

EDUCATIONAL GOALS

Language Arts: The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Students will acquire and utilize listening, speaking, and viewing skills at an in-depth level to empower themselves to become effective communicators across a wide spectrum of applications. Students will be able to comprehend and interpret a variety of texts and apply the writing process to generate a variety of products, including research papers with proper MLA format.

INDICATORS: 90% proficient on the Direct Writing Assessment
Graduates proficient on Reading/Language ISATs
Complete Senior project (research and writing)
Complete research paper in grades 7-12

Mathematics: Students will be able to apply a wide variety of problem solving skills and strategies. Logical reasoning and mathematical thinking will be demonstrated through real life situations. Knowledge of math skills will be applied throughout other content areas.

INDICATORS: 90% proficient on the Direct Math Assessment
Graduates proficient on the ISAT
Each graduate will have completed three to four years of math, and have had the opportunity to take Algebra 2, Statistics, Pre-Calculus, or Business Math.

History/ Social Studies: It is the goal and desire of the Idaho Arts Charter School History Department to create an engaged citizenry of students in social studies by emphasizing an active, hands on, project-based cooperative learning environment. Upon completion of a student course curriculum students will:

Know the important role geography plays in the development of cultures and societies throughout the world. Know how to critically evaluate a nations economy, government, societal patterns, technological advances, and how these are key elements of world nations. Understand how the U.S. connection to world nations has affected their development and growth; both positively and negatively, for the U.S. and other global nations. Establish a basic foundation of knowledge about the world and international issues. Demonstrate the relevance of international issues to individuals in the United States - and Idaho. Encourage students to think critically and objectively about the political, economic, and social environments of other countries and peoples of the world. Develop the ability to discuss the world and its global affairs objectively and holistically. Understand the major time periods of U.S. history and its chronological development. Understand the various reforms, economic, political, and cultural movements and developments in United States history. Know how political and social events throughout our history affected Americans and our development. Know important fundamental ideas that helped shape United States and significant personalities that influenced its development. Identify and Comprehend the U.S. constitutional foundations. Recognize and Evaluate U.S.

political beliefs and behaviors. Know the important institutions of the national government. Synthesize public policy, and examine U.S. civil rights and civil liberties.

INDICATORS: Participation in annual History Day program
Participation in Economic Summit and Stock Market game
Portfolios
Label, with 70% accuracy, a political and geographical map
Completion of social studies and history class work

Health and Wellness. Students will obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society.

INDICATORS: Participation in fitness activities at least 3 times per week
Access to free breakfast program
Understand consequences of drug/alcohol use through events such as Red Ribbon Week

Science: Students will understand the nature of science, physical science, biology, Earth and space systems, personal and social perspectives and technology. Students will complete investigations each year which center around nature, the outdoor world, as well as physical and chemical laws that exist every day.

INDICATORS: 90% proficiency on science ISAT
Application of scientific method
Application of scientific principles in projects

Music: Students will demonstrate knowledge of musical concepts of performance, notation, dictation, composition, and creativity.

INDICATORS: Participation in school and community musical performances
Listen to and discuss musical productions
Identify cultural aspects and history of music

Dance: Students will demonstrate proficiency in dance related movements and display an understanding of components essential to dance creation. Students will place dance in a historical context and will be able to discuss and analyze it.

INDICATORS: Participation in school and community dance performances
View and discuss dance or theater productions
Identify cultural aspects and history of dance

Drama: Students will create a high level of performance, gain an in-depth understanding of technical theatre and a wide-breadth understanding of playwrights, history, plays and the understanding of the importance of theatre in the universal human experience.

INDICATORS: Participation in school and community theater performances
View and discuss theater productions or films
Identify cultural aspects and history of theater

Visual Art: Students will be able to identify a representational visual art works from a variety and historical periods and relate the trends and movements in visual art to other disciplines in the arts and humanities. The student should be able to critique works of art; both their own and others, using appropriate arts vocabulary of elements and principles of art and the contribution to the interpretation of the artwork. They should be able to write a concise and informative artist's statement. The student should be able to clearly communicate a personal message or idea through a body of artwork and use the creative process in selecting subject and genre for art pieces. They should be able to select and apply media, techniques, and processes effectively and with artistic intention and know where to locate and use appropriate resources. The student will be able to collect and arrange his/her artwork into a pleasing exhibit for viewing by the general public. Students in visual arts will develop a lifelong appreciation of many different genres of artworks from various historical periods and style movements. Students will acquire skills in selecting art media appropriate to certain situations and become proficient in applying that media with a variety of techniques. Students will use creative skills to create visual art and solve problems related to visual communication.

INDICATORS: Development of individualized style to represent themselves
Creation of body of artwork in a central theme
Collection and arrangement of artwork in an exhibit
Art shows (both school and community)
Senior projects
Portfolios

Technology: Students will be familiar with various forms of technology, as well as specialized technology in the arts' fields.

INDICATORS: Appropriate and successful final products from each medium indicate achievement.

Foreign Language: Students will be able to speak, comprehend, read, and write Spanish or French on an introductory level in preparedness for further study. Students will also demonstrate an awareness of target cultures and histories helping them become better global citizens.

INDICATORS: Attain introductory fluency in conversation
Demonstrate awareness of culture of Spain or France

SOCIAL AND CIVIC GOALS

Teamwork: Students will learn how to work on a team and assume different roles as members of the team. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members.

INDICATORS: Completion of group projects in all classes
Self-reflection rubrics

Respect: Students will promote respect for self and others, which leads to unselfishness and self-discipline. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

INDICATORS: Self-reflection rubrics
Conference goal setting
Portfolios
Incidents of behavioral referrals to the office

Communication skills: To make effective communicators of all students, through the use of arts and focused investigations

INDICATORS: Public performance and display of student projects
Portfolios

Aesthetic appreciation: To expose students to a variety of arts forms in the mediums of visual art, music, theatre, and dance.

INDICATORS: Each student will choose to develop a level of proficiency in an arts area
Each student will enroll in arts classes as their electives
Senior project
Frequent attendance of school and outside performances

Creativity/ Problem solving: Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

INDICATORS: Group projects
Senior projects
Identification of problem solving strategies

Career education: To prepare students for higher education and the work force, as well as to become creative and productive citizens.

INDICATORS: Continuous re-evaluation of expectations of higher education/ business
Monitoring of student achievement exams (ISAT), SAT and ACT scores, college admissions
ASVAB
Participation in College Fair

Service learning: To empower students to provide service to their communities through focused investigations.

INDICATORS: Students and mentors will continuously develop creative and focused learning projects
Completion of service portion of Senior Project



ADOPTED: June 11, 2012

AMENDED: