

COURSE OF STUDY

Idaho Department of Education



Music (9-12): Choir One

Enhanced with Idaho Student Information Technology Standards

**Published by the Idaho Department of Education
Spring 2004**

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State Superintendent of Public Instruction**



Music: Choir One

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Introduction

“Music expresses that which cannot be put into words and that which cannot remain silent.”

Victor Hugo

Background

In response to a need for curricular support, the Idaho State Department of Education gathered teams of exemplary educators from throughout the state to write courses of study related to the original five subject areas within Idaho’s Achievement Standards. In turn, all of the state’s school districts received hard copies as well as online access to the resulting documents in order to help them incorporate Standards as a more integral part of their curricula. These documents have been well received by teachers all over the state. But the set, which addresses the needs of middle school and high school core classes, would not be complete without the addition of Humanities Courses of Study. Following formal adoption by the 2002 Idaho Legislature and editing work completed in the summer of 2002 (adopted by the 2003 Idaho Legislature), the Idaho Humanities Standards now form a framework for Courses of Study and assessment in the area of Music.

Purpose

The Music Course of Study covers content knowledge and skills in the areas of Historical/Cultural Contexts, Critical Thinking, and Performance. This document provides a framework to assist teachers as they prepare their students to meet Idaho’s Humanities Achievement Standards.

Peggy J. Wenner, Ph.D.
Spring, 2004

Using This Document

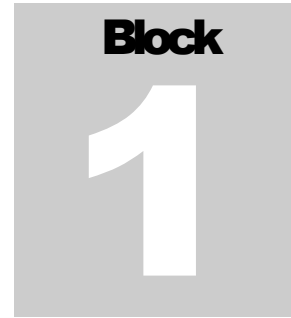
The Music Courses of Study are presented with respect to the creative energies of music teachers whose courses satisfy humanities requirements in the State of Idaho. We recognize the music teacher as a flexible and motivated individual who will review the Music Courses of Study as examples. The teacher will then design coursework to meet the Humanities Standards.

We have been thinking of the many people who will refer to the Courses of Study: the pre-service music teacher in university courses, the educational supervisor who is learning more about the humanities, the novice music teacher, the experienced music teacher, and district administrators. The blocks of instruction were written with the intention that they could be used in any order or repeated as dictated by the calendar of the performing group. With this document we hope to inform the development of curricular materials within many different contexts and for individuals of varying experience and expertise. A resource list is provided in the appendix of this document to offer practical assistance to Idaho teachers. The Music Courses of Study are meant to be inclusive, not exclusive, and to provide teachers with direction, not directions.

Student Evaluation Philosophy

Principle #8 of the Idaho Core Teacher Standards states: *The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*

Within the Music Courses of Study, assessments may be ongoing or occur at the close of the lesson or unit. The assessments may be informal or formal. Assessment strategies may include one-on-one dialogues, individual or group critiques, essays, tests, preliminary or finished performances. In music assessment, the student's point of view in the self-report of work-in-progress or self-evaluation of finished work remains central.



Preparing for a Concert

The student will perform in a concert from selected repertoire, demonstrating an understanding of technique, history, theory, and concert etiquette.

Objective #1: The student will perform a varied repertoire of literature in a concert, exhibiting expression and technical accuracy.

Idaho Achievement Standards:

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.01: Conduct analyses in the arts and humanities disciplines.

973.02: Engage in reasoned dialogue about arts and humanities issues.

Content Knowledge and Skills:

973.01a2: Compare two contrasting musical works.

973.01a4: Recognize common themes appearing in music throughout history.

973.02a2: Offer an informed opinion regarding current arts issues in one's community.

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.01: Understand concepts essential to visual and performing arts.

975.02: Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

975.03: Communicate in the visual and performing arts through creative expression.

Content Knowledge and Skills:

975.01a2: Articulate a method of consistent and efficient musical practice.

975.02a1: Perform in an ensemble or as a soloist using appropriate musical technique.

975.03a1: Demonstrate advanced ensemble skills.

975.03a2: Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

975.03a3: Perform varied musical works at a moderate level of difficulty with expression and technical accuracy.

Suggested Activities:

	Content Standards	Technology Standards
1. Listen to two recordings of contrasting works and discuss similarities and differences. For example listen to Handel's <i>Hallelujah Chorus</i> and Beethoven's <i>Hallelujah</i> from <i>The Mount of Olives</i> . Use a spreadsheet and fill in ideas for the different categories.	973.01a2 973.01a4	3.1b
2. Discuss how the text of a piece and the music of the piece are used together to express the intent of both poet and composer. For example Dickau's <i>O My Luu's Like a Red, Red Rose</i> . Create a midi file and listen to the music determining the intent of the composer. Then read the text to determine the intent of the poet.	973.01a4	3.1d, 6.1a
3. Demonstrate sequential rehearsal techniques from warm-up, to part learning, to ensemble singing. Demonstrate understanding of the natural flow of the lesson by anticipating and understanding the importance of each component of rehearsal. Create a midi file that burns a practice CD to use at home.	975.01a2	3.1c

4. Using a web page, identify proper vowel formation and placement by comparing poor examples to good examples.	975.03.a3	3.1c
5. Through proper warm-ups, develop the skills and techniques needed to perform a piece of music well. (For example, exercises in breathing, phonation, vowel placement, pitch, posture, tone, blend, and balance are needed to expand a student's natural abilities. Another example would be for students to analyze a piece of music determining what intervals, vowels, etc... that will be used in the piece to be presented through electronic means).	975.01a2	3.1b, 6.1a
6. Perform a solo or an ensemble using appropriate musical technique and respecting the intent of the composer/arranger. Videotape this performance and evaluate one's performance.	975.02a1 975.02a2 973.02a1	
7. Sing unison and chordal passages to develop a strong sense of blend and balance within a phrase and ensemble.	975.01a2 975.03a1 975.03a2 975.03a3	

Objective #2: The student will be able to identify aurally different historical periods of music.

Idaho Achievement Standards:

Standard One: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

971.01: Understand the historical and cultural contexts of the visual and performing arts.

971.02: Understand interrelationships among visual and performing arts disciplines.

Content Knowledge and Skills:

971.01a1: Identify representative musical works from a variety of cultures and historical periods.

971.01a2: Outline the purpose and function of a particular form of music through history.

971.02a1: Identify various musical forms that have literary or artistic counterparts in other arts disciplines.

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.02: Engage in reasoned dialogue about arts and humanities issues.

973.03: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Content Knowledge and Skills:

973.02a1: Write an informed critique about a live musical performance.

973.02a2: Offer an informed opinion regarding current arts issues in one’s community.

973.03a2: Research and report on controversial issues in musical circles.

Suggested Activities:

	Content Standards	Technology Standards
1. Identify music from different musical periods using a PowerPoint presentation. For example, create a musical timeline, listing composers, musical characteristics and including musical examples.	971.01a1 971.01a2	4.1b
2. Sing a portion of two works of similar style from different time periods. For example, record portions from Palestrina’s <i>Adoramus Te</i> and a Bach Chorale, listen to that recording, and compare the forms while discussing the performance. (These pieces are simple enough to incorporate unison to 4 part singing.)	973.02a1	3.1.b, 6.1a
3. Using a Venn Diagram, compare a piece of music with either a selected piece of visual art or a selected portion of a play. For example, a Debussy piano work with a painting by Monet, or the play	971.01a1 971.02a1	

<i>Romeo and Juliet</i> with <i>West Side Story</i> .		
4. Listen to examples of music from varying historical periods and play “Name that Musical Time Period” game.	971.01a1	6.1a
5. Research and write a report on issues pertaining to choral music (for example, the use of sacred music in the public school setting, censorship of lyrics and copyright infringement).	973.02a2	

Objective #3: The student will exhibit appropriate concert etiquette.

Idaho Achievement Standards:

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.02: Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

Content Knowledge and Skills:

975.02a1: Perform in an ensemble or as a soloist using appropriate musical technique.

Suggested Activities:

	Content Standards	Technology Standards
1. View a recording of the class watching a live performance and critique student concert behavior. For example, place the video camera on the seating area and have students write down their observations of appropriate and inappropriate behavior.	975.02a1	3.1b
2. Role-play examples of good and bad concert etiquette for both performer and audience.	975.02a1	

Preparing For Solo And Ensemble Festival

The student will perform a solo or ensemble from selected repertoire for an adjudicator, demonstrating appropriate style and technical preparation with an accompanist or ensemble members.

Objective #1: The student will demonstrate consistent practice habits.

Idaho Achievement Standards:

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.01: Understand concepts essential to visual and performing arts.

Content Knowledge and Skills:

975.01a2: Articulate a method of consistent and efficient musical practice.

Suggested Activities:

	Content Standards	Technology Standards
1. Through proper warm-ups, develop the skills and techniques needed to perform a piece of music well. For example, practice exercises in breathing, phonation, vowel placement, pitch, posture, tone, blend, and balance. Analyze a piece of music determining what intervals, vowels will be used in	975.01a2	3.1b, 6.1a

the piece to be presented through electronic means.		
2. Master a piece of music through daily practice individually and with an ensemble. Practice an individual part with a midi CD version of the score.	975.01a2	3.1b, 6.1a

Objective #2: The student will perform a solo or ensemble in front of an audience and/or adjudicator.

Idaho Achievement Standards:

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.03: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Content Knowledge and Skills:

973.03a4: Critique a musical work or performance based on given criteria.

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.02: Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

Content Knowledge and Skills:

975.02a1: Perform in an ensemble or as a soloist using appropriate musical technique.

Suggested Activities:

	Content Standards	Technology Standards
1. Perform a solo or an ensemble using appropriate musical technique respecting the intent of its creator. Videotape the performance to critique.	975.02a1 973.03a4	

Objective #3: The student will exhibit proper communication with an accompanist or other ensemble members during rehearsals.

Idaho Achievement Standards:

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.02: Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

975.03: Communicate in the visual and performing arts through creative expression.

Content Knowledge and Skills:

975.02a1: Perform in an ensemble or as a soloist using appropriate musical technique.

975.02a2: Interpret/perform a musical selection, respecting the intent of its creator.

975.03a1: Demonstrate advanced ensemble skills.

975.03a3: Perform varied musical works at a moderate level of difficulty with expression and technical accuracy.

Suggested Activities:

	Content Standards	Technology Standards
1. Brainstorm communication skills between a soloist and an accompanist or ensemble members when there is no director or mentor present. Record or videotape the session and have the mentor/director give feedback to strengths and weaknesses of these communication skills.	975.03a1	
2. Practice a minimum of three times with accompanist.	975.02a1 975.02a2	
3. Practice a minimum of five times with ensemble members.	975.03a1 975.03a3	
4. Perform as a soloist or in an ensemble.	975.03a1 975.03a3	

	975.03a3	
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Preparing For A Festival Performance

The student will prepare for and perform at the festival, demonstrating their knowledge of the historical, technical, and expressive components of the selected music.

Objective #1: The student will understand that preparation, observation, and evaluation of others as well as self are critical components for improving individual and ensemble performing skills.

Idaho Achievement Standards:

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.02: Engage in reasoned dialogue about arts and humanities issues.

Content Knowledge and Skills:

973.02a1: Write an informed critique about a live musical performance.

Suggested Activities:

	Content Standards	Technology Standards
1. Pretending you are a music critic for a local newspaper, attend a choral concert in your community and write a newspaper review of that performance.	973.02a1	
2. Watch and discuss a video describing the preparation and execution of the performance of a	973.02a1	

musical/opera/concert. For example “The Making of <i>West Side Story</i> ,” narrated by Leonard Bernstein.		
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Objective #2: The student will demonstrate through performance a historically/culturally appropriate interpretation of composition.

Idaho Achievement Standards:

Standard One: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

971.01: Understand the historical and cultural contexts of the visual and performing arts.

971.02: Understand interrelationships among visual and performing arts disciplines.

Content Knowledge and Skills:

971.01a3: Compare and contrast aesthetical aspects of music from different cultural perspectives.

971.02a2: Make connections between the history of one art form and another related art form.

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.01: Conduct analyses in the arts and humanities disciplines.

Content Knowledge and Skills:

973.01a2: Compare two contrasting musical works.

973.01a3: Discuss the similarities and differences of artistic styles.

Suggested Activities:

	Content Standards	Technology Standards
1. Perform in a multicultural concert, including music, for example, from Africa, Latin America, the Orient, etc.	971.01a3 973.01a3	

Orient, etc.		
2. Perform a concert of Afro-American music and use video projections of Afro-American art.	971.02a2	
3. Compare a folk song with a piece in jazz genre, for example, Aaron Copland's <i>Ching-a-ring Chaw</i> with <i>Birdland</i> sung by Manhattan Transfer.	973.01a2	

Objective #3: The student will demonstrate effective musical expression through performance.

Idaho Achievement Standards:

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.03: Communicate in the visual and performing arts through creative expression.

Content Knowledge and Skills:

975.03a3: Perform varied musical works at a moderate level of difficulty with expression and technical accuracy.

975.03a4: Improvise rhythmic and melodic variations on given melodies.

Suggested Activities:

	Content Standards	Technology Standards
1. Perform in a concert then watch a video or listen to an audio recording of the concert and critique one's expression and technical accuracy.	975.03a3	
2. Discuss the difference between expression and distraction while singing. For example, avoid movements that are distracting to the performance. Videotape sessions of the rehearsal to observe and critique.	975.03a3	

3. Using hand mirrors, self evaluate one's facial expression while performing.	975.03a3	
4. Through a videotaped performance, observe and respond to one's level of musical expression.	973.03a4	

Objective #4: The student will demonstrate through preparation and performance the proper production of sound, including breath management, blend, balance, articulation, and posture.

Idaho Achievement Standards:

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.01: Conduct analyses in the arts and humanities disciplines.

Content Knowledge and Skills:

973.01a1: Develop and use music vocabulary to discuss musical forms.

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.01: Understand concepts essential to visual and performing arts.

Content Knowledge and Skills:

975.01a2: Articulate a method of consistent and efficient musical practice.

Suggested Activities:

	Content Standards	Technology Standards
1. Develop and use a musical vocabulary. For example, when using an octavo, interpret the musical notation and terms and employ them.	973.01a1	
2. Through proper warm-ups, develop the skills and techniques needed to perform a piece of music well.	975.01a2 973.01a1	3.1.b, 6.1.a

<p>For example, exercises in breathing, phonation, vowel placement, pitch, posture, tone, blend, and balance are needed to expand a student's natural abilities. Another example would be to analyze a piece of music determining what intervals, vowels, etc... will be used in the piece to be presented through a PowerPoint slide show or other technological means.</p>	973.01a1	
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Preparing for Competition

The student will demonstrate an understanding of healthy competition, exhibiting respect for other ensembles, humility, attitude, and performance excellence.

Objective #1: The student will exhibit respect for other ensembles.

Idaho Achievement Standards:

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.03: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Content Knowledge and Skills:

973.03a1: Express personal preference for music, using appropriate musical terminology.

973.03a4: Critique a musical work or performance based on given criteria.

Suggested Activities:

	Content Standards	Technology Standards
1. Exhibit mature positive behavior when attending competition.	973.03a4	
2. Evaluate other student performing ensembles using an adjudicator form downloaded from the internet.	973.03a1	3:1b

3. Practice expressing constructive criticism for other performing groups, using a teacher/student created rubric.	973.03a4	
4. Analyze a post-performance rubric sheet and apply comments on it to a future performance of the same music.	973.03a4	

Objective #2: The student will demonstrate humility and appropriate attitude in competition.

Idaho Achievement Standards:

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.01: Conduct analyses in the arts and humanities disciplines.

973.03: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Content Knowledge and Skills:

973.01a4: Recognize common themes appearing in music throughout history.

973.03a1: Express personal preference for music, using appropriate musical terminology.

973.03a4: Critique a musical work or performance based on given criteria.

Suggested Activities:

	Content Standards	Technology Standards
1. Discuss appropriate ways to interact with performers from other ensembles.	973.03a1	
2. Role-play possible post-performance scenarios. Create an online discussion board for students.	973.01a4	4:1b

3. Show respect for judge’s decisions regardless of outcome of competition.	973.03a4	
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Objective #3: The student will exhibit performance excellence.

Idaho Achievement Standards:

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.03: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Content Knowledge and Skills:

973.03a3: Offer an alternative for copyright infringement, both for the consumer and the artist.

973.03a4: Critique a musical work or performance based on given criteria.

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.01: Understand concepts essential to visual and performing arts.

975.02: Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

975.03: Communicate in the visual and performing arts through creative expression.

Content Knowledge and Skills:

975.01a1: Improvise musical lines using rhythm, melodic embellishments, and harmony.

975.01a2: Articulate a method of consistent and efficient musical practice.

975.02a1: Perform in an ensemble or as a soloist using appropriate musical technique.

975.02a2: Interpret/perform a musical selection, respecting the intent of its creator.

975.03a1: Demonstrate advanced ensemble skills.

975.03a2: Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Suggested Activities:

	Content Standards	Technology Standards
1. Rehearse with the outcome of an excellent performance in mind.	975.01a2	
2. Prepare individual parts for a successful performance.	975.02a1	
3. Demonstrate personal preparation by performing selected passages in the music.	975.02a1	
4. Break into small groups and critique each other on tone, blend, balance and posture.	975.02a1	
5. Participate in sectional rehearsals in order to improve difficult passages.	975.02a1	

Preparing For An Extracurricular Performance

The student will perform with limited notice in an extracurricular event demonstrating efficient rehearsal techniques, proper etiquette, dedication, and focus.

Objective #1: The student will demonstrate efficient rehearsal techniques.

Idaho Achievement Standards:

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.01: Understand concepts essential to visual and performing arts.

975.02: Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

975.03: Communicate in the visual and performing arts through creative expression.

Content Knowledge and Skills:

975.01a2: Articulate a method of consistent and efficient musical practice.

975.02a1: Perform in an ensemble or as a soloist using appropriate musical technique.

975.02a2: Interpret/perform a musical selection, respecting the intent of its creator.

975.03a1: Demonstrate advanced ensemble skills.

975.03a4: Improvise rhythmic and melodic variations on given melodies.

Suggested Activities:

	Content Standards	Technology Standards
1. With instructor input, create a plan to prepare quickly for performance.	975.01a2	
2. Develop a training program for section leadership with the aid of the director.	975.02a2	
3. Prepare individual parts for a successful performance.	975.01a2 975.02a2	

Objective #2: The student will exhibit proper etiquette, dedication, and focus.

Idaho Achievement Standards:

Standard Two: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

973.02: Engage in reasoned dialogue about arts and humanities issues.

973.03: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Content Knowledge and Skills:

973.02a2: Offer an informed opinion regarding current arts issues in one's community.

973.03a1: Express personal preference for music, using appropriate musical terminology.

973.03a2: Research and report on controversial issues in musical circles.

973.03a3: Offer an alternative for copyright infringement, both for the consumer and the artist.

973.03a4: Critique a musical work or performance based on given criteria.

Standard Three: Communicate in the humanities disciplines through acquisition, application, and creative expression.

975.01: Understand concepts essential to visual and performing arts.

975.02: Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

975.03: Communicate in the visual and performing arts through creative expression.

Content Knowledge and Skills:

975.01a2: Articulate a method of consistent and efficient musical practice.

975.02a1: Perform in an ensemble or as a soloist using appropriate musical technique.

975.03a1: Demonstrate advanced ensemble skills.

975.03a3: Perform varied melodic variations on given melodies.

Suggested Activities:

	Content Standards	Technology Standards
1. Discuss appropriate behavior when performing for a non-school event.	973.03	
2. Prepare individual parts for a successful performance.	975.01a2	
3. Prepare a repertoire of music on which one may be assessed at any time.	975.03a1	

APPENDIX A

Choir Director Resources

Textbooks

Choral Connections Published by Glencoe/McGraw Hill

Essential Elements for Choir Published by GLencoe

Essential Repertoire for the Concert Choir By Glenda Casey et. al., published by Hal Leonard.

Standards for Teaching High School Choirs Published by MENC

The Choral Warm-up Book Edited by Sally Albrecht, published by Alfred.

The Complete Choral Warm-up Book By J. Althouse and Roy Robinson, published by Alfred

Music! Its Role and Importance in Our Lives Published by Glencoe

Websites

www.acdaonline.org

www.menc.org

www.vocalsplendor.com

www.voiceperformance.com

www.imea.org

www.jwpepper.com

APPENDIX B

Idaho Achievement Standards:

Humanities: Visual Arts

April 2003

Resources

970. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.

971. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the historical and cultural contexts of the visual and performing arts.	a.MUSIC: 1. Identify representative musical works from a variety of cultures and historical periods. 2. Outline the purpose and function of a particular form of music through history. 3. Compare and contrast aesthetical aspects of music from different cultural perspectives.
	b.VISUAL ARTS: 1. Compare and contrast the historical, social, and environmental contexts that influence artistic expression. 2. Identify representative visual works of art from a variety of cultures and historical periods. 3. Compare and contrast aesthetics from different cultural perspectives. 4. Outline the history, purpose, and function of a particular visual art form.
	c.THEATRE: 1. Show how theatre has a history, purpose, and function in cultures. 2. Compare and contrast the various historical and cultural contexts influencing theatrical expression. 3. Identify representative dramatic works from a variety of cultures and historical periods. 4. Trace the meaning of a dramatic term, such as "tragedy," "comedy," or "protagonist" through history. 5. Illustrate an understanding of cultural and historical perspectives required by a specific text.
	d.DANCE: 1. Use historical inquiry to examine the relationships between dance works and the culture and times in which they exist. 2. Show how dance has a history, purpose, and function in cultures. 3. Explore human experience as it relates to dance across cultures and time.
02. Understand interrelationships among visual and performing arts disciplines.	a.MUSIC: 1. Identify various musical forms that have literary or artistic counterparts in other arts disciplines. 2. Make connections between the history of one art form and another related art form.
	b.VISUAL ARTS: 1. Identify the use of visual arts in theatre, dance, and musical productions. 2. Identify artists who practice in more than one art form. 3. Relate the trends and movements in visual art to other disciplines in the arts and humanities.
	c.THEATRE: 1. Demonstrate the use of art forms required for dramatic performances that create functional scenery, properties, lighting, sound, costumes, and makeup. 2. Plan visual and aural elements for improvised and scripted scenes.
	d.DANCE: 1. Demonstrate the use of art forms required for dance performances that create functional scenery, properties, lighting, sound, costumes. 2. Show how dance ideas can originate from visual arts works.

(5-3-03)

972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

973. STANDARD TWO.

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Conduct analyses in the arts and humanities disciplines.	<p>a.MUSIC:</p> <ol style="list-style-type: none"> 1. Develop and use music vocabulary to discuss musical forms. 2. Compare two contrasting musical works. 3. Discuss the similarities and differences of artistic styles. 4. Recognize common themes appearing in music throughout history. <p>b.VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Develop and use arts vocabulary to discuss a variety of art forms. 2. Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives. <p>c.THEATRE:</p> <ol style="list-style-type: none"> 1. Develop and use theatre vocabulary to critique dramatic performances. 2. Develop and present basic analyses of theatrical works from different perspectives. 3. Compare the relationship between traditional theatre and contemporary trends in entertainment. <p>d.DANCE:</p> <ol style="list-style-type: none"> 1. Develop and use dance vocabulary to discuss a variety of dance forms and styles. 2. Present analyses of dance performances, examining how dance creates and communicates meaning. 3. Recognize physical, psychological, and/or cultural aspects of dance.
02. Engage in reasoned dialogue about arts and humanities issues.	<p>a.MUSIC:</p> <ol style="list-style-type: none"> 1. Write an informed critique about a live musical performance. 2. Offer an informed opinion regarding current arts issues in one's community. <p>b.VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Identify the role of the arts in today's society, including career and avocation opportunities. 2. Discuss the relationship between concepts of "truth" and beauty in the visual arts. <p>c.THEATRE:</p> <ol style="list-style-type: none"> 1. Discuss recurring interest in classical drama techniques and procedures. 2. Describe a modern drama as significant and thoughtful. <p>d.DANCE:</p> <ol style="list-style-type: none"> 1. Explore reasons why subjects and ideas are reinterpreted through the arts in different cultures. 2. Examine how dance reveals universal concepts and themes.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	<p>a.MUSIC:</p> <ol style="list-style-type: none"> 1. Express personal preference for music, using appropriate musical terminology. 2. Research and report on controversial issues in musical circles. 3. Offer an alternative for copyright infringement, both for the consumer and the artist. 4. Critique a musical work or performance based on given criteria. <p>b.VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Express personal preference for visual art, using appropriate arts vocabulary. 2. Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. 3. Identify common symbols used in interpreting visual arts. <p>c.THEATRE:</p> <ol style="list-style-type: none"> 1. Describe and defend one's rationale for critiquing a dramatic performance. 2. Discuss, research, and analyze production and performance appropriateness of a theatrical work within a given community. <p>d.DANCE:</p> <ol style="list-style-type: none"> 1. Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions. 2. Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performances, choreography, and other aspects of a dance presentation. 3. Examine how a dance may elicit interpretations different from those intended by the dancer.

(5-3-03)

974. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

975. STANDARD THREE.

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand concepts essential to visual and performing arts.	<p>a.MUSIC: 1.Improvise musical lines using rhythm, melodic embellishments, and harmony. 2.Articulate a method of consistent and efficient musical practice.</p> <p>b.VISUAL ARTS: 1.Develop skills necessary to apply artistic techniques and processes. 2.Use media, techniques, and processes that convey artistic intentions. 3.Analyze effectiveness of various selections of art in relation to organizational structures and functions. 4.Demonstrate how organizational principles and functions can be used to solve specific visual arts problems.</p> <p>c.THEATRE: 1.Interpret scripts to convey story and meaning to an audience. 2.Research and apply physical, emotional, and social dimensions involved in creating character. 3.Analyze visual, aural, oral, and kinetic elements of a dramatic performance.</p> <p>d.DANCE: 1.Use and refine complex movement patterns from two different genres. 2.Describe similarities and differences between two contemporary theatrical/concert dance forms.</p>
02. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	<p>a.MUSIC: 1.Perform in an ensemble or as a soloist using appropriate musical technique. 2.Interpret/perform a musical selection, respecting the intent of its creator.</p> <p>b.VISUAL ARTS: 1.Interpret a work, respecting the intent of its original creator. 2.Demonstrate appropriate behavior while attending or participating in arts events. 3.Show respect for personal work and work of others.</p> <p>c.THEATRE: 1.Show how varying collaborative efforts and artistic choices can affect performances and formal productions. 2.Construct imaginative scripts that convey story and meaning to an audience. 3.Interpret/perform a work respecting the intent of its creator. 4.Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.</p> <p>d.DANCE: 1.Identify and incorporate cultural styles and nuances in a selected genre. 2.Study a choreographer's intent and interpret it clearly for an audience.</p>
03. Communicate in the visual and performing arts through creative expression.	<p>a.MUSIC: 1.Demonstrate advanced ensemble skills. 2.Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements. 3.Perform varied musical works at a moderate level of difficulty with expression and technical accuracy. 4.Improvise rhythmic and melodic variations on given melodies.</p> <p>b.VISUAL ARTS: 1.Plan a work of art applying media, techniques, and processes with skill, confidence, and sensitivity. 2.Apply various symbols, subjects, and ideas in one's artwork. 3.Illustrate effectiveness of various artworks in terms of organizational structures and functions.</p>
	<p>c.THEATRE: 1.Develop and sustain a character who communicates with the audience. 2.Organize and conduct rehearsals for productions. 3.Plan and develop original set designs support a dramatic text. 4.Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.</p> <p>d.DANCE: 1.Demonstrate ability to vary thematic movements.</p>

2. Create a dramatic moment within a long phrase, using contrast in energy and tempo.
3. Compose dance studies exhibiting a range of structural forms.
4. Choreograph a dance with a clear intent.
5. Choreograph a dance without music and select or create an effective accompaniment.

APPENDIX C

Idaho Student Information Technology Standards

April 2003

8th Grade Idaho Student Information Technology Standards (ISITS) Kindergarten – 7th Grade Idaho Information Technology Benchmarks

DRAFT – 12/17/2003



Department of Education asked a statewide team to develop a draft copy of student information technology standards for eighth-grade students. The team consisted of the following:

Jean Bengfort, Coeur d'Alene School District
Johana Doyle, Moscow School District
Greg Eck, Lakeland School District
Bonnie Farmin, Kellogg School District
Jim Marconi, Boise School District
Pam Reidlen, Kamiah School District
Sue Smith, Soda Springs School District
Karen Vauk, Micron Technology

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

This draft document has been approved by the Public Information Education Technology Committee and the Idaho Council for Technology in Learning (ICTL). It will be taken to the Office of the State Board of Education in Spring of 2004 for approval. If you have any questions or comments about the standards and/or content knowledge and skills, please feel free to contact Dawn Wilson at the Idaho State Department of Education via e-mail at dwilson@sde.state.id.us or 208-332-6971.

8th Grade Idaho Student Information Technology Standards (ISITS) Kindergarten – 7th Grade Idaho Information Technology Benchmarks

DRAFT – 12/17/2003

Technology Foundation Standards for all students

The Technology foundation standards for students are divided into six broad categories that were developed through the National Educational Technology Standards (NETS) project coordinated by the International Society for Technology in Education (ISTE). Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking sample applications. These standards and benchmarks are used as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

1. Basic Operations and Concepts

- a. Students demonstrate a sound understanding of the nature and operation of technology systems.
- b. Students are proficient in the use of technology.

2. Social, Ethical, and Human Issues

- a. Students understand the ethical, cultural, and societal issues related to technology.
- b. Students practice responsible use of technology systems, information, and software.
- c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology Productivity Tools

- a. Students use technology tools to enhance learning, increase productivity, and promote creativity.
- b. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. Technology Communications Tools

- a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology Research Tools

- a. Students use technology to locate, evaluate, and collect information from a variety of sources.
- b. Students use technology tools to process data and report results.
- c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. Technology Problem-Solving and Decision-Making Tools

- a. Students use technology resources for solving problems and making informed decisions.
- b. Students employ technology in the development of strategies for solving problems in the real world.

8th Grade Idaho Student Information Technology Standards (ISITS)
Kindergarten – 7th Grade Idaho Information Technology Benchmarks

DRAFT – 12/17/2003

Idaho Student Information Technology Standards Rationale

Students will live, learn and work in an increasingly complex, technology-driven society. These technology standards are designed to identify foundational skills and processes that students need in order to be productive and successful.

It is essential that computer and technology education be integrated in all grade level content standards. All educators share responsibility for student success.

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

8th Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Make informed choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

8th Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

8th Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.
2. Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

**7TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:
Basic Operations and Concepts**

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Identify choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

**STANDARD 2:
Social, Ethical, and Human Issues**

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

**7TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:
Technology Productivity Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

**STANDARD 4:
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

**7TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 5:
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

**STANDARD 6:
Technology Problem-Solving and Decision Making Tools**

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

6TH GRADE IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Explore choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

**6TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:
Technology Productivity Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

**STANDARD 4:
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

6TH GRADE IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	c. Select appropriate technology tools for data analysis and reporting.

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

**5TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:
Basic Operations and Concepts**

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

**STANDARD 2:
Social, Ethical, and Human Issues**

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

**5TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:
Technology Productivity Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

**STANDARD 4:
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

**5TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 5:
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	c. N/A

**STANDARD 6:
Technology Problem-Solving and Decision Making Tools**

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

4TH GRADE IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Explore the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

**4TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:
Technology Productivity Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support analysis and modeling.

**STANDARD 4:
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

**4TH GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 5:
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	c. N/A

**STANDARD 6:
Technology Problem-Solving and Decision Making Tools**

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

**3RD GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:
Basic Operations and Concepts**

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Explore the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

**STANDARD 2:
Social, Ethical, and Human Issues**

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Discuss legal and ethical behaviors when using technology and information.

**3RD GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:
Technology Productivity Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

**STANDARD 4:
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

**3RD GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 5:
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. Evaluate the accuracy and relevance of electronic information sources.
2. Use technology tools to process data and report results.	a. N/A

**STANDARD 6:
Technology Problem-Solving and Decision Making Tools**

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

**2ND GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:
Basic Operations and Concepts**

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

**STANDARD 2:
Social, Ethical, and Human Issues**

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

**2ND GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:
Technology Productivity Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

**STANDARD 4:
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

**2ND GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 5:
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. N/A
2. Use technology tools to process data and report results.	a. N/A

**STANDARD 6:
Technology Problem-Solving and Decision Making Tools**

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

1ST GRADE IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

**1ST GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:
Technology Productivity Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

**STANDARD 4:
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

**1ST GRADE IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 5:
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. N/A
2. Use technology tools to process data and report results.	a. N/A

**STANDARD 6:
Technology Problem-Solving and Decision Making Tools**

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

KINDERGARTEN IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Use input and output devices successfully to operate computers, VCRs, audio tapes and other technologies.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

**KINDERGARTEN IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:
Technology Productivity Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. N/A
	b. N/A
	c. N/A
	d. N/A

**STANDARD 4:
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. N/A
	b. N/A
	c. N/A

**KINDERGARTEN IDAHO STUDENT INFORMATION
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 5:
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. N/A
	b. N/A
2. Use technology tools to process data and report results.	a. N/A

**STANDARD 6:
Technology Problem-Solving and Decision Making Tools**

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A