

## COURSE OF STUDY

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Idaho Department of Education



# Music (9-12): Band One

Enhanced with Idaho Student Information Technology Standards

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# Music: Band One (9-12)

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## Introduction

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

Victor Hugo

### *Background*

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

### *Purpose*

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

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

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## **Using This Document**

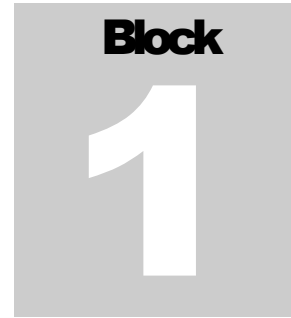
The Music Courses of Study are presented with respect to the creative energies of music teachers whose courses satisfy humanities requirements in the State of Idaho. We recognize the music teacher as a flexible and motivated individual who will review the Music Courses of Study as examples. The teacher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

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

## **Student Evaluation Philosophy**

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

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



## Preparing for a Concert

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

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

### **Idaho Achievement Standards:**

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

**973.01:** Conduct analyses in the arts and humanities disciplines.

#### **Content Knowledge and Skills:**

**973.01a2:** Compare two contrasting musical works.

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

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

**975.01:** Understand concepts essential to visual and performing arts.

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

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

#### **Content Knowledge and Skills:**

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



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

**975.03a1:** Demonstrate advanced ensemble skills.

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

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Play chorales and scales that compliment concert selections.	975.01a2 975.02a1 975.03a1 975.03a2 975.03a3	
2. Demonstrate proper intonation through breathing techniques, posture, and pitch matching. Improve intonation through the use of available software (such as Amadeus <a href="http://www.mccormicksnet.com/amadeus.htm">http://www.mccormicksnet.com/amadeus.htm</a> ).	975.01a2	3.1b, 2.2a
3. Play unison and chordal passages to develop a strong sense of a blend and balance within a phrase and ensemble.	975.01a2 975.03a1 975.03a2 975.03a3	
4. Include rhythmic elements in warm up. Create a website that features rhythmic content.	975.03a1 975.03a2	3.1c
5. Compare and contrast concert march, overture and chorale styles through performance. Enhance this experience by using recordings, a spread sheet, or smart board.	971.01a2	3.1b

**Objective #2:** The student will identify aurally different historical periods of music.

**Idaho Achievement Standards:**

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

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

**971.02:** Understand interrelationships among visual and performing arts disciplines.

**Content Knowledge and Skills:**

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

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

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

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

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

**Content Knowledge and Skills:**

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Compare and contrast concert march, overture and chorale styles through performance. Enhance this experience by using recordings, a spread sheet or smart board.	971.01a2	3.1b
2. Participate in a multicultural performance (i.e. Kwanzaa, Hanukah, Cinco de Mayo, La Posada).	971.01a1	2.1b, 3.1a

Download images from internet representing featured culture and create a large screen image board behind ensemble for use during performance.		
3. Identify music of varying styles or from different time periods playing musical games (i.e., “Name that Style”, “Musical Jeopardy”). Use PowerPoint to enhance this experience.	971.01a1	6.1a

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

**Idaho Achievement Standards:**

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

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

**Content Knowledge and Skills:**

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

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

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

**975.01:** Understand concepts essential to visual and performing arts.

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

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

**Content Knowledge and Skills:**

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

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

**975.03a1:** Demonstrate advanced ensemble skills.

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Observe performances and discuss the overall impression. Utilize video recording methods.	975.02a1 975.01a2 975.03a1	
2. Role-play possible problematic areas for audiences (how sit in a chair, appropriate dress, attentiveness to conductor etc.).	975.02a1 975.01a2 975.03a1	
3. Using a local expert, discuss proper concert etiquette. Utilize teleconferencing.	975.02a1 975.01a2 975.03a1 973.03a2	4.1b

## Preparing For Solo And Ensemble Festival

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

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

### **Idaho Achievement Standards:**

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

**975.01:** Understand concepts essential to visual and performing arts.

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

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

### **Content Knowledge and Skills:**

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

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

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

**975.03a1:** Demonstrate advanced ensemble skills.

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

### **Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Utilizing the instruction of community musicians, apply individual suggestions to practice habits.	975.01a2 975.03a1 975.03a2	
2. Discuss time management skills to allow for structured practice.	975.01a2	

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

**Idaho Achievement Standards:**

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

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

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

**Content Knowledge and Skills:**

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

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

**975.03a1:** Demonstrate advanced ensemble skills.

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Participate in community (coffee house, church, middle school) performance opportunities.	975.02a1 975.02a2 975.03a1	

	975.03a1	
2. Participate in a local music festival, rehearsing and performing for a clinician or adjudicator.	975.02a2 975.02a1 975.03a1 975.03a2 975.03a3	

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

**Idaho Achievement Standards:**

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

**973.01:** Conduct analyses in the arts and humanities disciplines.

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

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

**Content Knowledge and Skills:**

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

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

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

**Suggested Activities:**

	Content Standards	Technology Standards
1. Working in small ensembles, observe communication techniques.	973.01a1 973.03	
2. View videotaped rehearsals and evaluate the level of communication between musicians.	973.02a1 973.01a1	

of communication between musicians.	973.01a1	
3. Watch video performances and evaluate the level of communication between ensemble members.	973.02a1 973.01a1 973.03	



## Preparing For A Festival Performance

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

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

### **Idaho Achievement Standards:**

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

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

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

### **Content Knowledge and Skills:**

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

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

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

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

**975.01:** Understand concepts essential to visual and performing arts.

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

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

**Content Knowledge and Skills:**

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

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

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Using a teacher or student created rubric, evaluate other ensembles at festival or concert performances. Use teleconferencing.	973.02a1 973.03a1	
2. Review adjudicator's evaluations from previous festival performances to prepare music for festival.	973.03a1 973.03a4	
3. Discuss the amount of time required to prepare festival selections.	975.01a2 975.02a2	
4. Discuss and evaluate the appropriateness of music selections for festival.	975.03a2	

**Objective #2:** The student will demonstrate through performance a historically/culturally appropriate interpretation of composition.

**Idaho Achievement Standards:**

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

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

**971.02:** Understand interrelationships among visual and performing arts disciplines.

**Content Knowledge and Skills:**

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

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

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

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

**973.01:** Conduct analyses in the arts and humanities disciplines.

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

**Content Knowledge and Skills:**

**973.01a2:** Compare two contrasting musical works.

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

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Listen to an ensemble that performs examples similar to music that will be played at festival. Teleconferencing would enhance this experience.	971.01a1	4.1c
2. Use the internet to download video performance of a specific work (ie. London Symphony version of Holst's <i>The Planets</i> ). Discuss and analyze its historic significance in performance repertoire.	971.01a1 973.03a3	3.1d
3. Interact with community groups that commemorate historical events to enhance historical and cultural perspective of a given work.	971.02a2	

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

**Idaho Achievement Standards:**

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

**971.02:** Understand interrelationships among visual and performing arts disciplines.

**Content Knowledge and Skills:**

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

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

**975.01:** Understand concepts essential to visual and performing arts.

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

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

**Content Knowledge and Skills:**

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

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

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

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Correlate musical expression with expressive writing through interpreting lyrics of a song or the	971.02a1	

historical background of a musical composition.		
2. Sing phrases to develop musical expression.	975.01a2 975.02a2	
3. Use familiar poems to demonstrate phrasing (“Mary Had a Little Lamb” in a legato style vs. staccato style).	971.02a1 975.03a2	
4. Offer student input for points of musical expression (dynamics, phrasing and articulation).	975.03a2 975.02a2	

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

**Idaho Achievement Standards:**

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

**975.01:** Understand concepts essential to visual and performing arts.

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

**Content Knowledge and Skills:**

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

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

**Suggested Activities:**

	Content Standards	Technology Standards
1. Use a mirror/video camera to self-evaluate posture, hand position, and embouchure.	975.02a1	3.1d
2. Listen to specific individuals within the ensemble while it is playing.	975.01a2	

while it is playing.		
3. Change seating arrangements to enhance performer's awareness of other parts.	975.01a2	

## Preparing for Competition

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

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

### Idaho Achievement Standards:

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

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

### Content Knowledge and Skills:

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

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

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

### Suggested Activities:

	Content Standards	Technology Standards
1. While other ensembles are performing, exhibit appropriate behavior as an audience.	973.03	
2. In a constructive manner, evaluate other performing ensembles, using an adjudication form	973.03a1	

or other rubric.		
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**Objective #2:** The student will demonstrate humility and appropriate attitude in competition.

**Idaho Achievement Standards:**

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

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

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

**Content Knowledge and Skills:**

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

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

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

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

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

**975.01:** Understand concepts essential to visual and performing arts.

**Content Knowledge and Skills:**

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Discuss appropriate ways to interact with performers from other ensembles.	973.02	



2. Role-play possible post performance scenarios. Create an online discussion board.	975.02	4.1b
3. Accept criticism of a competitive performance and apply that criticism to a future performance of the same music.	973.03 975.01a2	

**Objective #3: The student will exhibit performance excellence.**

**Idaho Achievement Standards:**

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

**975.01:** Understand concepts essential to visual and performing arts.

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

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

**Content Knowledge and Skills:**

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

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

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

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

**975.03a1:** Demonstrate advanced ensemble skills.

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

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

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Rehearse with the outcome of an excellent performance in mind.	975.01a2	
2. State performance expectations and carry them out.	975.02	
3. Prepare individual parts for a successful group performance.	975.01a2 975.02a2	

## Preparing For An Extracurricular Performance

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

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

### **Idaho Achievement Standards:**

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

**975.01:** Understand concepts essential to visual and performing arts.

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

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

### **Content Knowledge and Skills:**

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

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

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

**975.03a1:** Demonstrate advanced ensemble skills.

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

### **Suggested Activities:**

	Content Standards	Technology Standards
1. Create a plan of action to prepare quickly for a performance.	975.01a2	
2. Develop a training program for section leadership with the aid of the director.	975.01a2	
3. Prepare individual parts for a successful rehearsal.	975.01a2 975.02a2	

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

**Idaho Achievement Standards:**

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

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

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

**Content Knowledge and Skills:**

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

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

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

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

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

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

**975.01:** Understand concepts essential to visual and performing arts.

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

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

**Content Knowledge and Skills:**

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

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

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

**975.03a1:** Demonstrate advanced ensemble skills.

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

**Suggested Activities:**

	<b>Content Standards</b>	<b>Technology Standards</b>
1. Discuss and demonstrate appropriate performance behavior.	973.03	
2. Independently prepare parts for a successful rehearsal.	975.01a2	
3. Assuming role of a student leader, discuss appropriate literature, timeline, and checklist for a group.	975.01a2 975.02a2	

# **APPENDIX A**

## **Band Director Resources**

### **Web Resources**

#### **K-12 Resources for Music Educators**

[www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html](http://www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html)

#### **Teaching Music Through Performance in Band Vol. 1**

[www.giamusic.com/scstore/p-418.html](http://www.giamusic.com/scstore/p-418.html)

#### **MENC: The National Association for Music Education**

[www.menc.org](http://www.menc.org)

#### **Taylor Music**

[www.taylormusic.com](http://www.taylormusic.com)

#### **J.W. Pepper & Son, Inc.**

[www.jwpepper.com](http://www.jwpepper.com)

#### **Idaho Music Educators Association (IMEA)**

[www.idahomusiced.org](http://www.idahomusiced.org)

#### **Percussive Arts Society**

[www.pas.org](http://www.pas.org)

#### **World Military Bands**

<http://worldmilitarybands.com>

#### **Pearl Drums Education: Thom Hannum**

[www.pearldrums.com/education/perclub/hannum.html](http://www.pearldrums.com/education/perclub/hannum.html)

### **Other Resources**

The Art of Successful Teaching By Dr. Tim Lautzenheiser

“The Canadian Brass Master Class Series” (Video Series)

“A Battle Plan for Saving Music Education!” (Action Kit) Robert Morrison, director  
American Music Conference

“A Crisis Is At Hand! Band Scheduling” By Dr. Robert Miles and Dr. Larry Blocher

“Beating the Politics of Music Educating!” By Kathy Welling, MENC director.

# **APPENDIX B**

## **Idaho Achievement Standards:**

### **Humanities: Visual Arts**

**April 2003**



## Resources

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

#### **971. STANDARD ONE.**

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

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

(5-3-03)

### **972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.**

**973. STANDARD TWO.**

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

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

(5-3-03)

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

**975. STANDARD THREE.**

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

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

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

# **APPENDIX C**

## **Idaho Student Information Technology Standards**

**April 2003**

# 8<sup>th</sup> Grade Idaho Student Information Technology Standards (ISITS) Kindergarten – 7<sup>th</sup> Grade Idaho Information Technology Benchmarks

DRAFT – 12/17/2003



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

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

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

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

# 8<sup>th</sup> Grade Idaho Student Information Technology Standards (ISITS) Kindergarten – 7<sup>th</sup> Grade Idaho Information Technology Benchmarks

DRAFT – 12/17/2003

## Technology Foundation Standards for all students

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

### 1. Basic Operations and Concepts

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

### 2. Social, Ethical, and Human Issues

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

### 3. Technology Productivity Tools

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

### 4. Technology Communications Tools

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

### 5. Technology Research Tools

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

### 6. Technology Problem-Solving and Decision-Making Tools

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

**8<sup>th</sup> Grade Idaho Student Information Technology Standards (ISITS)  
Kindergarten – 7<sup>th</sup> 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.

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# 8<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

## STANDARD 1: Basic Operations and Concepts

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

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

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

# 8<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

## STANDARD 3: Technology Productivity Tools

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

## STANDARD 4: Technology Communications Tools

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

## 8<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

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### STANDARD 5: Technology Research Tools

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

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

**7<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:  
Basic Operations and Concepts**

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

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

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

**7<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 3:  
Technology Productivity Tools**

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

**STANDARD 4:  
Technology Communications Tools**

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

**7<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 5:  
Technology Research Tools**

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

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

# 6<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

## STANDARD 1: Basic Operations and Concepts

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

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

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

**6<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 3:  
Technology Productivity Tools**

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

**STANDARD 4:  
Technology Communications Tools**

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



**6<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
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**STANDARD 5:  
Technology Research Tools**

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

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

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

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

**5<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:  
Basic Operations and Concepts**

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

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

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

**5<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:  
Technology Productivity Tools**

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

**STANDARD 4:  
Technology Communications Tools**

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

**5<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 5:  
Technology Research Tools**

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

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

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

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

# 4<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

## STANDARD 1: Basic Operations and Concepts

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

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

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

**4<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 3:  
Technology Productivity Tools**

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

**STANDARD 4:  
Technology Communications Tools**

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

**4<sup>TH</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 5:  
Technology Research Tools**

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

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

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

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

**3<sup>RD</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:  
Basic Operations and Concepts**

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

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

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



**3<sup>RD</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 3:  
Technology Productivity Tools**

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

**STANDARD 4:  
Technology Communications Tools**

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

**3<sup>RD</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 5:  
Technology Research Tools**

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

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

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

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

**2<sup>ND</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:  
Basic Operations and Concepts**

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

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

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

**2<sup>ND</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 3:  
Technology Productivity Tools**

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

**STANDARD 4:  
Technology Communications Tools**

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

**2<sup>ND</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 5:  
Technology Research Tools**

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

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

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

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

**1<sup>ST</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 1:  
Basic Operations and Concepts**

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

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

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

**1<sup>ST</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:  
Technology Productivity Tools**

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

**STANDARD 4:  
Technology Communications Tools**

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

**1<sup>ST</sup> GRADE IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

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**STANDARD 5:  
Technology Research Tools**

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

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

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

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



# KINDERGARTEN IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

## STANDARD 1: Basic Operations and Concepts

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

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

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

**KINDERGARTEN IDAHO STUDENT INFORMATION  
TECHNOLOGY BENCHMARKS**

DRAFT - 12/17/2003

**STANDARD 3:  
Technology Productivity Tools**

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

**STANDARD 4:  
Technology Communications Tools**

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

# KINDERGARTEN IDAHO STUDENT INFORMATION TECHNOLOGY BENCHMARKS

DRAFT - 12/17/2003

## STANDARD 5: Technology Research Tools

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

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

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

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