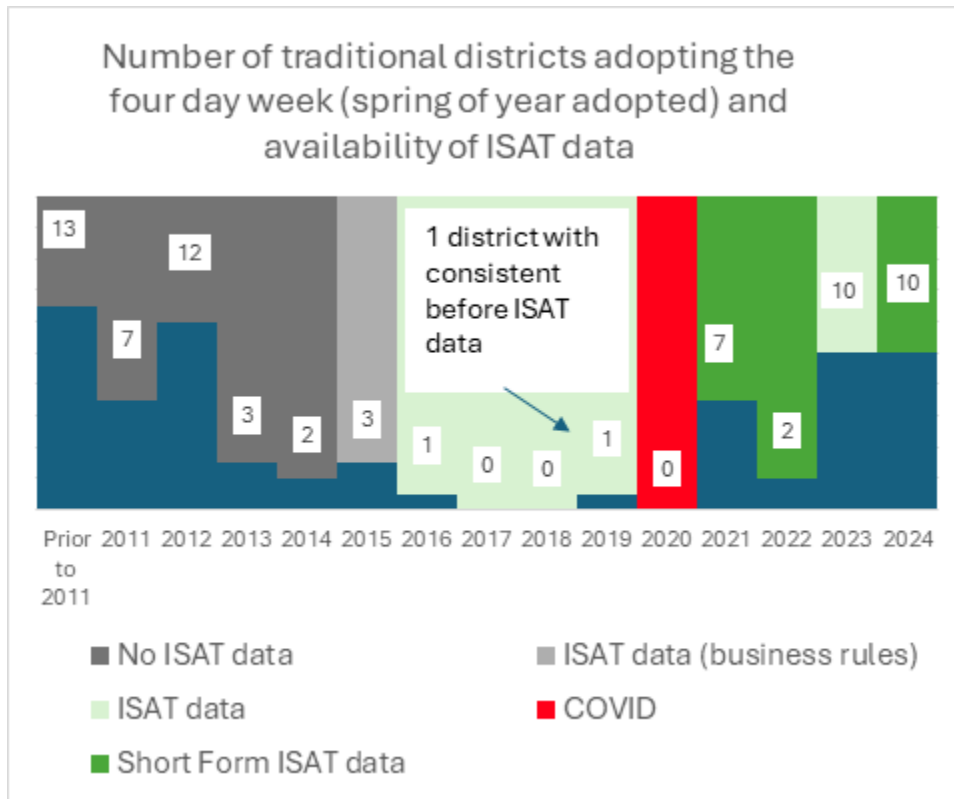
However, due to various constraints, such analysis can only be conducted on a small scale, involving six schools for the IRI. . *An analysis of these estimated no*

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statistically significant impacts before and after implementation of the 4-day week. Note that the analysis was also limited due to the type of data available. Only proficiency level data is available and not the underlying test score. Furthermore, on the ISAT, there was only one school available for comparison, *which resulted in an analysis not being conducted.* Because this extremely limited dataset is accessible, the population size and number of years with reliable data fall significantly short of providing sufficient grounds for informing statewide policy decisions.

Idaho adopted the Common Core standards in 2009, with official implementation in classrooms commencing in the fall of 2013. Subsequently, the new Common Core standards were assessed by the ISAT in the spring of 2014. There was a concurrent change in testing vendors for the ISAT during this period, and test scores using consistent accountability rules were not available until 2015-2016.

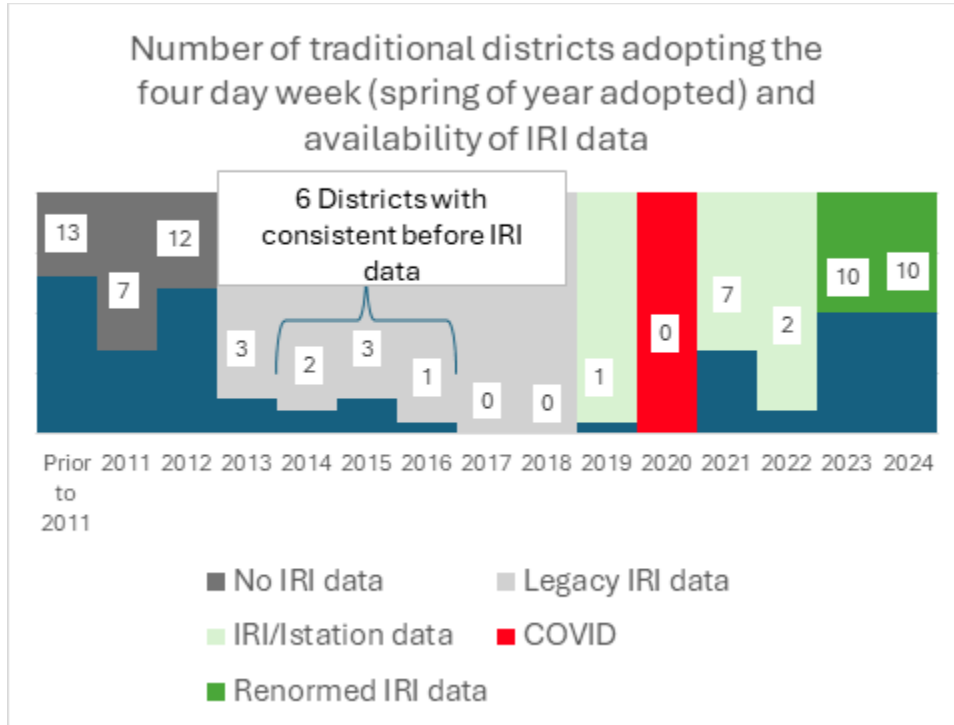
These factors substantially constrain the capacity of researchers to conduct reliable investigations, as any variance in test scores may be attributed to shifts in standards or testing vendors rather than the transition to a 4-day school week. Furthermore, when reliable data could be analyzed, only a few districts made the transition to a 4-day week. The image below helps to further illustrate the discussion:



When considering the IRI, data on the Legacy IRI adopted in 2012 only includes proficiency level scores, not raw scores. Furthermore, the IRI underwent significant changes and was implemented in the fall of 2018. The transition

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involved a shift to utilizing the Istation software, replacing the previous paper-and-pencil method and implementing a computer adaptive test format. Moreover, enhancements were made to Istation to incorporate improved accommodation mechanisms for students with disabilities and English learners. Although these changes were beneficial, they present significant challenges for researchers wishing to compare the 2018-2019 IRI data with scores from preceding years. Similar to the ISAT, once reliable IRI data could be analyzed, only a few districts made the transition to a 4-day week. The image below helps to further illustrate the discussion:



Here are some bullet points that summarize related data:

- Out of the 24 school districts in the state that have achieved at least a proficiency rate of 70% on the IRI over the last three years and have a Free and Reduced Lunch (FRL) rate of at least 35%, 17 (71%) of them are on a 4-day school week schedule.
- In a recent study, ISAT data from the academic years 2015-16 through 2018-2019 was examined. The study encompassed school districts of comparable size, contrasting 43 districts adhering to a 5-day week with 37 districts adopting a 4-day week. The analysis yielded the following findings:

Proficiency Ratings (all students)				
grade	Math		ELA	
	4 day	5 day	4 day	5 day

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3rd	46%	48%	43%	44%
4th	42%	43%	45%	44%
5th	35%	37%	49%	49%
6th	35%	37%	44%	45%
7th	33%	37%	47%	49%
8th	28%	37%	45%	51%

Proficiency Ratings (economically disadvantaged)				
grade	Math		ELA	
	4 day	5 day	4 day	5 day
3rd	38%	39%	34%	35%
4th	34%	33%	35%	35%
5th	26%	28%	39%	39%
6th	23%	28%	34%	36%
7th	25%	27%	38%	39%
8th	19%	27%	35%	40%

These estimates cannot be interpreted as causal. In other words, while the estimates may suggest a correlation or association between variables, they do not demonstrate that one variable causes change in another variable. Ultimately, the effects of a 4-day versus a 5-day school week can vary depending on various factors such as the specific implementation, the demographics of the student population, leadership quality, school board involvement and the resources available to the school.

IMPACT

Although the Board will set the minimum instructional days during its June meeting, this requirement will be phased in for the 2025-2026 school year. Districts will be required to attest that they meet this requirement or the minimum hour requirement in state law no later than July 1, 2025.

Again, as a reminder, the school districts who receive this distribution must meet this minimum student instructional days set by the Board or the instructional hour requirements in law.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Based on the information and data at the April and June Board meetings, the State Department of Education recommends setting a minimum of 152 instructional days.

This number is based on the fact that the average number of instructional days for our 4-day school districts being 146 days and 38 4-day LEAs have fewer than 146

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instructional days. The addition of a week is a reasonable request for these LEAs and can be implemented within a year.

IDE staff worked in collaboration with Board staff to finalize the presented research. Staff at both agencies are in agreement on the conclusions.

Board staff recommends approval of the IDE's request.

BOARD ACTION

I move that the Board sets the minimum instructional day requirement at 152 days in compliance with Idaho Code Section 33-916 with districts attesting to the Board that they will meet this requirement or the hourly instructional requirement no later than July 1, 2025 during their district calendar setting for the 2025-2026 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____