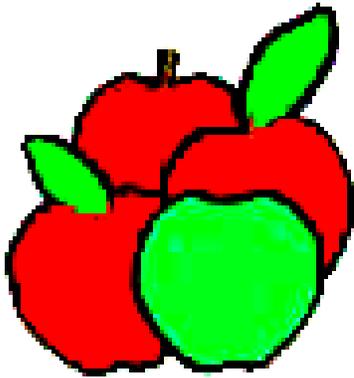


COURSE OF STUDY

Idaho Department of Education



English

Language Arts 8

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**Dr. Marilyn Howard
State Superintendent of Public Instruction**



IDAHO DEPARTMENT OF EDUCATION

English Language Arts

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Introduction

In spite of everything, I still believe that people are good at heart.

- Anne Frank
July 15, 1944

Background

The Idaho State Department of Education gathered teams of exemplary educators from throughout the state to write courses of study related to Idaho Achievement Standards subject areas. In turn, all of the state's school districts received hard copies as well as online access in order to assist them incorporate the Standards as a more integral part of their curricula. Idaho teachers have appreciatively received the documents on compact disks.

The transitions that occur throughout elementary, middle school/junior high and the world of high school require significant growth and change for learners. Throughout students' educations, literature and writing processes introduce them to an increased demand for mature thinking skills. Involvement with literature builds upon previous reading experiences, but emphasizes a new set of life issues. Thematic years address relationships, beliefs and values, responsibility, and self-identity. Focusing on skills, each graduated course enlists a significantly greater reliance on the ability to write effectively and efficiently with consideration of audience and purpose.

Purpose

The intended purpose of each course of study is to align curriculum instruction and assessment with the Idaho Language Arts Achievement Standards. This document provides a framework to assist teachers prepare their students for the Idaho Standard Achievement Tests as well as for the Ninth Grade Direct Writing Assessment.

Idaho Achievement Standards

Standards provide widely agreed upon guidelines for what all students should learn and be able to do. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Each of the *U.S. History I* instructional blocks is built upon the supporting Idaho Achievement standards; **power standards are identified red.**

Teacher Resource: Idaho Achievement Standards available at www.sde.state.id.us.

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2004

Using This Document

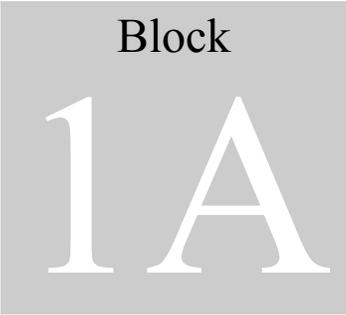
This English Language Arts Course of Study provides a starting point for teachers whose districts have not formalized their own standards-based curriculum and additional support for those whose districts have developed and published standards-based curricula. Although the suggestions that follow form a framework that addresses all relevant Idaho standards, we are hopeful that teachers will incorporate their own professional training and experience to complete the course. The suggested activities represent alternative activities that may assist students achieve objectives. We encourage teachers to seek those activities that most capitalize on local resources or interests. Employed strategies may implement or extend opportunities for students to meet standards. We encourage teachers to identify additional activities and the standards they address for possible inclusion in a future revision and expansion of this guide.

The following **8th Grade English Course of Study** is organized into four progressive blocks that focus on the continued development of student writing, reading, and communication. These blocks include:

1. Block 1: Examining the Structure of Language and the Process of Writing
1A - Writing 1B - Reading 1C - Communication
2. Block 2: Expanding the Structure of Language and the Process of Writing into Complex Formation
2A - Writing 2B - Reading 2C - Communication
3. Block 3: Exploring the World Through the Process of Writing
3A - Writing 3B - Reading 3C - Communication
4. Block 4: Expressing and Experiencing Ideas in Creative and Meaningful Formats
4A - Writing 4B - Reading 4C - Communication

Student Evaluation Philosophy

Assessment of student progress toward mastering individual standards should be ongoing and imbedded within instructional blocks. Ideally, assessments should be formative in nature and assist to guide subsequent instruction. We encourage a variety of approaches to assessing student performance: performance, portfolios, and traditional testing. At the completion of this course, an end of course summary assessment device can validate student achievement



Examining the Structure of Language and the Process of Writing

The student will be able to produce clear, concise, and well-supported expository writing.

Objectives-Writing

Reference to Idaho Standards

- | | |
|--|----------------------|
| 1. Understand and be able to use the writing process effectively | 744.01.a |
| 2. Write and read to various forms of expository writing | 744.03.a,b |
| 3. Specifically focus on language development and usage as they pertain to punctuation, grammar, spelling, mechanics, capitalization, and sentence structure | 744.01.b
744.02.a |
| 4. Write for purpose and audience | 744.01.c |
| 5. Produce writing that includes an introduction, thesis, body, and conclusion | 744.02.c |
| 6. Produce writing that incorporates effective paragraphing, topic sentences, and transitions | 744.02.c |

Standard: 744.01

Understand and use the writing process

Content Knowledge and Skills:

- a. Understand and use steps of the writing process: brainstorm, draft, revise, edit, and publish
- b. Write in a variety of formats to specifically record, generate, and reflect upon ideas
- c. Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose

Standard: 744.02

Write and edit for correctness and clarity

Content Knowledge and Skills:

- a. Determine and apply rules and conventions for the following: eight parts of speech; dependant and independent clauses; common phrases to include prepositional, infinitive, gerund, and appositives; and punctuation, capitalization, spelling and legibility
- b. Incorporate a variety of elements of writing; alliteration, figurative language, hyperbole, metaphor, personification, vocabulary, idiom
- c. Convey clear and focused main ideas that are supported by details and examples, which in turn, are appropriate to topic, audience, and purpose

Standard: 744.03

Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain

Content Knowledge and Skills:

- a. Use facts, data, and processes from technical materials to inform through writing
- b. Produce documents in an appropriate format to inform and explain

Standard: 744.04

Write for literary response and expression

Content Knowledge and Skills:

- a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives
- b. Appropriately incorporate a thesis statement and supporting evidence

- c. Write and publish original creative works that include figurative and descriptive language

Standard: 744.05

Write to critically analyze and evaluate within the confines of eighth-grade science and social studies curriculum

Content Knowledge and Skills:

- a. Analyze for the following: purpose, ideas, style, structure, and effectiveness
- b. Use a thesis statement and appropriate supporting evidence to persuade or inform a specific audience
- c. Use writing to persuade

Standard: 744.07

Write technical information

Content Knowledge and Skills:

- a. Locate sources
- b. Produce technical documents

Suggested Writing Activities	Content Standards	Technology Standards
1. Provide opportunities for students to explore various approaches to brainstorming that include outlining, listing, clustering-webbing, and stream of consciousness or free-writing.	744.01.a	
2. Provide a bare-bones outline; direct students to complete remaining details.	744.01.a 744.02.c	
3. Use Daily Oral Language or on-line grammar program.	744.01.b 744.02.a	3.1.b
4. Save a writing sample from the start of the school year and compare to writing throughout the year.	744.01.a	
5. Provide sentence and essay starters for students to respond.	744.02.c	
6. Involve students in diagraming sentences	744.01.b 744.02.a	
7. Create a “Parts of Speech” visual aid. Illustrate and include a sample sentence for each part of speech.	744.01.b 744.02.a	4.1.b
8. Present the <i>School House Rock</i> video series.	744.01.b 744.02.a	3.1.b
9. Direct students to use a thesaurus to locate new words to replace overused words and phrases.	744.01.b 744.02.a	
10. Emphasize vocabulary of writing in order that students understand discussions. Create a master list of vocabulary words to maintain and update in their notebooks.	744.01.a	

Examining the Structure of Language and the Process of Reading

The student will be able to fluently read and comprehend a variety of grade-appropriate fiction and nonfiction materials.

Objectives-Reading

Reference to Idaho Standards

- | | |
|--|----------|
| 1. Review reading strategies and read proficiently and fluently at grade level | 743.01.a |
| 2. Read to gather information | 743.02.b |
| 3. Read to make predictions | 743.02.c |
| 4. Identify literary devices in various pieces of literature | 743.01.f |
| 5. Read in order to understand author's purpose, theme, and meaning | 743.03.a |
| 6. Read and respond to a variety of literature | 743.02.b |
| 7. Read for general knowledge, enjoyment and life-long learning | 743.02.e |

Standard: 743.01

Read a variety of traditional and electronic materials for information and understanding

Content Knowledge and Skills:

- a. Use decoding strategies and other visual information to fluently read grade-level text
- b. Search purposefully for particular information
- c. Predict alternatives and probabilities in text on basis of prior knowledge and information within text
- d. Reconsider a response against more than one source of information of grade-level text
- e. Confirm or self-correct predictions in response to grade-level text
- f. Identify literary devices: mood, tone, style, and figurative language

Standard: 743.02

Read and respond to a variety of literature to compare and contrast the many dimensions of human experience

Content Knowledge and Skills:

- a. Define characteristics of the following literary forms and genres: fiction and nonfiction, including short story, novel, poetry, biography, plays, essays, and reference material
- b. Activate and draw upon own experiences to connect to reading selections
- c. Identify social, cultural and historical significance of various types of text
- d. Identify how an author uses language and literary devices to evoke a response in a reader: style, format, structure, and point of view
- e. Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning

Standard: 743.03

Read a variety of traditional, technical and electronic materials for critical analysis and evaluation

Content Knowledge and Skills:

- a. Identify author's purpose and describe how language, setting, and information support that purpose within literary text

- b. Analyze literary text for the following elements: characters, setting, plot structure, theme, conflict, resolution, and symbolism
- c. Compare and contrast information from multiple sources
- d. Use personal or objective criteria to do the following: draw conclusions, make inferences, determine meanings, form opinions, and make judgments
- e. Distinguish between fact and opinion and identify cause and effect relationships within expository text

Standard: 743.04

Read to locate information from a variety of traditional, technical and electronic sources

Content Knowledge and Skills:

- a. Use questions to guide reading
- b. Use knowledge of common patterns of factual texts to enhance comprehension
- c. Synthesize what has been read

Standard: 743.05

Read for technical information

Content Knowledge and Skills:

- a. Identify and use comprehension strategies to understand technical text
- b. Explain use of graphics, layout, white space, italics, parentheses and other visual aids
- c. Identify organization of technical texts
- d. Use technical information to complete tasks

Suggested Reading Activities	Content Standards	Technology Standards
1. Instruct students to identify main ideas in nonfiction text (italics, bold print) or a theme in fiction text (title, topic sentences).	743.02.b	6.1.a
2. Create a T-Chart. Invite students to develop questions. Using nonfiction texts, direct them to gather information.	743.02.b	
3. Invite students to read resumes and evaluate employable qualities. Based on resumes, students will predict the characteristics of the employee.	743.03.a	
4. Read a short story. Invite students to create a resume for one of the main characters.	743.03.a	
5. Direct students to scavenger hunt basic text construction. Use Internet, nonfiction text, and fictional text to determine location of requested information.	743.02.b	6.1.a
6. Involve students in collecting ideas for an essay about a current event that relates directly to the students.	743.02.b	5.1.a,b
7. Direct students to read an autobiographical account and create a timeline.	743.04.b	
8. Direct students to create a poster or PowerPoint about a fictional or nonfiction character.	74 3.02.b	3.1.a,b,c,d
9. Instruct students to create a biography of a fellow classmate.	743.02.b	
10. Direct students to do a web search related to a given topic and locate three sites that deal with it. Students will then evaluate each site for content and credibility.	743.04.a	5.1.a,b
11. Direct students to create a KWHL chart related concerns that a new student to a particular school/district may have within their first two weeks of attendance. Direct students to complete the chart using their school handbook.	743.04.a,b	
12. As the class reads a newspaper article, direct the students to list text-to-text connections, text-to-self connections, and text-to-world connections.	743.03.d	

13. Invite students to read a variety of sources of information that includes memos, brochures, graphs, newspapers, and letters. Form groups and assign each a particular style. Assign each group to determine the main components of its writing style and, using a jigsaw approach, explain them to the other groups.

743.05.a

6.1.a

Examining the Importance of Listening, Viewing and Speaking Effectively

The students will demonstrate the ability to use effective communication skills, including listening, speaking and viewing.

Objectives

Reference to Idaho Standards

- | | |
|--|--|
| 1. Listen for information and understanding and to develop effective interpersonal listening skills | 745.01.a,b,c |
| 2. Speak to share information, for self-expression and to verbalize the analysis of text | 746.01.a,b
746.03.a,b,c |
| 3. View critically to gather information, to understand film techniques and to enjoy visual media | 747.01.a,b
747.02.a,b
747.03.a,b |
| 4. Use a variety of resources to produce visual aides that communicate through print and non-print media | 747.04.a,b |

Standard: 745.01

Listen for information and understanding

Content Knowledge and Skills:

- a. Acquire and summarize information from a variety of electronic and live sources
- b. Develop listening skills to gain enrichment and information about various cultures
- c. Develop effective interpersonal listening skills

Standard: 745.02

Listen for literary response and expression

Content Knowledge and Skills:

- a. Respond to a variety of oral presentations
- b. Find similarities and differences within a variety of oral presentations

Standard: 745.03

Listen for critical analysis and evaluation

Content Knowledge and Skills:

- a. Make informed decisions about the purpose, content, organization and delivery of verbal communications and non-verbal cues
- b. Listen for sequencing

Standard: 747.01

View for information and understanding

Content Knowledge and Skills:

- a. Identify a variety of visually presented materials (books, films, videos, Internet)
- b. Use viewing skills to determine main idea and collect data

Standard: 747.02

View media sources for personal response and expression

Content Knowledge and Skills:

- a. Identify relationships, ideas, and cultures represented within various media

Standard: 747.03

View media to engage in critical analysis and evaluation

Content Knowledge and Skills:

- a. Critique, interpret and evaluate non-print media
- b. Use knowledge learned from charts and graphs
- c. Evaluate relationships, ideas, and cultures represented within various media

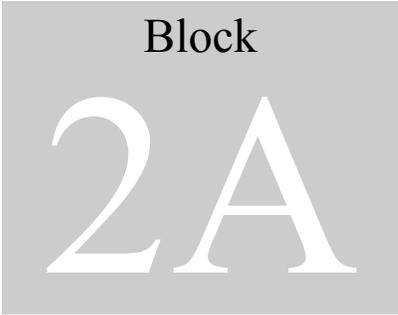
Standard: 747.04

Use a variety of resources to produce visuals that communicate through print and non-print media

Content Knowledge and Skills:

- a. Understand the multiple tools of graphics, pictures, color, motion, and music
- b. Apply knowledge and technical skills to produce effective visuals

Suggested Communication Activities	Content Standards	Technology Standards
1. Invite students to work cooperatively in small groups to analyze texts.	746.01.a,b 746.03.a,b,c	4.1.c
2. Direct students to interview fellow students in order to create a positive learning environment.	745.01.a,b,c	
3. Provide educational media for student’s viewing.	747.01.a,b 747.02.a,b 747.03.a,b	3.1.b
4. Provide opportunities for students to listen to and comprehend a book-on-tape.	745.01.a,b,c	
5. Direct students to listen to and take notes on such oral presentations as a career speaker, local media personality, etc.	745.01.a,b,c	
6. Invite students to present book talks to classmates.	746.01.a,b 746.03.a,b,c	
7. Facilitate a book fair in which students create poster boards with information about particular books and their authors.	746.01.a,b 746.03.a,b,c	4.1.a,b
8. Create a skit about school rules to review with students at the start of the school year.	747.04.a,b	
9. Write and present morning announcements that incorporate effective elements of oral communication.	747.04.a,b	



Expanding the Structure of Language and the Process of Writing into Complex Structures

The students will be able to produce clear, concise and well-supported expository writing that is more complex, including the use of two-part exposition.

Objectives

Reference to Idaho Standards

- | | |
|---|----------------------|
| 1. Demonstrate understanding of the writing process. | 744.01.a |
| 2. Demonstrate understanding of and ability to respond to various forms of two-part expository writing. | 744.03.a,b |
| 3. Demonstrate understanding of language development and usage as it pertains to punctuation, grammar, spelling, mechanics, capitalization, and sentence structure. | 744.01.b
744.02.a |
| 4. Write for purpose and audience. | 744.01.c |
| 5. Produce writing that includes an introduction, thesis, body, and conclusion. | 744.02.c |
| 6. Produce writing that includes effective paragraphing, effective topic sentences, and effective transitions. | 744.02.c |
| 7. Write to convince/persuade. | 744.05.c |
| 8. Write to evaluate print and non-print sources. | 744.05.a |

Standard: 744.01

Understand and use the writing process

Content Knowledge and Skills:

- a. Understand and use steps of the writing process: brainstorm, draft, revise, edit, and publish
- b. Write in a variety of formats to specifically record, generate and reflect upon ideas
- c. Identify and use appropriate style and vocabulary for a particular audience, voice and purpose

Standard: 744.02

Write and edit for correctness and clarity

Content Knowledge and Skills:

- a. Determine and apply rules and conventions for the following: eight parts of speech, dependant and independent clauses, and common phrases to include prepositional, infinitive, gerund, and appositives, punctuation, capitalization, spelling and legibility
- b. Incorporate a variety of elements of writing (alliteration, figurative language, hyperbole, metaphor, personification, vocabulary, idiom)
- c. Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience and purpose

Standard: 744.03

Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain

Content Knowledge and Skills:

- a. Use facts, data, and processes from technical materials to inform through writing
- b. Produce documents in appropriate format to inform and explain

Standard: 744.04

Write for literary response and expression

Content Knowledge and Skills:

- a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives
- b. Appropriately use a thesis and supporting evidence

- c. Write and publish original creative works that include figurative and descriptive language

Standard: 744.05

Write to critically analyze and evaluate within the confines of eighth-grade science and social studies curriculum

Content Knowledge and Skills:

- a. Analyze for the following: purpose, ideas, style, structure, and effectiveness
- b. Use thesis and appropriate supporting evidence to persuade or inform a specific audience
- c. Use writing to persuade

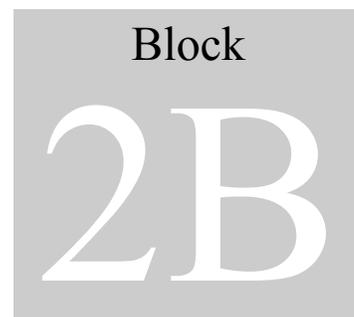
Standard: 744.07

Write technical information

Content Knowledge and Skills:

- a. Locate sources
- b. Produce technical documents

Suggested Writing Activities	Content Standards	Technology Standards
1. Direct students to write an essay that provides evidence of all of the steps in the writing process as well as the components of a well-written expository essay.	744.01.b,c 744.02.c	
2. Direct students to analyze sentences and identify all eight parts of speech.	744.02.a	
3. Invite students to evaluate essay samples and rewrite to improve organization and content.	744.01.c	
4. Provide students with sample paragraphs that lack topic sentences. Direct them to create appropriate topic sentences.	744.02.c	
5. Direct students to write a letter to the editor that expresses an opinion about a current event.	744.03.b	
6. Direct students to create a Venn Diagram or another type of graphic organizer to compare and contrast information, ideas, and characters.	744.05.a,b	
7. Direct students to create a print ad and a radio commercial for a product that they invent.	744.05.c 744.06.b	4.1.b
8. Direct students to write a speech that incorporates appropriate language for the audience as well as anticipates and addresses audience questions.	744.05.a	
9. Direct students to write an essay or speech that informs or entertains.	744.01.b,c	
10. Provide commercials for students to watch and evaluate their use of persuasive techniques.	744.05.a	5.1.b



Expanding Reading Comprehension and Fluency

The students will be able to read fluently and comprehend a variety of more complex fiction and nonfiction materials.

Objectives

Reference to Idaho Standards

- | | |
|---|----------------------|
| 1. Read to gather and evaluate information | 743.02.a,b |
| 2. Read to make predictions and confirm outcomes | 743.01.b,c,e |
| 3. Identify literary devices to infer meaning in various pieces literature | 743.01.f |
| 4. Read to identify structures, such as cause/effect, problem/solution, compare/contrast, and before/after | 743.01.b
743.03,e |
| 5. Read in order to identify an author's purpose, theme, and meaning | 743.03.a |
| 6. Read and respond to a variety of complex fiction and nonfiction | 743.02.b |
| 7. Demonstrate ability to effectively use various reading strategies: visualization, re-reading, and graphic organizers | 743.01.a,b |
| 8. Read for general knowledge, enjoyment, and life-long learning | 743.02.e |
| 9. Read proficiently and fluently at grade level | 743.01.a |
| 10. Read proficiently from traditional, technical, and electronic sources | 743.03.a,b,c,d,e |
| 11. Read to understand social, cultural, and economic differences | 743.02.c |

Standard: 743.01

Read a variety of traditional and electronic materials for information and understanding

Content Knowledge and Skills:

- a. Use decoding strategies and other visual information to fluently read grade-level text
- b. Search purposefully for particular information
- c. Predict alternatives and probabilities in text on basis of prior knowledge and information within text
- d. Reconsider a response against more than one source of information of grade-level text
- e. Confirm or self-correct predictions in response to grade-level text
- f. Identify literary devices: mood, tone, style, and figurative language

Standard: 743.02

Read and respond to a variety of literature to compare and contrast the many dimensions of human experience

Content Knowledge and Skills:

- a. Define characteristics of the following literary forms and genres: fiction and nonfiction, including short story, novel, poetry, biography, plays, essays, and reference materials
- b. Activate and draw upon own experiences to connect to reading selections
- c. Identify social, cultural and historical significance of various types of text
- d. Identify how an author uses language and literary devices to evoke a response in a reader: style, format, structure, and point of view
- e. Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning

Standard: 743.03

Read a variety of traditional, technical and electronic materials for critical analysis and evaluation

Content Knowledge and Skills:

- a. Identify author's purpose and describe how language, setting and information support that purpose in literary text

- b. Analyze literary text for the following elements: characters, setting, plot structure, theme, conflict, resolution, and symbolism
- c. Compare and contrast information from multiple sources
- d. Use personal or objective criteria to do the following: draw conclusions, make inferences, determine meanings, form opinions, and make judgments
- e. Distinguish between fact and opinion and identify cause and effect relationships within expository text

Standard: 743.04

Read to locate information from a variety of traditional, technical and electronic sources

Content Knowledge and Skills:

- a. Use questions to guide reading
- b. Use knowledge of common patterns of factual texts to enhance comprehension
- c. Synthesize what has been read

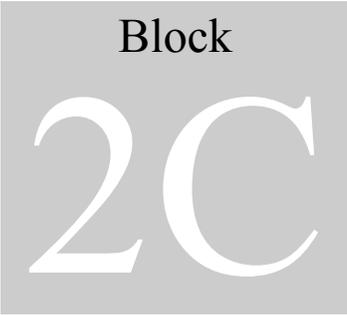
Standard: 743.05

Read for technical information

Content Knowledge and Skills:

- a. Identify and use comprehension strategies to understand technical text
- b. Explain use of graphics, layout, white space, italics, parentheses, and other visual aids
- c. Identify organization of technical texts
- d. Use technical information to complete tasks

Suggested Reading Activities	Content Standards	Technology Standards
1. Direct students to read editorials and discuss the merits of the presented argument.	743.03.d,e 743.04.c	
2. Invite students to read literature with diverse ethnic and social settings and themes.	743.02.c	
3. Provide opportunities for students to read books whose authors have diverse ethnic, social and economic backgrounds, such as Gary Soto, Langston Hughes, Maya Angelou, Sandra Cisneros, and Amy Tan.	743.03.c	
4. Provide opportunities for students to read and follow directions to create origami.	743.05.d	
5. Direct students to highlight or underline keywords and important information within a newspaper article.	743.02.d 743.05.a	
6. Direct students to read a variety of student-produced publications, such as literary magazines, school newspapers, etc.	743.02.c,d,e	
7. Direct students to highlight similes, metaphors, hyperbole, personification and alliteration within a poem or short story. Discuss what each adds to the works.	743.01.f	
8. Involve students in reading several authors' writings who that are known for their use of literary devices. Discuss the similarities and differences as well as the positive aspects these devices add.	743.02.a,c,d 743.01.f	
9. Invite students to read print or electronic ads and identify persuasive language. In turn, direct them to create posters that present persuasive vocabulary.	743.04.a,b,c	3.01.a,d
10. Direct students to read literature and determine author's point of view and purpose.	743.01.a,b,c 743.02.d 743.03.a	



Expanding Student ability to Listen, View and Speak Effectively

The students will demonstrate the ability to use effective communication skills that include listening, speaking and viewing.

Objectives

Reference to Idaho Standards

- | | |
|--|--|
| 1. Listen for information and understanding and to develop effective interpersonal listening skills | 745.01.a,b,c |
| 2. Speak to share information, to express self, and to verbalize the analysis of text | 746.01.a,b
746.03.a,b,c |
| 3. View critically to gather information, to understand film techniques, and to enjoy visual media | 747.01.a,b
747.02.a,b
747.03.a,b |
| 4. Use a variety of resources to produce visual aides that communicate through print and non-print media | 747.04.a,b |

Standard: 745.01

Listen for information and understanding

Content Knowledge and Skills:

- a. Acquire and summarize information from a variety of electronic and live sources
- b. Develop listening skills to gain enrichment and information about various cultures
- c. Develop effective interpersonal listening skills

Standard: 745.02

Listen for literary response and expression

Content Knowledge and Skills:

- a. Respond to a variety of oral presentations
- b. Find similarities and differences within a variety of oral presentations

Standard: 745.03

Listen for critical analysis and evaluation

Content Knowledge and Skills:

- a. Make informed decisions about the purpose, content, organization and delivery of verbal communications and non-verbal cues
- b. Listen for sequencing

Standard: 747.01

View for information and understanding

Content Knowledge and Skills:

- a. Identify a variety of visually presented materials: books, films, videos, and the Internet
- b. Use viewing skills to determine main idea and to collect data

Standard: 747.02

View media sources for personal response and expression

Content Knowledge and Skills:

- a. Identify relationships, ideas, and cultures represented within various media

Standard: 747.03

View media to engage in critical analysis and evaluation

Content Knowledge and Skills:

- a. Critique, interpret, and evaluate non-print media
- b. Apply knowledge learned from charts and graphs
- c. Evaluate relationships, ideas, and cultures represented within various media

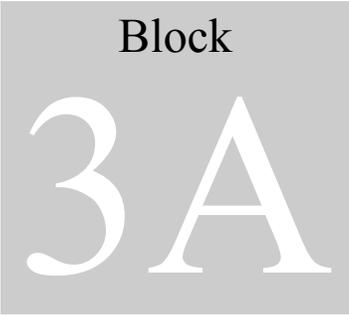
Standard: 747.04

Use a variety of resources to produce visuals that communicate through print and non-print media

Content Knowledge and Skills:

- a. Understand the multiple tools of graphics, pictures, color, motion, and music
- b. Apply knowledge and technical skills to produce effective visuals

Suggested Communication Activities	Content Standards	Technology Standards
1. Direct students to present a speech that argues for or against a current public policy such as seatbelts, capital punishment, dress codes etc.	745.01.a,b 746.03.a,b,c	
2. Direct students to perform a two-person skit, switching characters halfway through the skit in order to understand changing points of view.	746.02.a 746.01.a,b	
3. Direct students to listen to a segment of <i>The State of the Union</i> speech or a political debate. Determine main idea and evaluate the speaker's public speaking skills.	745.01.a,b,c	
4. Direct students to dramatize a reading of a poem.	746.02.a,b	
5. Invite students to present a demonstration speech that includes a PowerPoint visual aid; provide a question and answer session after the speech.	746.03.a,b,c	3.01.a,c
6. With students' assistance, develop a list of appropriate audience behaviors. Within class, perform skits for the class that demonstrate "how to" and "how not to."	746.01.a	
7. Instruct students to listen attentively and take notes during a presentation or lecture.	745.03.a,b	



Exploring the World Through the Process of Writing

The students will produce a well-documented and well-supported research paper, project or presentation.

Objectives

Reference to Idaho Standards

- | | |
|---|--------------------------|
| 1. Write an expository text for the purpose of explaining or informing the reader about a given topic | 744.03.a,b |
| 2. Gather, synthesize and communicate research findings | 744.03.a,b
744.06.a,b |
| 3. Create a correctly-formatted <i>Works Cited</i> page | 744.06.b |
| 4. Write and edit for correctness and clarity | 744.02.a |
| 5. Write to critically analyze and evaluate information | 744.05.a,b |
| 6. Write technical information | 744.07.a,b |
| 7. Identify appropriate information within research sources | 744.06.a |
| 8. Avoid plagiarism through paraphrasing, quoting, and citing | 744.06.a,b |
| 9. Organize information into a formal outline | 744.03.b |

Standard: 744.01

Understand and use the writing process

Content Knowledge and Skills:

- a. Understand and use steps of the writing process: brainstorm, draft, revise, edit, and publish
- b. Write in a variety of formats to specifically record, generate, and reflect upon ideas
- c. Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose

Standard: 744.02

Write and edit for correctness and clarity

Content Knowledge and Skills:

- a. Determine and apply rules and conventions for the following: eight parts of speech, dependant and independent clauses, and common phrases to include prepositional, infinitive, gerund, appositives, punctuation, capitalization, spelling and legibility
- b. Incorporate a variety of elements of writing: alliteration, figurative language, hyperbole, metaphor, personification, vocabulary, idiom
- c. Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience and purpose

Standard: 744.03

Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain

Content Knowledge and Skills:

- a. Use facts, data, and processes from technical materials to inform through writing
- b. Produce documents in appropriate format to inform and explain

Standard: 744.04

Write for literary response and expression

Content Knowledge and Skills:

- a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives
- b. Appropriately use a thesis and supporting evidence

- c. Write and publish original creative works that include figurative and descriptive language

Standard: 744.05

Write to critically analyze and evaluate within the confines of eighth-grade science and social studies curriculum

Content Knowledge and Skills:

- a. Analyze for the following: purpose, ideas, style, structure, effectiveness
- b. Use thesis and appropriate supporting evidence to persuade or inform a specific audience
- c. Use writing to persuade

Standard: 744.07

Write technical information

Content Knowledge and Skills:

- a. Locate sources
- b. Produce technical documents

Suggested Writing Activities	Content Standards	Technology Standards
1. Direct students to investigate a specific topic and gather relevant facts and data.	744.06.a	5.01.a,b, 5.02.a
2. Using a prepared list of facts about which the students have little prior knowledge, direct them to write a paragraph.	744.02.c 744.06.a,b	
3. Direct students to paraphrase information from a print source, such as a magazine or newspaper article.	744.02.c 744.06.a,b	
4. Direct students to create a formal outline of a magazine or newspaper article.	744.06.a,b	
5. Direct students to write creatively using various genres, such as letter, newspaper, or diary, using facts learned from research.	744.01.b	
6. Direct students to create a travel brochure for a specific destination.	744.03.a,b	3.01.a,c
7. Direct students to write an expository essay or research paper about a person after reading his/her biography or autobiography.	744.03.a,b	
8. Direct students to identify, select, and prioritize websites and search engines for use in a research paper.	744.07.a	5.01.a,b 6.01.a
9. Direct students to prepare a list of research questions.	744.06.b	
10. Direct students to create a KWHL chart or other graphic organizer in preparation for research.	744.06.b	5.02.a
11. Direct students to maintain a journal over a period of several weeks that documents daily events and feelings.	744.01.b,c	
12. Direct students to write a well-documented and supported research paper, project, or presentation.	744.01.a,c 744.02.a 744.06.a,b	

Exploring the World Through Reading Historic Fiction and Nonfiction

The students will read a variety of historical fiction and nonfiction to understand the world around them.

Objectives

Reference to Idaho Standards

- | | |
|---|----------------------|
| 1. Read to gather and evaluate information | 743.02.a,b |
| 2. Read to identify structures such as cause/effect, problem/solution, compare/contrast, and before/after | 743.01.b
743.03,e |
| 3. Read in order to identify author's purpose, theme and meaning | 743.03.a |
| 4. Demonstrate ability to effectively use various reading strategies: visualization, re-reading, graphic organizers | 743.01.a,b |
| 5. Read for general knowledge, enjoyment, and life-long learning | 743.02.e |
| 6. Read proficiently and fluently for grade level | 743.01.a |
| 7. Read proficiently from traditional, technical, and electronic sources | 743.03.a,b,c,d,e |
| 8. Read to understand social, cultural, and economic differences | 743.02.c |
| 9. Read and use indexes effectively and efficiently | 743.04.a |

Standard: 743.01

Read a variety of traditional and electronic materials for information and understanding

Content Knowledge and Skills:

- a. Use decoding strategies and other visual information to fluently read grade-level text
- b. Search purposefully for particular information
- c. Predict alternatives and probabilities in text on basis of prior knowledge and information within text
- d. Reconsider a response against more than one source of information of grade-level text
- e. Confirm or self-correct predictions in response to grade-level text
- f. Identify literary devices: mood, tone, style, and figurative language

Standard: 743.02

Read and respond to a variety of literature to compare and contrast the many dimensions of human experience

Content Knowledge and Skills:

- a. Define characteristics of the following literary forms and genres: fiction and nonfiction, including short story, novel, poetry, biography, plays, essays and reference material
- b. Activate and draw upon own experiences to connect to reading selections
- c. Identify social, cultural and historical significance of various types of text
- d. Identify how an author uses language and literary devices to evoke a response in a reader (style, format, structure, point of view)
- e. Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning

Standard: 743.03

Read a variety of traditional, technical and electronic materials for critical analysis and evaluation

Content Knowledge and Skills:

- a. Identify author's purpose and describe how language, setting and information support that purpose in literary text

that purpose in literary text

- b. Analyze literary text for the following elements: characters, setting, plot structure, theme, conflict, resolution, and symbolism
- c. Compare and contrast information from multiple sources
- d. Use personal or objective criteria to do the following: draw conclusions, make inferences, determine meanings, form opinions and make judgments
- e. Distinguish between fact and opinion and identify cause and effect relationships within expository text

Standard: 743.04

Read to locate information from a variety of traditional, technical and electronic sources

Content Knowledge and Skills:

- a. Use questions to guide reading
- b. Use knowledge of common patterns of factual texts to enhance comprehension
- c. Synthesize what has been read

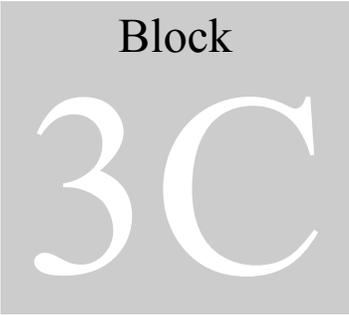
Standard: 743.05

Read for technical information

Content Knowledge and Skills:

- a. Identify and use comprehension strategies to understand technical text
- b. Explain use of graphics, layout, white space, italics, parentheses and other visual aids
- c. Identify organization of technical texts
- d. Use technical information to complete tasks

Suggested Reading Activities	Content Standards	Technology Standards
1. Direct students to read a biography or autobiography.	743.01.b	
2. Direct students to complete an index scavenger hunt in the school library.	743.04.a	
3. Direct students to identify the types of indexes available for research within their school.	743.04.a	6.01.a
4. Direct students to read and compare nonfiction and fiction selections related to the same topic.	743.03.c,d	
5. Direct students to create an ad in a different time period for a current product.	743.05.a,b	
6. Direct students to read and investigate their family histories via print and non-print media and create their own family tree.	743.04.a	2.02.a
7. Direct students to identify the literary elements in nonfiction versus fiction. Label various history-related works as either nonfiction or fiction.	743.05.a	5.01.a,b
	744.02.a	



Exploring Listening, Viewing, and Speaking with a Focus on the World

The students will effectively use communication skills, including listening, speaking and viewing.

Objectives

Reference to Idaho Standards

- | | |
|---|--|
| 1. Listen for information and understanding and to develop effective interpersonal listening skills. | 745.01.a,b,c |
| 2. Speak to share information, to express self and to verbalize the analysis of text. | 746.01.a,b
746.03.a,b,c |
| 3. View critically to gather information, to understand film techniques and to enjoy visual media. | 747.01.a,b
747.02.a,b
747.03.a,b |
| 4. Use a variety of resources to produce visual aides that communicate through print and non-print media. | 747.04.a,b |

Standard: 745.01

Listen for information and understanding

Content Knowledge and Skills:

- a. Acquire and summarize information from a variety of electronic and live sources
- b. Develop listening skills to gain enrichment and information about various cultures
- c. Develop effective interpersonal listening skills

Standard: 745.02

Listen for literary response and expression

Content Knowledge and Skills:

- a. Respond to a variety of oral presentations
- b. Find similarities and differences within a variety of oral presentations

Standard: 745.03

Listen for critical analysis and evaluation

Content Knowledge and Skills:

- a. Make informed decisions about the purpose, content, organization and delivery of verbal communications and non-verbal cues
- b. Listen for sequencing

Standard: 747.01

View for information and understanding

Content Knowledge and Skills:

- a. Identify a variety of visually presented materials (books, films, videos, Internet)
- b. Use viewing skills to determine main idea and collect data

Standard: 747.02

View media sources for personal response and expression.

Content Knowledge and Skills:

- a. Identify relationships, ideas, and cultures represented within various media
- b. Evaluate relationships, ideas, and cultures represented within various media

Standard: 747.03

View media to engage in critical analysis and evaluation

Content Knowledge and Skills:

- a. Critique, interpret and evaluate non-print media
- b. Use knowledge learned from charts and graphs

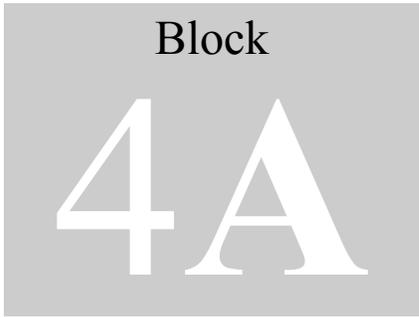
Standard: 747.04

Use a variety of resources to produce visuals that communicate through print and non-print media

Content Knowledge and Skills:

- a. Understand the multiple tools of graphics, pictures, color, motion and music
- b. Apply knowledge and technical skills to produce effective visuals

Suggested Communication Activities	Content Standards	Technology Standards
1. Direct students to read aloud a drama selection focusing on a historical event or time period.	745.01.b 746.01.b 747.01.b	
2. Invite students to present orally research they have gathered and incorporate visual aids.	747.04.a,b	4.01.b,c
3. Provide an opportunity for students to visit a museum, historical site, or memorial that relates to a historical topic.	747.01.b	
4. Provide opportunities for students to listen to speeches presented by historical figures and discuss their content and timeframe.	745.01.a,b	
5. Invite a local politician to speak to the class.	745.01.a,b	
6. Present a historic film.	745.01.a,b 747.01.a	
7. Direct students to work in pairs to create a video related to a historical time period.	747.01.a,b	4.01.a,b
8. Direct students to meet in small groups to organize a role-play. Students will live the life of the characters from the selection they are studying. <i>Diary of Anne Frank</i> works well.	746.01.a 746.03.a,c	



Expressing and Experiencing Ideas in Creative and Meaningful Formats

The students will produce a variety of creative writing essays using various modes.

Objectives

Reference to Idaho Standards

- | | |
|--|------------------------|
| 1. Understand and be able to use the writing process creatively. | 744.01.a,c |
| 2. Write and read various forms of creative writing, that include poetry, short story, and fable. | 744.03.a,b |
| 3. Specifically focus on language development and usage as it pertains to punctuation, grammar, spelling, mechanics, capitalization, and sentence structure. | 744.01.b
744.02.a |
| 4. Write to entertain and inspire. | 744.01.b,c
744.02.a |
| 5. Produce writing that includes figurative language and imagery. | 744.02.b,c
744.04.c |

Standard: 744.01

Understand and use the writing process

Content Knowledge and Skills:

- a. Understand and use steps of the writing process (brainstorm, draft, revise, edit, publish)
- b. Write in a variety of formats to specifically record, generate and reflect upon ideas
- c. Identify and use appropriate style and vocabulary for a particular audience, voice and purpose

Standard: 744.02

Write and edit for correctness and clarity

Content Knowledge and Skills:

- a. Determine and apply rules and conventions for the following: eight parts of speech, dependant and independent clauses, and common phrases to include prepositional, infinitive, gerund, and appositives, punctuation, capitalization, spelling and legibility.
- b. Incorporate a variety of elements of writing (alliteration, figurative language, hyperbole, metaphor, personification, vocabulary, idiom)
- c. Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience and purpose

Standard: 744.03

Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain

Content Knowledge and Skills:

- a. Use facts, data, and processes from technical materials to inform through writing
- b. Produce documents in appropriate format to inform and explain

Standard: 744.04

Write for literary response and expression

Content Knowledge and Skills:

- a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives
- b. Appropriately use a thesis and supporting evidence

- c. Write and publish original creative works that include figurative and descriptive language

Standard: 744.05

Write to critically analyze and evaluate within the confines of eighth-grade science and social studies curriculum

Content Knowledge and Skills:

- a. Analyze for the following: purpose, ideas, style, structure, effectiveness
- b. Use thesis and appropriate supporting evidence to persuade or inform a specific audience
- c. Use writing to persuade

Standard: 744.06

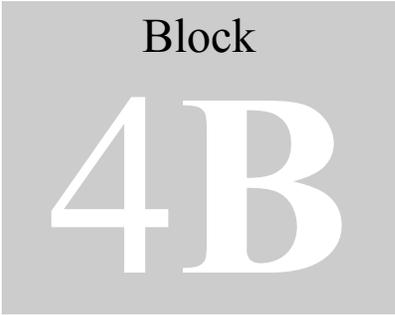
Write technical information

Content Knowledge and Skills:

- a. Locate sources
- b. Produce technical documents

Suggested Writing Activities	Content Standards	Technology Standards
1. Direct students to create a typed poetry portfolio that includes original selections of the following: Haiku, found poem, ballad, and couplet.	744.02.b 744.04.c	3.1.a
2. Direct students to write a descriptive essay.	744.04.c	
3. Direct students to write a script for an in-class skit. Creative topics may include: science fiction, fantasy.	744.04.c	
4. Invite students to rewrite the ending of a fairy tale to alter its message.	744.05.a	
5. Invite students to copy/change a poem.	744.02.b 744.04.c	
6. Direct students to rewrite a given passage in the style of a different author.	744.02.c	
7. Instruct students to identify poetic devices within song lyrics.	744.02.b	
8. Assist students to write and illustrate a children's book. Share with younger students. Publish.	744.01.c 744.02.c 744.04.c	4.01.b
9. As a class, create a graphic novel.	744.01.c 744.02.c	4.01.b
10. Involve students in writing an episode of a favorite sitcom.	744.01.c 744.02.c	
11. Direct students to write a myth or legend about your school.	744.01.c 744.02.c	
12. Involve students in investigating urban legends by looking at “debunking” websites and determine where some of the stories originated.	744.04.c	5.01.a,b
13. Direct students to write a response to a famous work of art that includes a description of the work.	744.04.a,c	

14. Direct students to write a tall-tale about your favorite fictional character. 744.04.c
15. Instruct students to create an editorial cartoon about a current issue. 744.05.a,b
16. Working in groups of three, instruct students to rewrite the beginning, middle and ending of a fairy tale from a different point of view. 744.04.c



Experiencing a Variety of Creative Forms and Genres through Reading

The students will read a variety of creative works and genres and, in turn experience new ideas and cultures.

Objectives

Reference to Idaho Standards

- | | |
|--|------------|
| 1. Identify literary devices to infer meaning in various pieces literature. | 743.01.f |
| 2. Read in order to identify author's purpose, theme, and meaning. | 743.03.a |
| 3. Read and respond to a variety of complex fiction and nonfiction. | 743.02.b |
| 4. Demonstrate effective use of various reading strategies, such as visualization. | 743.01.a,b |
| 5. Read for general knowledge, enjoyment, and life-long learning. | 743.02.e |
| 6. Read proficiently and fluently for grade level. | 743.01.a |
| 7. Read to understand social, cultural, and economic differences. | 743.02.c |

Standard: 743.01

Read a variety of traditional and electronic materials for information and understanding

Content Knowledge and Skills:

- a. Use decoding strategies and other visual information to fluently read grade-level text
- b. Search purposefully for particular information
- c. Predict alternatives and probabilities in text on basis of prior knowledge and information within text
- d. Reconsider a response against more than one source of information of grade-level text
- e. Confirm or self-correct predictions in response to grade-level text
- f. Identify literary devices (mood, tone, style, figurative language)

Standard: 743.02

Read and respond to a variety of literature to compare and contrast the many dimensions of human experience

Content Knowledge and Skills:

- a. Define characteristics of the following literary forms and genres: fiction and nonfiction, including short story, novel, poetry, biography, plays, essays and reference material
- b. Activate and draw upon own experiences to connect to reading selections
- c. Identify social, cultural and historical significance of various types of text
- d. Identify how an author uses language and literary devices to evoke a response in a reader (style, format, structure, point of view)
- e. Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning

Standard: 743.03

Read a variety of traditional, technical and electronic materials for critical analysis and evaluation

Content Knowledge and Skills:

- a. Identify author's purpose and describe how language, setting and information support that purpose in literary text

- b. Analyze literary text for the following elements: characters, setting, plot structure, theme, conflict, resolution, and symbolism
- c. Compare and contrast information from multiple sources
- d. Use personal or objective criteria to do the following: draw conclusions, make inferences, determine meanings, form opinions and make judgments
- e. Distinguish between fact and opinion and identify cause and effect relationships within expository text

Standard: 743.04

Read to locate information from a variety of traditional, technical and electronic sources

Content Knowledge and Skills:

- a. Use questions to guide reading
- b. Use knowledge of common patterns of factual texts to enhance comprehension
- c. Synthesize what has been read

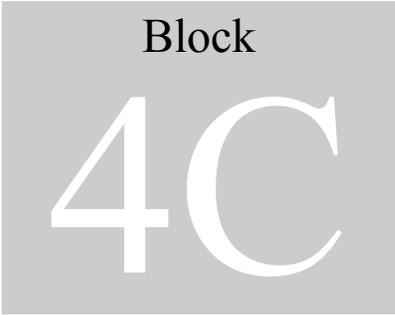
Standard: 743.05

Read for technical information

Content Knowledge and Skills:

- a. Identify and use comprehension strategies to understand technical text
- b. Explain use of graphics, layout, white space, italics, parentheses and other visual aids
- c. Identify organization of technical texts
- d. Use technical information to complete tasks

Suggested Reading Activities	Content Standards	Technology Standards
1. Direct students to read poetry by various authors whose writing presents various themes. Consider grouping by themes or backgrounds.	743.01.c,e,f	
2. Direct students to use readers' theater techniques to enhance reading experience.	743.01.f	
3. Direct students to select a theme and compile a portfolio of poems and short stories that reflect that theme.	743.01.c,e,f	
4. Direct students to create literature circles in which they examine poetry.	743.01.c,e,f	
5. Direct students to read and annotate song lyrics and to focus their meanings, themes, and poetic devices.	743.01.c,e,f	
6. Direct students to read two-voice poems.	743.01.c,e,f	
7. Direct students to read and respond to poems written by the teacher and classmates.	743.01.c,e,f	



Experiencing the World and Expressing Ideas by Listening, Speaking and Viewing

The students will effectively use communication skills that include listening, speaking, and viewing.

Objectives

Reference to Idaho Standards

- | | |
|--|--|
| 1. Listen for information and understanding and to develop effective interpersonal listening skills | 745.01.a,b,c |
| 2. Speak to share information, for self-expression and to verbalize the analysis of text | 746.01.a,b
746.03.a,b,c |
| 3. View critically to gather information, to understand film techniques and to enjoy visual media | 747.01.a,b
747.02.a,b
747.03.a,b |
| 4. Use a variety of resources to produce visual aides that communicate through print and non-print media | 747.04.a,b |

Standard: 745.01

Listen for information and understanding

Content Knowledge and Skills:

- a. Acquire and summarize information from a variety of electronic and live sources
- b. Develop listening skills to gain enrichment and information about various cultures
- c. Develop effective interpersonal listening skills

Standard: 745.02

Listen for literary response and expression

Content Knowledge and Skills:

- a. Respond to a variety of oral presentations
- b. Find similarities and differences within a variety of oral presentations

Standard: 745.03

Listen for critical analysis and evaluation

Content Knowledge and Skills:

- a. Make informed decisions about the purpose, content, organization and delivery of verbal communications and non-verbal cues
- b. Listen for sequencing.

Standard: 747.01

View for information and understanding

Content Knowledge and Skills:

- a. Identify a variety of visually presented materials (books, films, videos, Internet)
- b. Use viewing skills to determine main idea and collect data

Standard: 747.02

View media sources for personal response and expression

Content Knowledge and Skills:

- a. Identify relationships, ideas, and cultures represented within various media
- b. Evaluate relationships, ideas, and cultures represented within various media

Standard: 747.03

View media to engage in critical analysis and evaluation

Content Knowledge and Skills:

- a. Critique, interpret and evaluate non-print media
- b. Use knowledge learned from charts and graphs

Standard: 747.04

Use a variety of resources to produce visuals that communicate through print and non-print media

Content Knowledge and Skills:

- a. Understand the multiple tools of graphics, pictures, color, motion and music
- b. Apply knowledge and technical skills to produce effective visuals

Suggested Communication Activities	Content Standards	Technology Standards
1. Direct students to hold an "open-mic" day in which they have opportunities to share favorite poems by other as well as their own original works.	745.01.b,c 745.02.a	
2. As a class, visit a local coffee shop, university, or other locale that holds poetry reading/slam.	745.01.b	
3. Present a video of prominent authors reading their own works. (These can be accessed via the Internet.)	747.02.a	3.01.a
4. Present a performance of <i>A Poetry Alive</i> .	747.02.a	
5. Direct students to recite a poem for a small group or for the entire class.	746.02.a,b	
6. Present <i>Dead Poet's Society</i> and discuss its use of poetry. Also, read poems from the movie, such as "O Captain, My Captain."	747.02.a	3.01.a
7. Present an author project to the class and create a PowerPoint presentation to correlate with the project.	746.02.a	3.01.c

APPENDIX A
Resources

Suggested Materials and Resources

State approved eighth-grade anthologies for language arts

Write Source 2000, Write Source

MLA Handbook

Suggested Fiction

A Christmas Memory by Sherman Copote (short story)

Dandelion Wine by Ray Bradbury

Devil's Arithmetic by Jan Yolen

Freak the Mighty by Rodman Philbrick

Gift of the Magi by O. Henry (short story)

Golden Compass by Phillip Pullman

NightJohn by Gary Paulsen

Nothing But the Truth by Avi

Short stories and poems by Edgar Allan Poe

The Cage by Ruth Minsky Sender

The Giver by Lois Lowry

The Outsiders by S.E. Hinton

The Pigman by Paul Zindel

Suggested Nonfiction

Farewell to Manzanar by Jeanne Wakatsuki Huston and James D. Huston

Night by Elie Wiesel

The Diary of Anne Frank (book or play form)

Suggested Videos

Diary of Anne Frank

Grammar Rock Series

The Mighty

The Outsiders

Suggested Web Sites

<http://ccc.commnet.edu/grammar/>

<http://www.4teachers.org>

<http://cheriejohnson.tripod.com/ritti/writing.htm>

<http://www.region15.org/curriculum/graphpicorg.html>

APPENDIX B

Lesson Plans

Persuasion- Letters to the Editor

Objectives

Students will be able to do the following:

- Understand and be able to use the writing process effectively
- Specifically focus on language development and usage as it pertains to punctuation, grammar, spelling, mechanics, capitalization, and sentence structure
- Write for purpose and audience
- Produce writing that includes an introduction, thesis, body, and conclusion
- Write to convince or persuade

Idaho Achievement Standards

744.01.a,b,c; 744.02.a,c; 744.05.c

Materials and Resources

Classroom sets of multiple editions of recent newspapers (The more, the better!)

Procedure for Teaching

1. Distribute newspapers to the students. Provide thirty to forty minutes for them to read various articles of interest. Direct students to focus particularly on the front page and opinion sections. Direct them to read current events or other areas where their ideas provide opportunities for debate and discussion. (There will not be a whole lot in the sports or comic sections to discuss for this activity!)
2. Brainstorm a list of possible letter topics on the board.
3. Direct students to choose one of the topics, or to choose one that they developed on their own. Remind them to choose topics in which they have interest.
4. Students need to write a letter to the editor of a local newspaper that discusses the topic of their choice. Remind them that their audience is the local media, so they need to write formally and correctly. The letter that they write is to persuade the readers of the paper of the students' viewpoints.
5. Direct students to edit each other's letters. Pay specific attention to such details as grammar and punctuation. Also, they should look to affirm that the writer presents a mature argument for his/her idea. Remind students that saying things are "stupid" or "dumb" is not a mature approach to presenting ideas.
6. Students will type the letters, and the teacher will send them to the appropriate local source for possible publication.

Autobiographies/Timelines

Objectives

Students will be able to do the following:

- Review reading strategies, read proficiently and fluently for grade level.
- Read in order to identify author's purpose, theme and meaning
- Read and respond to a variety of literature
- Read for general knowledge, enjoyment, and life-long learning

Idaho Achievement Standards

743.01.a; 743.02.b,e; 743.03.a

Materials and Resources

Copy of excerpt from *I Know Why the Caged Bird Sings* by Maya Angelou (Glencoe eighth-grade)

Overhead of an experience from your life

Blank overhead for timeline from story

Procedure for Teaching

1. Direct students to recall a time they felt important because someone gave them something special. Students should jot down ideas about this event. After listing ideas, invite them to sequence their ideas in chronological order.
2. Set up the excerpt by discussing rural Arkansas in the 1930's. Review "Jim Crow" laws and southern attitudes towards diversity at that time. Discuss what is different about Angelou's life versus the students' lives.
3. Read excerpt. (I have used the chapter in which Maya meets Bertha Flowers and is taken under her wing.)
4. Direct students to create a timeline of events from the story. Create this on the overhead or board so that all can easily see it. Talk to the students about key elements of the story and chronological order. Use the timeline that you created ahead of time, in which you shared an experience from your own life. Tell the story and talk about what details are important to include, and which can be omitted.
5. Direct students to look back at the ideas they jotted down before reading. Instruct them to add any important details that they may have omitted. Provide time for students to place their experiences onto a timeline.
6. In groups, invite students to share these timelines from their personal experience.

A Day in the Secret Annex

Objectives

Students will be able to do the following:

- Speak to share information for self-expression and verbalize the analysis of the text (through planning of this activity).
- Create and experience a “day” in the Secret Annex leading to greater understanding.
- Speak for critical analysis and evaluation

Idaho Achievement Standards

746.01.a; 746.03.a,c

Materials and Resources:

Paper, pencil, pen

Food, quiet games

Ration Card

Copy of *Diary of Anne Frank*

Procedure for Teaching

Prior to doing this activity, students need to read or become familiar with the *Diary of Anne Frank*.

1. **Day 1: Planning.** The teacher explains the following: Students will re-create and role-play a day in the Secret Annex. This activity will require planning, cooperation, and bringing food and games. When the students enter the classroom on Day 2, they will be in the Secret Annex—no talking or communication, except through sign language or writing.
2. Students will form groups of three or four with teacher's directions.
3. Distribute ration cards that lists available foods to each group.
4. Students will discuss and assign members of the group to each bring one food item listed on the ration card. They will also bring a quiet board game, cards, or writing material. Students will organize and plan their activities within groups.
5. **Day 2: In the Secret Annex.** Upon entering the classroom, students will cease talking, and within their groups, divide food items. The students will also set out the games.

6. Students spend forty-five minutes eating foods that the Frank family consumed, playing games without speaking, and experiencing in a short amount of time, what the Frank family had to undergo daily while in hiding. The whole event takes place in complete silence.
7. Groups are graded on a point system. Points are deleted for talking or for lack of cooperation.
8. When the activity is complete, students may discuss their observations and feelings.

Journal Writing – *Diary of Anne Frank*

Objectives

Students will be able to do the following:

- Understand and use the writing process
- Convey thoughts, feelings, and opinions through writing

Idaho Achievement Standards

744.01.b,c

Materials and Resources:

Paper

Pencil and pen

Notebook (optional)

Procedure for Teaching:

1. Students will maintain a journal in conjunction with reading *The Diary of Anne Frank*, which is symbolic of Anne's diary.
2. Students will write daily in their journals. On some days, the teacher will present a topic; on other days, the students will free-write about something of their own choosing.
3. Students will read their journal writings to a partner or the class on a voluntary basis.
4. Possible journal topics include the following:
 - Freedom
 - Friendship
 - Special gifts
 - Love
 - Family and/or parents
 - A variety of famous quotes or proverbs

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Song Lyrics as Poetry

Objectives

Students will be able to do the following:

- Identify literary devices to infer meaning in various poems
- Broaden their definition of poetry by using a poetic form that they particularly enjoy
- Understand the artistic use of language
- Understand the musical quality that is inherent in poetry

Idaho Achievement Standards:

744.01.a,c; 744.02.b,c; 744.04c; 743.01.b,f

Materials Needed

CD with songs chosen for poetic content (you will create this)

Overhead copy of each set of lyrics

Hard copies of independent practice lyrics

Printed requirements for student samples

Copies of poems (see below)

Suggested Songs:

Choose songs that you like and have particularly enjoyed over time, because they add authenticity and texture to your delivery. Examples include:

- Don McLean ...*American Pie*
- Beatles...*Eleanor Rigby* ...almost anything by the Beatles will work
- Bob Dylan... *Mr. Tambourine Man, Like a Rolling Stone*
- Simon & Garfunkel...*I Am a Rock*...(Copy included at end of lesson plan.)
- Grateful Dead...*Black Muddy River*
- Bob Marley...*Pass It On*

Day One

1. Open by asking students to share experiences they have had with poetry, and how they feel about poetry. Instruct them that tomorrow you will prove to them that each and every one of them listens to poetry on a daily basis, and that each and every one of them loves poetry.

2. Spend the rest of the period discussing poetic devices and figurative language. Students will copy them from the overhead.

Day Two

1. Have music blaring away as students enter the room. Explain that they are listening to poetry, and to raise their hands if they want the music turned off. (No one ever does.)
2. When the song is over, place the song lyrics on the overhead and discuss how song lyrics are poetry. Students have copies of poetic device vocabulary on their desks, and, as the music plays again, they should try to identify poetic devices within the lyrics.
3. Discuss findings: lyrics are written in stanzas and contain refrain/chorus (repetition) so these are the ones they usually find the easiest to identify. It is here that you get a real *feel* for what the students already know. Also, emphasize that not all song lyrics are poetic. They include staves off hard rock and rap.
4. Play another song and try the procedure again.

Day Three

1. Place lyrics on overhead projector when students arrive, and play the music. Instruct them to read the lyrics as the song plays. Discuss and identify devices.
2. The students will analyze the next set of lyrics on their own. Provide paper copies, one per student. Direct them to label poetic devices and identify themes.
3. Explain that for the next few weeks they will complete a couple each week as long as they bring in the music and the lyrics. You will likely receive get many student samples, since students who resist doing other activities independently will frequently do this.

Requirements for Student Samples:

- Typed overhead copy of lyrics
- Typed copy with all poetic devices identified
- An original copy of lyrics with CD cover (You don't want any surprises!)
- Song on CD
- Mandatory presentation and discussion of song with the class

(Identification of poetic devices/figurative language using lyrics transfers easily into more conventional poetic forms.)

Day Four

1. Place a more conventional poem on overhead projector. (See #2 below.) Begin discussion with the idea that a lyricist has a musician to provide the musical, lyrical quality to his poetry. A conventional poet has to provide the musical quality himself/herself. Hence, open with a *brief*, discussion about meter and the importance of reading poetry aloud.
2. Divide students into four groups and distribute a copy of Shel Silverstein's *Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out* to each group. After a little practice, present a reading for the class. (This is a fun, non-threatening poem, and the end rhyme helps establish a pattern that is easy for students to understand and enjoy.)

Day Five

1. Distribute copies of Silverstein's poem. Direct students to independently identify the poetic devices and figurative language. (This poem is full of hyperbole, which students tend to identify immediately.)
3. Discuss their findings.
4. At this point, move into conventional forms of poetry.

I Am A Rock

Paul Simon & Art Garfunkel

A winter's day
In a deep and dark
December;
I am alone,
Gazing from my window to the streets below
On a freshly fallen silent shroud of snow.
I am a rock
I am an island.

I've built walls,
A fortress deep and mighty,
That none may penetrate.
I have no need of friendship; friendship causes pain.
It's laughter and it's loving I disdain.
I am a rock
I am an island.

Don't talk of love,
But I've heard the words before;
It's sleeping in my memory.
I won't disturb the slumber of feelings that have died.
If I never loved I never would have cried.
I am a rock
I am an island.

I have my books
And my poetry to protect me;
I am shielded in my armor,
Hiding in my room, safe within my womb.
I touch no one and no one touches me.
I am a rock
I am an island.

And a rock feels no pain;
And an island never cries.

Copy-Change Poetry

Objectives

Students will be able to do the following:

- Write and read various forms of poetry
- Produce writing that includes figurative language

Idaho Achievement Standards

744.02.b,c; 744.03 a,b; 744.04.c

Materials and Resources:

Copies of poems to copy-change (one per student)

Copy-change handouts (See attached sample for "Stopping by Woods on a Snowy Evening" by Robert Frost.)

Procedures/Activities for Teaching

1. Explain that a copy-change is a way to use the structure of other poets to create new meaning for a new poem. A copy-change uses the structure of an existing poem to create a new poem.
2. Read a poem aloud to the class. (Each should have his/her own copy.)
3. Read a copy-change of the same poem. (Students should have a copy of this also.)
4. Discuss how the structure and feel are the same, but the subject matter is totally different.
5. Read aloud "Stopping by Woods on a Snowy Evening" by Robert Frost to get the "feel" of his poem.
6. Students will use the following copy change form and copy the syllabic structure of the original poem, substituting words of their own for Frost's words.
7. Students will share their poems.

“Stopping by Woods on a Snowy Evening” by Robert Frost

Whose woods these are I think I know.
His house is in the village, though;

He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near

Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.

The only other sounds the sweep
Of easy wind and downy flake.

The woods are lovely, dark, and deep,
But I have promises to keep,

And miles to go before I sleep,
And miles to go before I sleep.

APPENDIX C

Idaho Student Information Technology Standards

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

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

DRAFT – 12/17/2003

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.

Basic Operations and Concepts

Students demonstrate a sound understanding of the nature and operation of technology systems.

Students are proficient in the use of technology.

Social, Ethical, and Human Issues

Students understand the ethical, cultural, and societal issues related to technology.

Students practice responsible use of technology systems, information, and software.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Technology Productivity Tools

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

Technology Communications Tools

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Technology Research Tools

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Technology Problem-Solving and Decision-Making Tools

Students use technology resources for solving problems and making informed decisions.

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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Make informed choices among technology systems, resources and services.
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3:

Technology Productivity Tools

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

8th Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 4:

Technology Communications Tools

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

STANDARD 5:

Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Identify choices among technology systems, resources and services.
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3:

Technology Productivity Tools

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

7th Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 4: Technology Communications Tools

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

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
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:
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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Explore choices among technology systems, resources and services.
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3: Technology Productivity Tools

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

6th Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 4:

Technology Communications Tools

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

STANDARD 5:

Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3:

Technology Productivity Tools

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

5th Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 4: Technology Communications Tools

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

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Explore the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3: Technology Productivity Tools

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

4th Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 4: Technology Communications Tools

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

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Explore the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate functional operation of technology components.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Discuss legal and ethical behaviors when using technology and information.

STANDARD 3: Technology Productivity Tools

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

3rd Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

**STANDARD 4:
Technology Communications Tools**

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

**STANDARD 5:
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	Evaluate the accuracy and relevance of electronic information sources.
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate functional operation of technology components.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

STANDARD 3: Technology Productivity Tools

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

2nd Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 4:

Technology Communications Tools

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

STANDARD 5:

Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	N/A
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate functional operation of technology components.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

STANDARD 3: Technology Productivity Tools

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

1st Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

STANDARD 4: Technology Communications Tools

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

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	N/A
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	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:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	Use input and output devices successfully to operate computers, VCRs, audio tapes and other technologies.
	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

STANDARD 3: Technology Productivity Tools

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

1st Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

**STANDARD 4:
Technology Communications Tools**

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

**STANDARD 5:
Technology Research Tools**

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

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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:
Use technology resources for solving problems and making informed decisions.	N/A

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